



THE SCHOOL DISTRICT OF
PHILADELPHIA

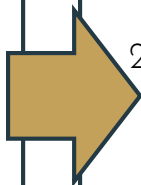
FUTURE FOCUSED

9th Grade Initiatives & Outward Bound

IMPLEMENTATION & OUTCOME GOALS

IMPLEMENTATION GOALS

1. All students will be monitored for **attendance** and **academic** progress.
2. All students will have access to in-year credit recovery and have concrete plans for **attaining credits they need to graduate**.
3. All 9th grade IEPs will be reviewed to ensure **alignment to diploma standards**.
4. All of our high schools offer at least **one advanced course option**.
5. All schools will promote a single school culture and reinforce positive behavior.



OUTCOME GOALS

1. At least 75% of 9th grade students will be on track to earn a minimum of 5 quality credits.
2. At least 50% of students will attend 95% of days or more. (No more than 15% of students will attend less than 85% of days.)
3. At least 90% of 9th grade students will have 0 out-of-school suspensions.
4. At least 95% of 12th grade students will be on track for graduation.

9TH GRADE FOCUS

OVERVIEW OF THE 9TH GRADE ACADEMY MODEL

ACADEMY STRUCTURE

Dedicated space for 9th grade classes

ACADEMY LEADERSHIP

Dedicated 9th grade academy assistant

ACADEMY STAFFING

Core academic teachers dedicated to 9th grade

ACADEMY SCHEDULING

Appropriate scheduling and learning cohorts designed to address remedial, at level, and advanced level learning needs

COMMON PLANNING

Teachers work as a professional learning community to build capacity for teaching and learning around best practices and data-driven instruction

FRESHMAN SEMINAR

Focused on 9th grade transition, successful matriculation through high school, post secondary planning, goal setting, and progress monitoring

FRESHMAN ORIENTATION

Familiarize students with school expectations, staff, and the culture of the school environment

**9TH GRADE ACADEMY
DISTRICT PARTNERSHIP**
with
**PHILADELPHIA OUTWARD BOUND
SCHOOL**

Philadelphia Outward Bound School

Character, Leadership, and Service.

GOAL

Provide incoming 9th grade students with a defined perspective of their futures and their roles in the world including their compassion, integrity, confidence and critical thinking skills that will help them be successful in and out of high school



Pilot 9th Grade Academies

- South Philadelphia High School
- Sayre High School
- Frankford High School
- Kensington High School
- Washington High School
- Northeast High School



OUR EDUCATIONAL APPROACH

Outward Bound's expeditionary learning approach emphasizes high achievement through active learning, character development and teamwork – across diverse learning environments.

SKILL BUILDING



TEAMWORK



REFLECTION



MASTERY



CHARACTER



LEADERSHIP



SERVICE



OUTWARD BOUND EDUCATIONAL FRAMEWORK

VALUES	DESIGN PRINCIPLES	OUTCOMES
<i>We teach to and work by these values:</i>	<i>We use these principles to design and deliver programs:</i>	<i>These are the outcomes common to all of our programs and what we measure:</i>
COMPASSION <ul style="list-style-type: none">• Demonstrating concern and acting with a spirit of respect and generosity in service to others	LEARNING THROUGH EXPERIENCE <ul style="list-style-type: none">• Facilitating engaging, relevant, sequential experiences that promote skill mastery and incorporate reflection and transference• Learning from success as well as failure	CHARACTER DEVELOPMENT <ul style="list-style-type: none">• Demonstrating increased self-confidence and self-actualization• Demonstrating compassion toward others and living a healthy and balanced life
INTEGRITY <ul style="list-style-type: none">• Acting with honesty, being accountable for one's decisions and actions	CHALLENGE AND ADVENTURE <ul style="list-style-type: none">• Using unfamiliar settings to impel students into mentally, emotionally and physically demanding experiences• Utilizing and managing appropriate risk	LEADERSHIP <ul style="list-style-type: none">• Demonstrating the ability to set goals and inspire and guide others to achieve them• Demonstrating the ability to collaborate, communicate, solve problems and resolve conflicts effectively
EXCELLENCE <ul style="list-style-type: none">• Being one's best self, pursuing craftsmanship in one's actions, and living a healthy and balanced life	SUPPORTIVE ENVIRONMENT <ul style="list-style-type: none">• Designing an experience that supports physical and emotional safety• Developing a caring and positive group culture	SERVICE <ul style="list-style-type: none">• Demonstrating social and environmental responsibility• Actively engaging in service to others
INCLUSION AND DIVERSITY <ul style="list-style-type: none">• Valuing and working to create communities representative of our society that support and respect differences		

POBS & The School District of Philadelphia

- POBS was founded in 1992 intentionally to partner with SDP to provide Outward Bound's educational experiences to Philadelphia students.

***Why?** To inspire leadership and understanding of the need for students to grow into leaders committed to ensuring Philadelphia is always a great place to live.*

- 24 year partnership in service to students and teachers in Philadelphia public elementary/middle and high schools.

Quotes from SDP teacher . . .

“This expedition teaches you new ways of thinking, feeling and believing. I am leaving this journey so much more confident and willing to facilitate everything I’ve learned in my everyday life. I can not wait to apply the tools and skills with my students.”– Demetria Wright (2017 Educator’s Expedition Alumni)

Outward Bound One Day Programs



Off-Site Programs | POBS High Ropes Challenge Course



On-Site Programs | At Client Facilities



THE SCHOOL DISTRICT OF
PHILADELPHIA



DBHIDS
DEPARTMENT of BEHAVIORAL HEALTH
and INTELLECTUAL disABILITY SERVICES

Philadelphia Support Team for Education (STEP) Project

The School District of Philadelphia, the City of Philadelphia, and
Community Behavioral Health

Philadelphia Support Team for Education (STEP) Project Overview

- The STEP Project is a partnership between the School District of Philadelphia, the City of Philadelphia, and Community Behavioral Health.
- GOAL: Improving the continuum of behavioral health services ranging from prevention and at-risk services to intensive treatment options to best serve public school students. Ensuring wellness for children and families
- WHAT: Identifying triggers of behavioral early and connecting children and families to appropriate resources to result in reduced missed instructional time and prevent children going into crisis.

Philadelphia Support Team for Education (STEP) Project Overview

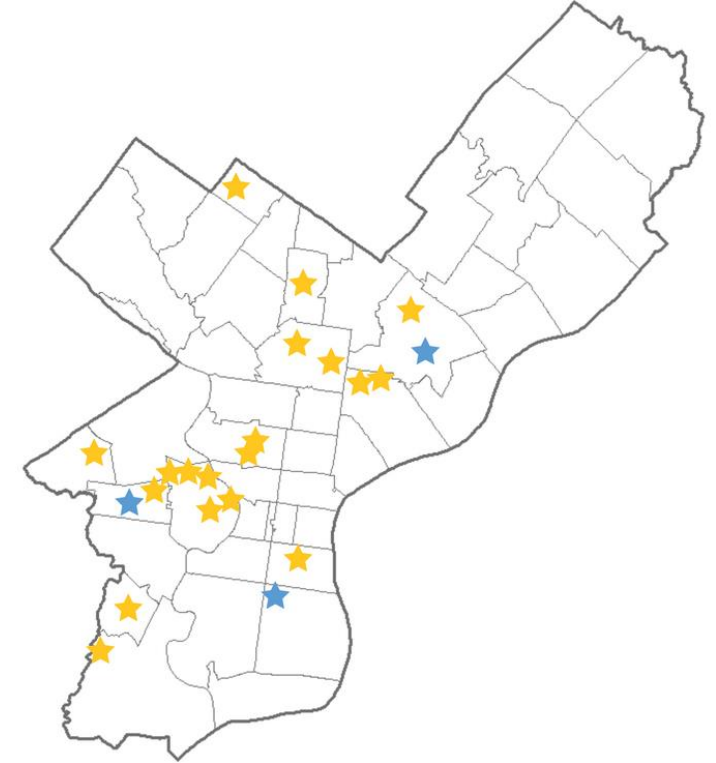
To reach this goal, a behavioral health support team will be placed in twenty-one District schools and one charter school; the team consists of:

- A **Social Worker** who can identify the needs of youth and families, help navigate involvement in social support systems, and provide referrals for behavioral health evaluation and treatment opportunities.
- A **School Behavioral Consultant** who can provide consultation on school-wide behavioral interventions, classroom management techniques, and behavioral health needs of students.
- A **Case Manager** who is mobile and able to work with children and families to facilitate connections with social services and/or treatment resources in the community.
- A **Family Peer Specialist** who is a specially trained caregiver with lived experience supporting students through behavioral health or social services issues that impact academic progress.

Philadelphia Support Team for Education (STEP) Project Overview

Phase I

- Pilot in a group of twenty-one District schools and one charter school.
- In Academic Year 17-18 a Social Worker will be added to all twenty-one District schools.
- A smaller number of schools with a higher readiness, determined jointly by the School District of Philadelphia and Community Behavioral Health, will also get a School Behavior Consultant.
- High schools the team will primarily focus on 9th graders.



Philadelphia Support Team for Education (STEP) Project Overview

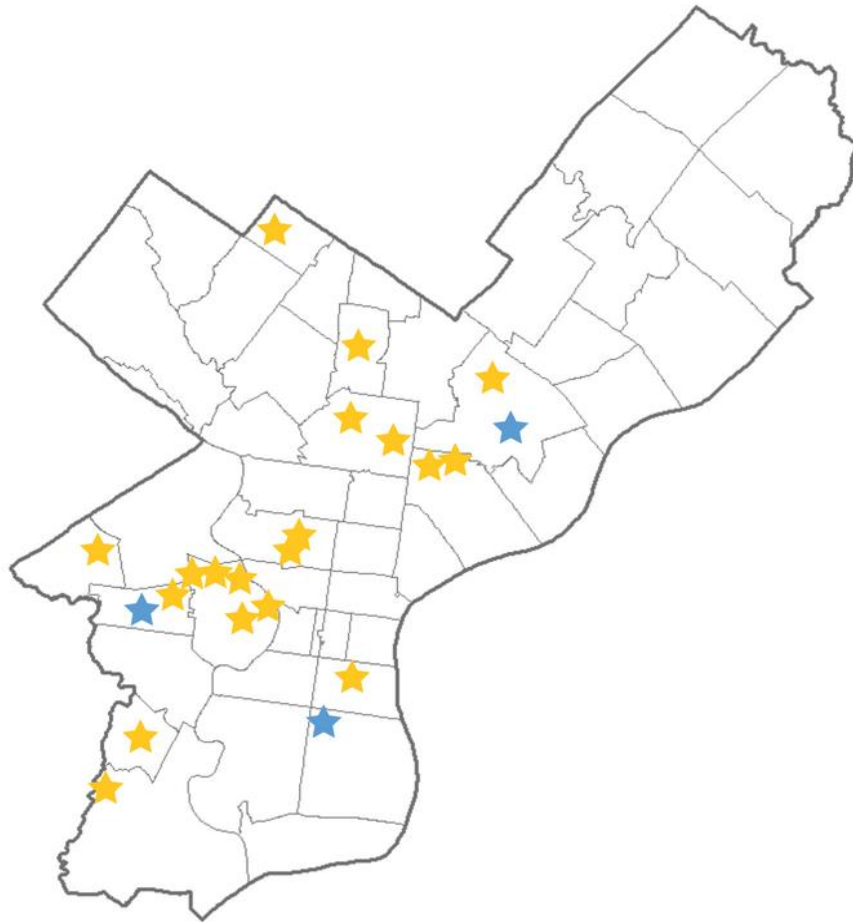
Phase I

- For the first year, Community Behavioral Health will fund the Community Schools and District identified schools using “Reinvestment” dollars; the Promise Neighborhood Grant, led by Drexel University, will fund the staff in the Promise Neighborhood Schools.
- The goal will be to work towards making as much as possible Medicaid billable for future years, and future funds will be identified as needed.
- These positions will be School District employees, hired by the District and reporting to the Principal. They will be supported in professional development by both School District Central Office and Community Behavioral Health.
- The School District of Philadelphia and Community Behavioral Health will work together on a process for monitoring implementation fidelity and evaluating the strategy’s effectiveness. This will determine when and where Phase II components can be added.

Phase II

- Add a School Behavior Consultant to the remaining pilot schools, as well as a Case Manager and Family Peer Specialists to pilot schools.

Philadelphia Support Team for Education (STEP) Project



Phase I School List

School	Grades	Zip code
Cassidy, Lewis C.	K-8	19151
Cramp, William Elementary ⁱⁱ	K-5	19140
Edmonds, Franklin S. ⁱⁱ	K-6	19150
Elkins, Lewis Elementary	K-4	19134
Frankford High	HS	19124
Gideon, Edward ^{ii*}	K-8	19121
Locke, Alain ⁱ	K-8	19139
Logan, James Elementary ⁱⁱ	K-5	19141
McMichael, Morton ⁱ	K-8	19104
Meade, General George C.	K-8	19121
Penrose [*]	K-8	19153
Powel, Samuel Elementary ⁱ	K-4	19104
Science Leadership Academy ⁱ	5-8	19104
Sheridan, Philip Elementary	K-4	19134
South Philadelphia High ⁱⁱ	HS	19148
Southwark ⁱⁱ	K-8	19148
Stearne, Allen M.	K-8	19124
Steel, Edward T.	K-8	19140
Tilden, William Middle ⁱⁱ	5-8	19142
Washington, Martha ⁱ	K-8	19104
West Philadelphia High ⁱ	HS	19139
Belmont Charter School ⁱ (implementation may differ)	5-8	19104

Philadelphia Support Team for Education (STEP) Project – Collaborative Team

