

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Eleanor C. Emlen School

4-Digit School Building Code

6220

PDE Designation

A-TSI

School Street Address

6501 Chew Ave, Philadelphia, Pa 19119

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 role of the planning team is to review data, identify areas of improvement and develop a plan of action. The planning team/committee will involve all stakeholders (teachers, parents, students and community members) by communicating the school goals and areas identified for improvement. The team will incorporate feedback from all stakeholders in order to develop an effective plan of action during bi-monthly SAC and Community Meetings. The Leadership team will be working with the plan during the monthly meetings. During the implementation of the School Improvement Plan, the team/committee will frequently monitor the progress and evaluate for next steps.

Committee Members and Positions in School/Community

Name	Position
Tammy Thomas	Principal
Tammy Thomas	Leadership Team Representative
John Coats	Math Content Specialist/Teacher Leader
Frank Slabinski	Literacy Content Specialist/Teacher Leader
John Coats	School-based Climate Representative
Loretta Mays	Parent
Jan Deruiter	Community member
Dan Gordon	Business partner
Leya Egea- Hinton	Planning and Evidence-based Support (PESO) member
Howard Marcus	MTSS Specialist/Central Office Climate Supports

Patty Nelson	Grants Compliance Monitor
Laurese Harper	Central Office Talent Partner
CLI- Jessica DeWese Central Office- Brandi Arnold and Toni O'Karma	Central Office Early Literacy/Literacy Support

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>
Students will be able to read on grade level with proficiency.	For Grades K-3: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment. 100% of Kindergarten, 1st, and 2nd grade students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels. At least 40% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA. At least 70% of Kindergarten students and 50% of 1-2 Grade students will score at target by Spring Aimsweb . For Grades 4-5: At least 60% of students will score at grade level by the Spring AimswebPlus Assessment. At least 36% of students will score at Proficient or Advanced on the ELA PSSA. 100% of students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.
Students will be able to show proficiency on the Math PSSA.	We will know we are on track when we increase our overall school's Math PSSA Proficiency and Advanced scores from 15.7% to 24% and PVAAS growth scores from Not Meeting to Meeting PVAAS Targets.

Students will be able to identify careers they are interested in and the skills and qualifications needed to fulfill career requirements.	We will know we are on track when students in Grades 3-5 have successfully completed the year-long requirements set by the state and district on the Naviance platform.
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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.

During the Winter and Spring Title I Parent and Community Meetings, we invite a diverse group of stakeholders (including community partners from Mt. Airy USA, Philadelphia Children's Foundation, members from our SAC, our Family Engagement Liaison, teachers, parents and students) to take part in the School Improvement Planning process and provide feedback, review school budget and implementation process. In addition, we held a School Leadership Team Meeting to examine relevant data that shows student achievement and growth, student and teacher attendance, climate, walkthrough feedback, parent surveys (including the results of our Fall Parent Survey) and 2019-2020 budget to understand the needs of all Emlen stakeholders. Emlen's Planning Committee will provide all stakeholders a needs assessment to provide written feedback around targeted growth areas and school budget/allocation of finances. This information will be used to develop, implement and monitor the School Improvement Plan. The stakeholders will participate in the review and revision process on a monthly basis.

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

Strengths	Supporting Evidence from Needs Assessment
Emlen increased overall SPR scores in the Overall category going from Intervene to Watch. In the Climate category, Emlen improved from Watch to Reinforce.	In the Overall category we went from 16.41 to 26.77. For Climate we went from 9.87 to 15.30.
There has been an increase of students that have attended 95% of days or more for all students, as well as our A-TSI subgroup.	Emlen increased 95% or more days attended for ALL Students (43.2% to 49.7%) and A-TSI Subgroup (41.5% to 47.8%). Emlen increased the 90-95% days attended category

	as well for ALL Students (28.1% to 28.4%) and A-TSI Subgroup (28.1 to 28.9%). In each category below 90% attended, Emlen improved attendance for ALL students and A-TSI subgroups.
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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
There was a decrease in our students identified as PSSA Math advanced/proficient	16-17 (19.61%) and 17-18 (15.68%)	There has been a lack of professional development around math. Our teachers are still teaching whole group instead of small group instruction, and are not implementing enough project based learning.
K-2 are not on target to reach the AIMSWeb On-Target Goals	K (52.5%) 1st (49%) 2 (49.2%) as of Q2 AIMSWeb data	There is an inconsistency in staffing our Kindergarten and an increase in identified Special Education students, especially in the lower grades. The school is also still in the early stages of aligning our ReadyGen curriculum and CLI curriculum to support the literacy goals.
Based on PVAAS data, students in 4th grade are not exhibiting one year's growth	4th grade 3 year average growth (-0.63)	There has been a lack of professional development around math. Our teachers are not implementing differentiated instruction to meet the needs of our students. And they are not modeling problem solving strategies, which is essential for this population.

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
Emlen's first priority is assist our teachers with meaningful professional development, collaborative planning in support of our Literacy instructional curriculum to ensure instruction is coordinated, aligned and evidence based. (EP2)	Literacy
The priority to provide instruction that should be explicit and systematic through the intentional use of differentiated small group instruction. (EP 4)	Math

III. Measurable Goal Statements

Priority Statement #1: Emlen's first priority is assist our teachers with meaningful professional development, collaborative planning in support of our Literacy instructional curriculum to ensure instruction is coordinated, aligned and evidence based. (EP2)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment. 100% of Kindergarten, 1st, and 2nd grade students will	Grade Group Meetings/Teacher Study Groups pair professional development with teacher observation and feedback. Explicit and targeted professional development focuses on evidence-based instructional practices	CPEL Data Teachers in K-3 are averaging a score of 1.3-1.5.	CPEL Data Teachers in K-3 are averaging a score of 1.6-2.	CPEL Data Teachers in K-3 are averaging a score of 2-2.5.

demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.	and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)			
At least 36% of students will score at Proficient or Advanced on the ELA PSSA.	Grade Group Meetings teachers gain professional development in collaboration with teacher observation and feedback. Explicit and targeted professional development focuses on evidence-based instructional practices and quality of reading instruction. (Gersten, 2009, Murphy, 1992)	Students in 3rd-8th grade will average 10 correct on the ELA Cycle 1 benchmark assessment.	Students in 3rd-8th grade will average 12 correct on the ELA Cycle 2 benchmark assessment.	Students in 3rd-8th grade will average 14 correct on the ELA Cycle 3 benchmark assessment.

Anticipated Outputs:

- Guided reading instruction and small group instruction is taking place in all K-3 classroom.
- Teachers are following the 120 minute literacy guide and plan. It is also displayed in every K-3 classroom.
- Teachers are using district resources, ReadyGen and pacing guides.
- Guided reading binders, notes and anecdotal notes are out an accessible in the classroom.
- Teachers have vocabulary posted in the classroom.

Monitoring/Evaluation Plan:

- Weekly Agenda
- Weekly Sign-In Sheets monitored by SBTL
- Title I Binder

Priority Statement #2: The priority to provide instruction that should be explicit and systematic through the intentional use of differentiated small group instruction. (EP 4)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 24% of students will score at Proficient or Advanced on the Math PSSA.	Explicit and Systematic Intervention Instruction- Instruction should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (What Works Clearinghouse Educators Practice Guide, 2018).	At least 30% of students in 3rd-8th taking the Math Q1 Benchmark will have an average score of 10 or higher.	At least 35% of students in 3rd-8th taking the Math Q2 Benchmark will have an average score of 10 or higher.	At least 40% of students in 3rd-8th taking the Math Q3 Benchmark will have an average score of 10 or higher.
At least 60% of students will attend school 95% of days or more.	Positive Behavior Intervention and Supports (PBIS) establishes schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the	At least 55% of students will attend 95% of days or more.	At least 50% of students will attend 95% of days or more.	At least 48% of students will attend 95% of days or more.

	creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts			
Anticipated Outputs:				
Teachers will provide high quality math instruction using best practices like differentiated instruction and small groups. Students are receiving individualized support based on their skill level. Students are actively engaged and making gains in mathematics courses.				
Monitoring/Evaluation Plan:				
<ul style="list-style-type: none"> - Formal and Informal Walkthroughs - Provide written and oral feedback - Coaching from CLI/SBTL and feedback 				

IV. Expenditures

Expenditure	Funding Source
iReady (K-8)	Operating
Lexia Learning (K-12)	Operating
Learning A-Z Raz-Plus (K-5)	Operating
SBTL	Operating
Supportive Service Assistant (SSA)	Title 1
Teacher (RCS)	Title 1
Teacher (RCS)	Operating
Counselor	Title 1
Noon Time Aide	Title 1