Boys Latin of Philadelphia CS

Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

5501 Cedar Avenue
Philadelphia, PA 19143-
215-387-5149

Phase:	Improvement Revision 2018-2019
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Yes
CEO Name:	Noah Tennant
CEO E-mail address:	ntennant@boyslatin.org

Planning Committee

Name	Role
Ruth Gonzalez	Administrator
Noah Tennant	Administrator
Joel Witter	Administrator
William Thorkelson	Board Member
Richard McDaniel	Building Principal
Brian Meadows	Building Principal
R. Richard Williams	Business Representative
Trina Martin	Community Representative
Not Applicable	Elementary School Teacher - Regular Education
Sara Flounders	High School Teacher - Regular Education
Lauren Poutasse	Intermediate Unit Staff Member
Samantha Levine	Middle School Teacher - Special Education
Elaine Wells	Parent
Bethany Younkers	Special Education Director/Specialist

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**

No assurances have been identified

Assurance 13

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

- School web site

- School newsletter

- WikiSpaces, Yahoo, Facebook, etc.

- Board meeting presentations

- District's annual report

- 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

- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

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

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

The technical assistance provided by the LEA was high quality because of structure and formatting, planning and implementation, as well as feedback and revision.

The LEA intentionally structured the schedule experts in their field at the beginning of the year—professional development leaders and researchers with advanced degrees of specialty to inform and guide staff learning and understanding. All staff members were grounded in expertise before breaking off into smaller department focused groups to move forward with the learning needs of that subject in mind based on the expertise granted. Department meetings were scheduled around seven intentionally chosen meeting times organized with the school-wide theme of student motivation through meaningful work. The staff-wide professional plan working in alignment with those department level conversations in a ten meeting structure with one final meeting for feedback and discussion.

The planning for the year's school-wide programming were begun in the spring of the year before and continued throughout the summer, ensuring consistency and alignment between whole-school level professional development sessions, the school calendar, and department-wide needs. The theme of student motivation and success was chosen because of the feedback from staff members last year, and the LEA worked to reflect the wants and desires of the teachers with high quality expertise, manageable chunks of professional learning time, sessions for teachers to demonstrate growing proficiency with new skills and space to ask questions as they developed and refined their practices.

There was a high quality commitment to feedback and revision throughout the year. Surveys were frequently given to teachers, and the responsiveness and data from those surveys analyzed by the LEA. Immediate plans from surveys were taken into account and used to adjust future meetings. One such example was when teachers at the beginning of the year gave feedback that there was not enough time to process and think about direct applications for their classroom or curriculum in the plan for the meetings, those times were immediately planned in to future sessions to ensure teachers had time not only to hear good ideas but also plan how to use those ideas with their students, in their style, and in their space in ways that were manageable, feasible, practical, and successful. There was a strong commitment to avoiding a one-size-fits-all model for professional development in search of meaningful application to develop best practices.

Provider	Meeting Date	Type of Assistance

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

Teachers have been invited into almost all of the decision making processes for help identifying the specific problems and school-wide trends to help maximize our instructional progress starting with the creation of the schedule, course offerings, class sizes, student groupings, and after school opportunities. First, teachers were invited to give input on the school calendar, to identify afterschool days for clubs and tutoring. Teachers recommendations became the basis for creating the master schedule of the school, helping to dictate the number of sections of each class, which classes should be supported in co-teaching environments, and the recommended size of each section. Almost every recommendation was executed so that teachers were bought into being their most effective selves with their students and their schedule. Teachers recommended changes in electives to better impact students beyond the core curriculum. These strategic groupings allowed teachers to more effectively tailor their assessments to particular groups and student needs.

Furthermore, teachers were able to bring their expertise to editing the school-wide benchmarks to build more faith and fidelity to the benchmarking process, review student performance during each trimester, make plans of action in response to the data. Our school benchmarks have been written by our teachers for our students in alignment with Pennsylvania Common Core standards. They were involved both in the creation and revision process before and after students took the benchmark exams. These exams have been revised from last year and refined by department chairs and teachers.

Teachers have also been guided through specific assessment driven instruction with their teacher coaches, to improve assessment quality and alignment. Coaches went through the

process of reviewing each question with the teacher and first matching the rigor of the question with the state standard to which the question is aligned. Then teachers edited their tests for redundancies or extraneous questioning. Afterward, teachers gave the assessments to students and debriefed the data with their coaches to assess test quality and student understandings and misunderstandings.   These feedback cycles informed the teaching and re-teaching that would take place going forward and helped revise the shape of some instructional programs for the course of the 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	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

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

Needs Assessment

School Accomplishments

Accomplishment #1:

Boys' Latin is especially proud of our graduates' college matriculation rate – an indicator that we believe to be most important in determining our success. Because we are modeled to be a college preparatory school, we believe college matriculation is our ultimate goal, and we are proud that 81% of the last graduating class is matriculated into college. That places Boys' Latin of Philadelphia #6 in the city of Philadelphia, behind only special admissions schools. This is particularly impressive when considering the results city-wide across gender lines. Boys' Latin is serving a population of students that other schools have not found a way to reach as effectively.

School Concerns

Concern #1:

We continue to address the large percentage of students (22% in Literature, 32% in Algebra I, and 55% in Biology) that remain the Below Basic category. To this end, we have made curricular adjustments – including courses in organizational management and skill development. We have also begun developing benchmark assessments that we believe will prove more true and valid to the state measurements and thus give us a better measure of our students' growth over time.

Concern #2:

Additionally, we continue address the area of student attrition. We want to instill in students the grit and resilience necessary to be a student at Boys' Latin and in college. Unfortunately, we have lost significant numbers of students over the years when they opt for educational institutions that prove less demanding.

The first three classes of the school evidenced a rising trend from freshmen to senior year. We graduated 81 of the 144 initial students in the class of 2011 (56.3%), and our numbers have continued to rise only as high as 60.2% with the class of 2015. However, our attrition for the Class of 2015 is still 39.8%. We would like to reduce that number to 34% over three years.

We would like to retain a higher percentage of students and see them through graduation. Our goal is to keep our students here over the four years and graduate a class of students with minimal attrition. Our goal is to use the stronger focus on teacher coaching with classroom management and engagement at the forefront to address student needs with many eyes and create a place where students want to be and be challenged.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

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

Systemic Challenge #3 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Systemic Challenge #4 *(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

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

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

Improvement Plan

Action Plans

Goal #1: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- 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
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- 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: Data Source: 2015 Keystone – Math, Reading, Science

Specific Targets: •   25% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

•   35% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

•   20% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Type: Annual

Data Source: Data Source: 2016 Keystone – Math, Reading, Science

Specific Targets: •   35% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

45% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

•   30% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Type: Annual

Data Source: Data Source: 2017 Keystone – Math, Reading, Science

Specific Targets: •   45% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

•   60% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

•   40% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Strategies:

Refine and implement Induction Program

Description:

Boys' Latin of Philadelphia CS will refine our Induction program to ensure all PDE guidelines and other best practices are incorporated including a mentorship component that will ensure new teachers to the field are appropriately supported.

SAS Alignment: Instruction

Ongoing communication and monitoring of school improvement efforts.

Description:

We will work to engage all faculty members – not just math, science, and English teachers – in this goal. By galvanizing support from all teachers and related school personnel and channeling efforts toward these common goals, it is our desire the plan will be fully understood and supported with a great level of clarity, particularly as it relates to reading and writing instruction across the curricular areas.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Regularly convene the School Improvement Committee to review the updated plan

Description:

The School Improvement Committee will meet to review the updated plan. During the meeting, the team will identify which components of the plan the entire school community has not understood in the past and determine action steps for information dissemination and collaboration with the entire school community.

Indicator of Implementation: Indicators of implementation include email meeting confirmations,

sign in sheets, and meeting notes.

Start Date: 7/7/2014   **End Date:** 7/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.

Present the School Improvement Plan in entirety to the school community during Professional Development Week.

Description:

The School Improvement Committee will present the School Improvement Plan to the faculty during the first week of Professional Development. As a school community, teachers and administrators will provide comments and questions about the plan to make any necessary adjustments to meet our goals.

Additionally, the School Improvement Committee will continue to present the School Improvement plan to new faculty and staff, and address revisions with returning staff on a yearly basis based on improvements, successes, feedback, and committee revisions.

Indicator of Implementation: Indicators of implementation include sign in sheets, meeting

notes, and power points.

Start Date: 8/18/2014   **End Date:** 7/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.

The school community will convene regularly to review the School Improvement Plan during Professional Development sessions on Wednesdays.

Description:

Every trimester, administration will devote one PLC session, at minimum, on a Wednesday from 1:00 to 3:00 pm to review the School Improvement Plan goals and timeline as a staff. This venue will allow everyone to provide feedback on the plan, and make any necessary adjustments.

Indicator of Implementation: Indicators of implementation include sign in sheets, meeting notes, and power points.

Start Date: 10/5/2014   **End Date:** 5/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.

Research best practices for Induction and re-design program as needed.

Description:

Administration will research best practices related to Induction Programs for new teachers and continually work to aggregate new information to improve and revise induction plan.

Indicator of Implementation: Curriculum and Instruction team will research best practices related to Induction Programs via their work with PhillyPlus.

Start Date: 7/7/2014   **End Date:** 7/1/2017

Program Area(s): Teacher Induction

Supported Strategies:

- Refine and implement Induction Program

Implement redesigned Induction Program with fidelity beginning in August.

Description:

New teachers will begin the Induction Program during the first week of Professional Development in August.

 Indicator of Implementation: The Director of Curriculum and Instruction will research best practices related to Induction Programs via their work with PhillyPlus. Additionally, an academic coach will facilitate the ongoing mentor program. These leaders will meet regularly to respond to teacher feedback to continually adjust program to maximize impact.

Start Date: 8/18/2014   **End Date:** 7/1/2017

Program Area(s): Teacher Induction

Supported Strategies:

- Refine and implement Induction Program

Administer a survey to all staff completing the induction program.

Description:

Administration will administer a survey to all teachers completing the induction program to determine teacher satisfaction and the effectiveness of the program on a yearly basis.

Indicator of Implementation: Summarized survey results to present to the administrative team.

Start Date: 5/25/2015   **End Date:** 7/1/2017

Program Area(s): Teacher Induction

Supported Strategies:

- Refine and implement Induction Program

Review Induction Program Effectiveness

Description:

As part of the Comprehensive Planning process, leadership will review the effectiveness of the induction program (looking at the survey results) year to year and make adjustments in response to faculty and staff feedback.

Indicator of Implementation: Report listing the strengths and areas in need of improvement for the Induction program.

Start Date: 9/1/2015   **End Date:** 7/1/2017

Program Area(s): Teacher Induction

Supported Strategies:

- Refine and implement Induction Program

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

Related Challenges:

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- 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
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- 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: Data Source: 2015 Keystone – Math, Reading, Science

Specific Targets: • 25% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

• 35% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

• 20% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Type: Annual

Data Source: 2016 Keystone – Math, Reading, Science

Specific Targets: •   35% of Junior level students will perform proficient or advanced proficient on the Keystone Algebra I exam.

•   45% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   30% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Type: Annual

Data Source: 2017 Keystone – Math, Reading, Science

Specific Targets: •   45% of Junior level students will perform proficient or advanced proficient on the Keystone Algebra I exam.

•   60% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   40% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Strategies:

Use Data and Adjust Instruction Accordingly

Description:

Ensure teachers and administrators have been trained on best practices related to using assessments to gauge student understanding of materials and that teachers have the instructional support necessary to adjust instruction as necessary for students whose achievement progress does not meet expectations at a proficient level or higher.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Revise yearly professional development plan to include overview of school-wide benchmarks and other applicable assessments in line with the PA Common Core.

Description:

The leadership team will convene to revise the professional development plan for teachers and administrators related to applicable assessments. The professional development will include an overview of the Common Core and how to align assessments.

The leadership team will use student data and teacher feedback to adjust tests to reflect student needs, essential content, and test weaknesses.

Indicator of Implementation: A detailed professional development plan will be available to staff members.

Start Date: 7/7/2014   **End Date:** 7/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Plan Regular Data Review in response to regular internal benchmarks

Description:

The leadership team will schedule both benchmarks and regular review days for faculty to examine student performance, identify strength areas, growth areas, and response actions (responsive lesson plans, revised unit plans, benchmark review with students, etc.).

Start Date: 7/18/2014   **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Schedule Instructional Rounds

Description:

The leadership team will provide opportunities for teachers to participate in Instructional Rounds each trimester. During Instructional Rounds, teachers have an opportunity to meet with experienced teachers and observe best practices in a group setting to review lesson plans and related assessments prior to observing a lesson.

Start Date: 9/15/2014   **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Empower Department Chairs to review student work as data between benchmark data days

Description:

The department chairs will use department time to review student work as a focused data dive to continue the work of data review and continue the conversation through practical application in classwork, homework, quiz, test, and project performance to connect the standardized to the daily.

Start Date: 9/15/2015   **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Related Challenges:

- 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
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- 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: Data Source: Director of Curriculum and Instruction Records

Specific Targets: 100% of faculty will complete curriculum maps and adjust as needed based on feedback.

Type: Annual

Data Source: Data Source: 2015 Keystone – Math, Reading, Science

Specific Targets: •   25% of Junior level students will perform proficient or advanced proficient on Keystone Algebra I exam.

•   35% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   20% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Type: Annual

Data Source: Data Source: 2016 Keystone – Math, Reading, Science

Specific Targets: •   35% of Junior level students will perform proficient or advanced proficient on the Keystone Algebra I exam.

•   45% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   30% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Type: Annual

Data Source: 2017 Keystone – Math, Reading, Science

Specific Targets: •   45% of Junior level students will perform proficient or advanced proficient on the Keystone Algebra I exam.

•   60% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   40% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Strategies:

Accessible Curriculum Maps and Lesson Plans

Description:

Ensure curriculum maps and lesson plans are accessible by all teachers

SAS Alignment: Standards, Instruction

Implementation Steps:

Incorporate Professional Development on the components of curriculum mapping and effective use of the data.

Description:

Administration and teachers will receive Professional Development on curriculum map development and meaning and how to use the tool as an instructional guide without inhibiting individual style and professionalism.

Yearly induction and professional development plans will respond to teacher feedback and teacher and work to address previously identified weaknesses in curriculum, and alignment as school builds out all grades 6-12.

Indicator of Implementation: A consultant referred by Philadelphia School Partnership will support this endeavor and provide instructional materials and slide decks to be maintained.

Start Date: 7/7/2014   **End Date:** 7/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Accessible Curriculum Maps and Lesson Plans

Schedule and Facilitate Subject-Area Professional Learning Communities

Description:

Facilitate Professional Learning Communities by subject area (e.g. Mathematics and Language Arts) where teachers can provide one another feedback on lesson plans and instructional curriculum maps.

Indicator of Implementation: Sign in sheets, e-mail confirmation, and feedback from teachers.

Start Date: 8/18/2014   **End Date:** 5/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Accessible Curriculum Maps and Lesson Plans

Provide professional development on the Common Core, aligned assessments, and gauging student understanding.

Description:

Contract with experts per recommendations from Philadelphia School Partnership to conduct professional development for teachers on the Common Core, assessments, and gauging student understanding.

Start Date: 8/25/2014   **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Accessible Curriculum Maps and Lesson Plans

Audit developing curriculum maps.

Description:

Annually (or semi-annually, depending on the length of the course) assess curriculum mapping and adjust based on teacher, student, department chair and administrative feedback.

Start Date: 8/25/2014   **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Accessible Curriculum Maps and Lesson Plans

Goal #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

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- 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: Data Source: 2015 Keystone – Math, Reading, Science

Specific Targets: •   25% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

•   35% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

•   20% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Type: Annual

Data Source: Data Source: 2016 Keystone – Math, Reading, Science

Specific Targets: •   35% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

45% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

•   30% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Type: Annual

Data Source: Data Source: 2017 Keystone – Math, Reading, Science

Specific Targets: •   45% of tested students will perform proficient or advanced proficient on the 2014 Algebra I exam.

- 60% of tested students will perform proficient or advanced proficient on the 2014 Literature I exam.

- 40% of tested students will perform proficient or advanced proficient on the 2014 Biology I exam.

Strategies:

Establishment and Continued Empowerment of Leadership Team

Description:

Boys' Latin of Philadelphia CS establish a Leadership Team consisting of the building principal, assistant principal, middle school dean, and director of curriculum and instruction. This team will oversee the curriculum mapping, benchmarking, and use of data.

SAS Alignment: Instruction

Implementation Steps:

Identify Gaps and Strengths in Content Knowledge in English Language Arts

Description:

Director of Curriculum and Instruction and English Department Chair will review Language Arts data on Keystone for the past three years.

Indicator of Implementation: Updated curriculum maps and benchmarks

Start Date: 7/7/2014   **End Date:** 10/15/2015

Program Area(s): Professional Education

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Identify Gaps and Strengths in Content Knowledge in Mathematics

Description:

Director of Curriculum and Instruction and Math Department Chair will review Mathematics data on Keystone for the past three years.

Indicator of Implementation: Updated curriculum maps and benchmarks

Start Date: 7/7/2014   **End Date:** 10/15/2015

Program Area(s): Professional Education

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Identify Gaps and Strengths in Content Knowledge in Science

Description:

Director of Curriculum and Instruction and Science Department Chair will review Science data on Keystone for the past three years.

Indicator of Implementation: Updated curriculum maps and benchmarks

Start Date: 7/7/2014   **End Date:** 10/15/2015

Program Area(s): Professional Education

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Research best practices for Induction throughout Pennsylvania

Description:

Administration and leadership team will research best practices related to Induction Programs for new teachers.

Indicator of Implementation: Curriculum and Instruction team will research best practices related to Induction Programs via their work with PhillyPLUS.

Start Date: 7/7/2014   **End Date:** 10/15/2015

Program Area(s): Teacher Induction

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Implement redesigned Induction Program with fidelity beginning in August with leadership team driving all aspects of staff development through distributive leadership

Description:

New teachers will begin the Induction Program during the first week of Professional Development in August with all members of the leadership team driving instructional priorities for new faculty.

Indicator of Implementation: Curriculum and Instruction team will research best practices related to Induction Programs via their work with PhillyPlus. Additionally, academic coach will facilitate the ongoing mentor program.

Start Date: 8/18/2014   **End Date:** 7/1/2017

Program Area(s): Teacher Induction

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Continued Teacher Development through department collaboration

Description:

As part of the continued development of teachers to build consistent practices, department chairs will be empowered to meet monthly to align practice, collaborate and share best practices, discuss common concerns, and

develop solutions to address concerns to improve student growth and performance.

Start Date: 9/5/2014   **End Date:** 5/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Continued teacher coaching through department chairs and other members of the leadership team

Description:

In line with lessons learned from the focused teacher coaching, best practices and consistent approaches will be established alongside department chair input and empowerment to impact the greatest number of teachers in the coming school year in line with Pennsylvania's Educator Effectiveness instrument as a guideline for development.

Start Date: 6/1/2015   **End Date:** 5/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Establishment and Continued Empowerment of Leadership Team

Goal #5: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Related Challenges:

- 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: Data Source: 2014 Financial Reports

Specific Targets: •   Total Days Cash on Hand greater than 45

• Favorable Budget to Actual variances

• Total expenditures lower than budgeted

• Positive net change in fund balance

Strategies:

Recruitment of Board Members to support and monitor Fiscal Responsibility

Description:

Boys' Latin will seek Board Members with history, experience, and passion for financial planning – particularly in the arena of non-profit organizations. We will pursue this goal independently and in tandem with partners from Philadelphia School Partnership.

SAS Alignment: Materials & Resources

Monthly Finance Committee Meetings

Description:

Boys' Latin will facilitate monthly finance committee meetings to closely monitor revenue, expenditures, and the impact of fundraising. This group will also forecast future budgets to determine feasibility of expansion.

SAS Alignment: Materials & Resources

Implementation Steps:

Identify areas of growth in the budgeting process

Description:

Board President, Finance Chair, CEO, Director of Operations, Charter Choices, and Principal perform analysis of budget.

Indicator of Implementation: Finance meeting minutes

Start Date: 9/18/2013   **End Date:** 1/22/2017

Program Area(s):

Supported Strategies:

- Recruitment of Board Members to support and monitor Fiscal Responsibility
- Monthly Finance Committee Meetings

Meeting monthly with Finance Team to monitor revenue and expenditures

Description:

Board President, Finance Chair, CEO, Director of Operations, Charter Choices, and Principal perform analysis of budget.

Indicator of Implementation: Finance meeting minutes

Start Date: 9/18/2013   **End Date:** 6/1/2017

Program Area(s):

Supported Strategies:

- Monthly Finance Committee Meetings

Identify new fundraising initiatives

Description:

Board President, Finance Chair, Board Vice-President, CEO, Director of Operations, Charter Choices, Director of Development and Principal consider new funding sources

Indicator of Implementation: Old Bags Press Coverage

Start Date: 1/8/2014   **End Date:** 4/30/2017

Program Area(s):

Supported Strategies:

- Monthly Finance Committee Meetings

Goal #6: 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: Data Source: 2015 Keystone – Math, Reading, Science, student attrition data

Specific Targets: • 	Reduce student attrition from 39.8% to 38%

• 	25% of Junior level students will perform proficient or advanced proficient on Keystone Algebra I exam.

• 	35% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

• 	20% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Type: Annual

Data Source: Data Source: 2016 Keystone – Math, Reading, Science, student attrition data

Specific Targets: •   Reduce student attrition from 38% to 36%

•   35% of Junior level students will perform proficient or advanced proficient on the Keystone Algebra I exam.

•   45% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   30% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Type: Annual

Data Source: Data Source: 2017 Keystone – Math, Reading, Science, student attrition data

Specific Targets: •   Reduce student attrition from 36% to 34%

•   45% of Junior level students will perform proficient or advanced proficient on the Keystone Algebra I exam.

•   60% of Junior level students will perform proficient or advanced proficient on the Keystone Literature I exam.

•   40% of Junior level students will perform proficient or advanced proficient on the Keystone Biology I exam.

Type: Annual

Data Source: Data Source: 2014 Student Discipline Report

Specific Targets: •   15% reduction in student suspensions (to align and be commensurate with School District of Philadelphia discipline rates)

Type: Annual

Data Source: Data Source: 2015 Student Discipline Report

Specific Targets: •   17% reduction in student suspensions (to align and be commensurate with School District of Philadelphia discipline rates)

Type: Annual

Data Source: Data Source: 2016 Student Discipline Report

Specific Targets: •   20% reduction in student suspensions (to align and be commensurate with School District of Philadelphia discipline rates)

Type: Annual

Data Source: Data Source: 2017 Student Discipline Report

Specific Targets: •   23% reduction in student suspensions (to align and be commensurate with School District of Philadelphia discipline rates)

Strategies:

Develop a new emergency/disaster preparedness plan.

Description:

Boys' Latin will convene a committee and refine its all-hazards emergency and disaster preparedness plan.

SAS Alignment: Safe and Supportive Schools

Research best practice and refine Harassment, Intimidation, and Bullying policy.

Description:

Boys' Latin will convene a committed to review and update the Harassment, Intimidation, and Bullying policy on a continuous basis.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Research best practices and review state guidelines and recommendations for developing an emergency/disaster preparedness plan.

Description:

Team will research and develop the emergency/disaster preparedness plan based on best practices from other school and guidelines from the PA Emergency Management Agency.

Indicator of Implementation: Sample plans, PDE guidelines, PEMA guidelines

Start Date: 7/21/2014   **End Date:** 10/1/2015

Program Area(s): Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Distribute plan and provide training to all staff with revisions and additional support training as needed.

Description:

Completed plan will be distributed to all staff members and administration will provide a full-staff training to ensure understanding.

Indicator of Implementation: Agenda, sign-in sheets and hand-outs from training

Start Date: 12/1/2014   **End Date:** 7/1/2017

Program Area(s): Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Revise Harassment, Intimidation, and Bullying policy for Board Approval and dissemination to students and staff.

Description:

Policy will be updated and revised as needed based on state guidelines and best practices. Policy will be placed in student handbook and classrooms.

Indicator of Implementation: Classroom posters, Board minutes, student handbook

Start Date: 12/1/2014   **End Date:** 1/25/2017

Program Area(s): Student Services

Supported Strategies:

- Research best practice and refine Harassment, Intimidation, and Bullying policy.

Develop Student Attrition as priority for Grade Level Chairs

Description:

Grade level chairs will use student attrition concerns to drive meetings about meeting student needs on the grade, class, and individual student level to address concerns about student attrition, school and classroom environment, student support and student needs.

Indicator of Implementation: Grade level team meeting minutes, student attrition reduction

Start Date: 6/15/2015   **End Date:** 7/1/2017

Program Area(s): Student Services

Supported Strategies:

- Research best practice and refine Harassment, Intimidation, and Bullying policy.

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Boys Latin of Philadelphia CS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Boys Latin of Philadelphia CS 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 **ESSA 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 Boys Latin of Philadelphia CS for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

Our current Senior class made significant growth over the past year, and we are proud of all the hard work they have since last winter their Spring Keystone scores showed growth across the board. They grew from 44% Proficient in Algebra I to 52% Proficient. They grew from 25% Proficient in Biology to 48% Proficient. They grew from 55% Proficient in Literature to 58% Proficient. The passing scores for Algebra I and Biology rival the scores of Historically Underperforming students across the state of Pennsylvania. All of our students are categorized as Historically Underperforming. Our current Junior class has not finished working toward their goals but they are already showing the possibility of outperforming our Senior success. Our Junior class is 32% proficient in Algebra I, on pace to match or outscore last year's performance. They are 33% proficient in Biology, which is already better than last year's success, and outperforms the School District of Philadelphia's average performance on Biology from Historically Underperforming students. They are 34% proficient in Literature, which is behind last year's progress.

Describe the continuing areas of concern from past the year.

We are continuing to capitalize on our culture of growth and tighten our academic achievement beyond that. Our current Junior performance on the Biology Keystone evidences we have made significant and successful changes to both the Biology curriculum and Biology themed electives that have put students in a place to be more successful than they were in the past. We've continued to capitalize on that success from the previous year. Our current Seniors were 35% proficient, while this year's Sophomores are already 45% proficient, with the opportunity for even more growth with the Spring Keystones. Keystone Biology scores were the most significant continuing concern, and we are pleased to see significant positive growth and change over the last year and are moving this issue to an area that is not of concern.

Describe the initiatives that have been revised.

We have fully transitioned to common core in our core classes as well as in our supporting electives. The work now is to refine the effectiveness based on student scores and ensure consistent escalating rigor and alignment in every assignment whether it be an assessment, project, quiz, classwork, or homework. This will be ongoing and continual work, regardless of

year. A special focus will be on teacher questioning that appropriately builds rigor in a lesson a grounding idea in the teacher coaching relationship.

The revised induction program will continue to expand the role of the principal leading with vision during induction, and a reduction of "how to" style pedagogical sessions in response to feedback from teachers about being overwhelmed with too many good ideas and not having enough time to focus and process classroom implementation.

Professional development will continue to drive departmental visions grounded in the school leader's vision, with the added refinement of professional learning communities defining how best to implement those visions on a classroom by classroom basis with the many different course offerings and grade levels one teacher may have to interact with throughout a teaching day.

Data review will be revised next year to accommodate a more teacher and student centered protocol. Benchmarks will be combined with in class assessments to give more meaning to the data and help give teachers more practical and specific insight aligned with their curriculum to understand student gaps in learning and next step students needs on a case-by-case basis. The future of data review will be more in depth and more personalized with students likely putting in more effort aligned to a grade, and teachers buying in more with their in class assessments that are aligned, consistent and in the scope of the vision of the course they have created.

While the observation and feedback cycle has continued to change, it will grow in consistency into the coming school year. The only significant change will be the addition of some more middle versus high school specific coaching led by the new principals at each school.

We are revising our focus on English given the slight dip in Junior Keystone test performance. Some adjustments have been to shift teaching coaching loads so we can pair the most effective and experienced coaches with teachers in the English department, modeled on the intervention we created to adjust and improve the biology curriculum and pedagogy. With the Winter Keystones, we have already identified that writing on the Literature Keystone is a weakness, and have systematically addressed consistent written responses and practices in grades 9-11 to make sure we are preparing students for success at the beginning of their high school career.

2016-2017 Improvement Evaluation

Describe the success from the past year.
Our current Senior class made significant growth over the past year, and we are proud of all the hard work they have since last winter their Spring Keystone scores showed growth across the board. They grew from 44% Proficient in Algebra I to 52% Proficient. They grew from 25% Proficient in Biology to 48% Proficient. They grew from 55% Proficient in Literature to 58% Proficient. The passing scores for Algebra I and Biology rival the scores of Historically Underperforming students across the state of Pennsylvania. All of our students are categorized

as Historically Underperforming. Our current Junior class has not finished working toward their goals but they are already showing the possibility of outperforming our Senior success. Our Junior class is 32% proficient in Algebra I, on pace to match or outscore last year's performance. They are 33% proficient in Biology, which is already better than last year's success, and outperforms the School District of Philadelphia's average performance on Biology from Historically Underperforming students. They are 34% proficient in Literature, which is behind last year's progress.

Describe the continuing areas of concern from the past year.

We are continuing to capitalize on our culture of growth and tighten our academic achievement beyond that. Our current Junior performance on the Biology Keystone evidences we have made significant and successful changes to both the Biology curriculum and Biology themed electives that have put students in a place to be more successful than they were in the past. We've continued to capitalize on that success from the previous year. Our current Seniors were 35% proficient, while this year's Sophomores are already 45% proficient, with the opportunity for even more growth with the Spring Keystones. Keystone Biology scores were the most significant continuing concern, and we are pleased to see significant positive growth and change over the last year and are moving this issue to an area that is not of concern.

Describe the initiatives that have been revised.

We have fully committed to a teacher coaching model, but the first revision to focus professional learning communities within departments was not as successful as initially hoped. While there was meaningful learning and growing happening in those groups, the feedback from both department chairs and teachers was that the groups were often too large to have meaningful feedback, conversations, and commitments to change. There was also a concern raised by teachers about feeling the need to perform for their evaluator without the space to work through difficult problems outside of evaluation. As a result of that feedback, we are going to dive even further into an adjusted model for professional learning communities in this next year, with space exclusively for teachers to come together away from any evaluator influence to discuss the problems of their classroom, to discuss how to move and grow and change, and be a personal support system as well as an accountability system outside of the more formal teacher coaching evaluation model.

We have fully transitioned to common core in our core classes as well as in our supporting electives. The work now is to refine the effectiveness based on student scores and ensure consistent escalating rigor and alignment in every assignment whether it be an assessment, project, quiz, classwork, or homework. A special focus on teacher questioning that appropriately builds rigor in a lesson a grounding idea in the teacher coaching relationship.

The revised induction program will be scaled back from the departmental focus to allow for more teacher-to-teacher time to develop stronger bonds of collaboration and firmly establish the protocols and expectations of the newly revised professional learning communities. There will be an expansion of the principal leading with vision during induction, and a reduction of "how to" style pedagogical sessions in response to feedback from teachers about being overwhelmed with too many good ideas and not having enough time to choose and process how to implement them in class.

Professional development will continue to drive departmental visions grounded in the school leader's vision, with the added refinement of professional learning communities defining how best to implement those visions on a classroom by classroom basis with the many different course offerings and grade levels one teacher may have to interact with throughout a teaching day.

Data review will be revised next year to accommodate a more teacher and student centered protocol. Benchmarks will be combined with in class assessments to give more meaning to the data and help give teachers more practical and specific insight aligned with their curriculum to understand student gaps in learning and next step students needs on a case-by-case basis. The future of data review will be more in depth and more personalized with students likely putting in more effort aligned to a grade, and teachers buying in more with their in class assessments that are aligned, consistent and in the scope of the vision of the course they have created.

While the observation and feedback cycle has continued to change, it will grow in consistency into the coming school year. The only significant change will be the addition of some more middle versus high school specific coaching led by the new principals at each school.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Our focus in professional development throughout the year has centered on developing Professional Learning Communities (PLCs) in Departments—English, Fine Arts, History, Latin, Mathematics, and Science. We doubled the amount of meetings departments would have and implemented a consistent protocol across departments to focus on student work, classroom data, or teacher performance as a way to examine and improve practice. Over the course of the year, teachers opened up their practice to their colleagues in ways that are new and unfamiliar for teachers at Boys' Latin. Teachers brought student tests, completed homework assignments, and presented sample introductions to future classes all with the aim of putting student output at the center of our practice. Department Chairs report positive results. There has been a rise in teachers sharing best practices, qualitative input, and an improved standardization of expectations across departments: an improvement of vertical integration.

The year began with clear goals for the year centered on our six school goals as a part of this school improvement plan. We focused the bulk of the sessions around opening up teaching as a practice and an art in line with our developing PLC goals. We spent time talking through standards and standards aligned work, including sample teaching from experienced teachers, as

a part of our transition to the Common Core. We spent several hours discussing the past year's data as a prelude to the continued data driven reflection that would exist as a part of our developing benchmarks. We also introduced our new rubric that coaches would be using as a part of classroom observation and feedback.

Data driven instruction has centered on the qualitative input of teachers to the PLCs, and more formally through our continued revision of our internal benchmarking system and data review procedures. As a school, we have become much more transparent about our data with administration, teachers, students, and families. We have made sure student performance (including state tests, AP exams, grades, etc.) are at the forefront of our conversations. We continued to implement data discussion around school created benchmarks, and used the work of the PLCs to facilitate more actionable conversations about student performance on formal and information student assessments. Those conversations drove work for teachers on a day-to-day basis, and were used as jumping off points for benchmark data discussions. We have seen tangible results of a more focused data-driven culture in our school. Algebra I proficiency on the Keystone exam is up to 42.35%, Biology is already at 22.10%, and Literature has found the most success with 66.28% proficiency. At this time, we have met or are on track to reach all of our academic growth goals.

The most significant shift this year has been around observation and feedback. For the first year, all teachers are receiving at least five observations and feedback conversations over the course of the year, and less experienced teachers are engaging in up to twenty classroom observations or planning meetings, and feedback conversations. These coaching conversations informed PLCs and the work done there. The coaching conversations informed directions for data-centered and data-reflective practice. The coaching conversations informed immediate changes to the professional development calendar. They grounded our conversations about student performance and growth, and allowed a clearer view of growth throughout the school.

Describe the continuing areas of concern from the past year.

Much of the work teachers struggled to implement this year was a continued commitment to transition effectively to the Common Core. Science classes stepped into the year in an effort to become more literacy focused with clearer focused reading passages and integrated reading strategies embedded in lessons that also included hands-on activities, discussions, and classroom debates. English teachers strove to raise the rigor of their classes and intentionally balance fiction and nonfiction texts in their classes to ensure students read with clear intention with every text they approach. Math teachers worked to ensure the revised depth of standards was covered, while cutting past concepts that were included but are no longer a focus for their particular grade or band.

Describe the initiatives that have been revised.

We have made significant strides this year in response to the goals we set forward at the end of last year. We implemented significantly revised teacher induction to have a clear focus for the year, and maintained that focus throughout the year through our newly implemented PLCs and Data Driven benchmark review days. However, we recognize that there were weak points in these new systems that need to be addressed via systemic revision for next year. They are as follows:

· **PLCs and Professional Development**
– The consistent use of a department-wide protocol was successful, but needs adjustments. There have been several suggestions, including breaking the department into two smaller groups or giving clearer guidelines to what would make the most effective data to bring to the

PLC for review. We want to create clearer structures for teachers to maximize their time and the meeting's effectiveness. The protocol was effective, but the data used to inform the protocol varied, and because of that variance, we have learned what is more effective and useful.

· **Induction**

– The clarity of focus this year's revised induction was greatly appreciated by new and returning faculty alike. The significant feedback was to make the deliverables for new teachers more concrete—including more exemplars and samples from experienced Boys' Latin teachers to improve new teacher output. For all faculty, a request for a wider variety of practical applications for more advanced and experienced teachers. For both groups, there was a clear request for there to be a clear balance between the philosophical and the practical. As feedback, this informed this year's Professional Development and continues to be a focus of practice moving into next year.

· **Observation and Feedback**

– The first year as a school transitioning into a full coaching-feedback cycle brought about its own challenges and rewards. Upon reflection we encountered a great many successes and learned a great deal for next year. We will adjust the program by scheduling regular meetings for consistency, build in greater transparency throughout coaching conversations and professional development.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

The staff induction highlighted the shifting priorities of the school: student responsive instruction, Pennsylvania Common Core shifts for curriculum mapping, and data reflection and reaction. These themes continued to develop throughout the course of the year. Throughout this process, teachers have continued to refine their classroom vision, their curricular vision, and their understanding of what data is most useful to inform their instruction.

Department meetings allowed the school to continue to develop leaders and professionally develop the staff through focused review of student work, student performance and best practices to address student needs.

Data Review days allowed faculty the opportunity to review student performance on internal benchmarks, review the benchmarks, revise benchmarks for clarity, understand benchmark alignment with the state Keystones, align curriculum to PA Common Core, and develop responsive lessons and benchmark review practices for class.

Instructional rounds provided the school leadership with the opportunity to understand the range of teaching at the school, establish a normed vision for proficiency across the 6-12 grades, and discuss common feedback to ensure consistent prioritization and implementation.

Across all grade levels we have worked to reduce the percentage of students in the below basic category. Of the class of 2015, 24% are Below Basic in Algebra I, 43.3% are Below Basic in Biology, and 9.6% are Below Basic in Literature. These results show our results without intervention because seniors are not tested for Keystone proficiency. Our interventions show that the class of 2016 has only 9.7% of students in the Below Basic Category in Algebra I, 42.1% in Biology, and 7.9% in Literature. This shows a slight reduction in Below Basic catergory for students in Biology and Literature, and a noticeable reduction in Algrebra I.

Our fundraising efforts have addressed, and we have continued to implement that Old Bags and our event was the most successful we have yet hosted. We would like to continue our suceess an increase our results by 5% from this past year to continue to encounter and achieve another event that will be defined as our most success ever.

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

The results of the class of 2016 show us two important trends:
1. The percentage of Proficient students rose slightly in Literature and Algebra I (50% and 258%, respectively), but the percentage of students in the Basic Category rose significantly too (almost 40% in Literature and 60% in Algebra I).
2. The Algebra I and Literature tests evidence a reduction in Below Basic, however Biology profienciency stayed relatively consistent at 16%. Intervention with the science department will be crucial for future success.

While the number of students in the Below Basic category has shrunk, we believe we still have progress we can make to further reduce the number of students in that category. Furthermore, the call of the data is to now address the needs of the growing percentage of students scoring in the Basic category on all tests. This number is large across all tests, and recognition that many of our students are growing out of the Below Basic category, but are not yet moving into the Proficient category.

While Literature and Algebra I evidence positive trends, the Biology Keystone shows that a significant number of students still score in the Below Basic and Basic categories. Additional work beyond the data review and responsive teacher must be done in order to address this area of concern.

The first three classes of the school evidenced a rising trend from freshmen to senior year. We graduated 81 of the 144 initial students in the class of 2011 (56.3%), and our numbers have continued to rise only as high as 60.2% with the class of 2015. However, our attrition for the Class of 2015 is still 39.8%. We would like to reduce that number to 34% over three years.

We would like to retain a higher percentage of students and see them through graduation. Our goal is to keep our students here over the four years and graduate a class of students with minimal attrition. Our goal is to use the stronger focus on teacher coaching with classroom management and engagement at the forefront to address student needs with many eyes and create a place where students want to be and be challenged.

Describe the initiatives that have been revised.

Because of the successes of data review and department meeting work review, we have revised our vision to allow for departments to drive professional development. This past year we scheduled six department meetings. In response to the need for more collaborative department time we have scheduled fourteen meetings to allow for more regular practices to be established and departments to dig into meaningful data in their content area. This major change will impact all academic areas of our growth plan including:

- Professional Learning Communities - Department communities will drive the learning in the school. These will become the focal points of conversation, data exploration, learning, practice, and change.

- Transition to Common Core - With the added oversight of the Induction Program - Departments will now drive a more significant portion of induction to the extent that it is relevant. Teachers will become familiar both with the workings of the school as well as the goals and expectations of their content area in greater depth that was previously not available.

- Professional Development - This will largely happen with department goals in mind dictated by school-wide initiatives.

- Department Review - This will become department specific so departments can focus both on the data of their students, the needs of their students, and the pedagogy to support those needs.

- Observation and Feedback - Department Chairs will take on some of the responsibility of driving the growth of teachers and teacher capacity.