

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

J. W. Catharine School

4-Digit School Building Code

1250

PDE Designation

CSI

School Street Address

6600 CHESTER AVE, PHILADELPHIA, PA 19142

School Improvement Committee

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The planning team met and reviewed data, discussed strengths, challenges, and possible root causes. The team then worked collaboratively to complete the needs assessment. The committee will continue to meet through the spring to develop a more detailed implementation plan. The committee will meet in August to begin preliminary implementation steps, and then regularly during the 2019-20 school year to review progress monitoring data per the progress monitoring plan, and to make adjustments to the plan as progress monitoring data indicate to be necessary.

Committee Members and Positions in School/Community

Name	Position
Lisa Wilmer	Principal
Felicia Brown	Leadership Team Representative
N/A	Math Content Specialist/Teacher Leader
Jenn Shaw	Literacy Content Specialist/Teacher Leader
Michelle Johnson	School-based Climate Representative
Jasmine Halsell	Parent
Tracey Gordon	Community member
Stephanie Taylor (The Village-OST)	Business partner
Aaron Orzech	Planning and Evidence-based Support (PESO) member
Dianna Phelps	MTSS Specialist/Central Office Climate Supports
Lynn Golden	Grants Compliance Monitor

Danielle Gardener	Central Office Talent Partner
Megan Conley	Central Office Early Literacy/Literacy Support
Burma White	PDE School Improvement Specialist (SIF)

School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
What will students know and be able to demonstrate upon leaving the school?	How will you know you are on track to achieving your vision or students?
When students leave Catharine, we want them to be able to read on grade level and have had a rich personalized, educational experience which included gaining an appreciation for celebrating diversity.	We will know we achieved this on a year to year basis by improved summative data (including but not limited to: PSSA, SPP, and survey results). Formative measures gathered during the school year, including benchmark tests, Aimsweb, teacher-made assessments, and qualitative data gleaned from conversations with community members will also provide signposts indicating whether the school is on the right track.

II. School Level Needs Assessment

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The school held meetings and reviewed survey data and to discuss how the expressed concerns of various stakeholders, including students, parents, district support personnel, and school faculty and staff, (i.e. from district surveys, parent meetings, and informal conversations with community members) can and should be addressed through the school plan.

Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
The school's early literacy program is producing very strong results in kindergarten, putting students in the best possible position for later success.	Currently 58.44% (EOY goal is 75%) have met the goal on Aimsweb LNF (per Aimsweb Plus interface), and 90% of kindergarten students had met their reading growth goal as of quarter two.
The school has strong response rates on the student and teacher surveys, indicating a high degree of engagement and investment, and providing valid and meaningful data for informing decisions and planning.	Last year, 87% of students and 68% of teachers responded to the survey, in contrast with (respectively) 72% and 61% for elementary schools citywide.
Students at Catharine report relatively high (i.e. relative to city-wide K-5 schools) levels of satisfaction with their experience at Catharine, as reflected by survey responses.	56% of students said that they mostly or always enjoy being in school (citywide 46%, 19% improvement over previous year) and 78% of students said that their teachers had high expectations (citywide 71%, 17% improvement over previous year).

Based on your data analysis, what are your data-supported challenges? (You will need to identify up to three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Primary Root Cause
It is difficult to maintain accurate contact information for students, and this makes it difficult to follow up with them when there are concerns about students, particularly attendance concerns.	Attendance rates are markedly lower in grades K-2 (around 40% vs. >50% in higher grades) where parents are stronger drivers of student attendance. Completion of parent surveys was <15%. SAC membership has generally been in the low single digits.	There is a subset of the school's population that is transient. Many parents do not come in frequent contact with the school. Historically the school's system for contacting parents has been relatively incident-driven and more proactive contact could be helpful. Overall, however the

		school has good rapport with many parents, and the school is still working to understand this issue.
Teachers lack strategies to support many of the school's LEP students, and LEP students struggle more than the school's general population to master grade-level material.	12.9% of LEP students were Proficient/Advanced on last year's ELA PSSA, compared to 34% of non-ELL students.	Teachers report struggling with the language barrier in working with many LEP students, and it is evident both from talking to teachers and from observing classrooms that teachers' existing toolkit for serving these students is inadequate.
The majority of students are not mastering grade level materials in math or ELA, and teachers lack adequate strategies to impart access to and mastery of grade-level standards.	Most teachers are scoring 1 to 1.5 various categories in Domain 3 on Danielson rubric. 69% of students are basic or below basic on the ELA PSSA, and 84% on the math PSSA.	Teachers are not being provided with sufficiently specific actionable steps to improve instructional practice in both literacy and math. Administration also believes that some teachers' mindset places an unjustifiably large amount of student achievement outside of their locus of control. Particularly in math, instruction is very rote and teacher centered, and students are not pushed to articulate and explain their reasoning. Also, too many students are coming out of second grade reading below grade level.
Especially in ELA, teachers lack strategies to support many of the school's students with IEP's, and these students are less likely than the school's general population to master grade-level material.	11% of IEP students were Proficient/Advanced on last year's ELA PSSA, compared to 35% of non-IEP students.	Teachers report struggling with the language barrier in working with many LEP students, and it is evident both from talking to teachers and from observing classrooms that teachers' existing toolkit for serving these students is inadequate.

Established Priorities and Aligned Outcome Categories

Based on your challenges, develop priority statements to guide your planning for school Improvement. Align to established PDE Outcome Categories.

Priority Statements	Outcome Category
There is a need to hire and develop qualified, and coachable teachers, to instill a growth mindset, and to sustain the school's coaching program by providing frequent, timely, and systematic feedback.	Talent
We need to focus on improving teaching and learning in PSSA subjects, particularly strategies to shift the cognitive burden onto students and support ELL and IEP students, to improve students overall performance.	Talent
There is a need to engage families through evidence-based strategies in order to foster a stronger appreciation of how student attendance supports student learning, and of the need to work with the school to remove obstacles to attendance.	Climate

III. Measurable Goal Statements

Priority Statement #1: There is a need to hire and develop qualified, and coachable teachers, to instill a growth mindset, and to sustain the school's coaching program by providing frequent, timely, and systematic feedback.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
All teachers eligible for a formal observation in the 2019-20 year will score proficient on, at a minimum, Danielson domains two (classroom management) and three (instruction).	Instructional Coaching	Teachers will show measurable improvement over their baseline from 2018-19 in domain two.	75% of teachers will be proficient in domain two, and show measurable improvement in domain three.	100% of teachers will be proficient in domain two, and 75% will be proficient in domain three.

100% of students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels	Children's Literacy Initiative	100% of students will be on-track to demonstrate one year of growth in independent reading levels.	100% of students will be on-track to demonstrate one year of growth in independent reading levels.	100% of students will be on-track to demonstrate one year of growth in independent reading levels.
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Anticipated Outputs:

Coaches and instructional leaders will conduct informal and/or formal visits to each of their designated classrooms once every 1-2 weeks, focused on strengthening educators' practices in Danielson domains 2 and 3 and provide actionable feedback on teachers' implementation of previously provided feedback, as well as next steps for improvement.

Monitoring/Evaluation Plan:

The principal will meet with each coach or other person conducting feedback visits at least once every two weeks. At these meetings the principal will provide coaches with focal areas for feedback visits (especially those based on Danielson domains 2 and 3), and review their completed weekly schedule of visits to classrooms and coaching meetings with teachers. The principal and assistant principal will also conduct walkthroughs of classrooms and seek specific evidence that teachers are implementing strategies and feedback provided by coaches, and showing growth and improvement in those areas.

Priority Statement #2: We need to focus on improving teaching and learning in PSSA subjects, particularly strategies to shift the cognitive burden onto students and support ELL and IEP students, to improve students overall performance.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 36% of students will score at Proficient or Advanced on the ELA PSSA	Children's Literacy Initiative	At least a quarter of students will be able to complete a TDA at a proficient level or above.	At least 30% of students will be able to complete a TDA at a proficient level or above.	At least 35% of students will be able to complete a TDA at a proficient level or above.
At least 24% of students will score at Proficient or Advanced on the Math PSSA.	Grade Group	At least 15% of students will demonstrate proficiency in standards covered up to the end of Q1. Teachers will have a	At least 25% of students will demonstrate proficiency in standards covered in first quarter, and 15% in standards covered	At least 50% of students will demonstrate proficiency in standards covered in the first half of the year, and at least 20%

		plan to remediate the students who have not demonstrated proficiency.	in second quarter. Teachers will continue to articulate proficiency remediation plans.	in standards covered in the third quarter.
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Anticipated Outputs:

Teachers will receive ongoing coaching and support in identifying and using a wide variety of data sources to inform instructional planning, student grouping, and text/task selection in all components of the 120 minute literacy block. This will be new for fourth and fifth grade teachers this year, and additional support, such as additional coaching and PD will be offered.

Monitoring/Evaluation Plan:

The literacy coach and SBTL will oversee day-to-day implementation and fidelity of the literacy block. CLI, Principal Wilmer, and AP Brown will supervise the literacy coach and periodically review AIMSweb and CPEL data (in addition to conducting walk-throughs and observations) to confirm that the program is working effectively.

Priority Statement #3: There is a need to engage families through evidence-based strategies in order to foster a stronger appreciation of how student attendance supports student learning, and of the need to work with the school to remove obstacles to attendance.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The school will host a minimum of five evening or weekend family events. At least 20 adult family members will attend each event in first semester, and at least 50 will attend by the final event.	Engaging Community Events	Back to school night will be attended by at least 20 families	Math and Game night events will be attended by a minimum of 30 families.	Literacy and Multi-cultural fair will be attended by at least 50 families.
At least 90% of students will have zero out-of-school suspensions and at least 60% of students will attend 95% of days or more	Positive Behavioral Support Practices (non PBIS school); Correcting Parents Belief about Absenteeism	100% of students will have zero out of school suspensions. At least 75% of students	95% of students will have zero out of school suspensions. At least 65% of students	90% of students will have zero out of school suspensions. At least 60% of students

		will attend 95% of day or more.	will attend 95% of days or more.	will attend 95% of days or more.
Anticipated Outputs:				
The school will host a back to school open house, a math night, a literacy night, a family game night, and a multi-cultural fair. Faculty and community members will be encouraged to develop and host additional events on months when something is not already scheduled. Parents who attend events will be offered incentives to bring along additional parents next time.				
Monitoring/Evaluation Plan:				
All visitors to the school building sign in. Sign-in sheets from these events will be collected and used to monitor levels of attendance. Visitors will also be asked to provide a phone number, and the school will track how many phone numbers it is able to update based on this.				

IV. Expenditures

Expenditure	Funding Source
ESOL Teacher	Title 1
SBTL	Title 1
Special Ed. Liaison	Title 1
Spanish Bilingual Counseling Assistant	Title 1
Counselor	Title 1
Supportive Service Assistant (SSA)	Title 1
Climate Dean	Title 1
Math Specialist	Title 1
Assistant Principal	Title 1
Spanish Speaking Teacher	Title 1
MTSS Intervention Teacher	Title 1
Counselor	Title 1
5x4hr Climate Staff	Title 1
Parental Involvement (handbooks)	Title 1
Classroom Materials	Title 1
Growth Mindset Materials	Title 1