

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Harding, Warren G. Middle Sch

4-Digit School Building Code

7110

PDE Designation

A-TSI

School Street Address

2000 Wakeling St, Philadelphia, Pa 19124

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 works together to collectively design the school-wide program. Each stakeholder involved in the design of the plan contributes ideas and suggestions. We ground our decisions in data, including but not limited to that available from Qlik, Schoolnet, Infinite Campus, and other internal sources such as observation records and teacher-made assessments. The implementation and monitoring of the plan is also the collective responsibility of the team. We intend to regularly check in across the team during Leadership and departmental meetings to assess the effectiveness of the plan and make necessary adjustments.

Committee Members and Positions in School/Community

Name	Position
Mary J. Sanchez	Principal
Alyssa McAllister-SEL	Leadership Team Representative
Patricia Hamilton	Math Content Specialist/Teacher Leader
Blair Downie	Literacy Content Specialist/Teacher Leader
Constance O'Shea	School-based Climate Representative
Sheila Biggins	Parent
Deanna Derry, Iesha Bracey	Community member
Aaron Orzech	Planning and Evidence-based Support (PESO) member
Jami Ortega	MTSS Specialist/Central Office Climate Supports
John O'Brien	Grants Compliance Monitor
Jennifer Supplee	Central Office Talent Partner

N/A	Central Office Early Literacy/Literacy Support
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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>
In ELA, students will be able to independently complete a text-dependent analysis to demonstrate understanding of a grade-level text	Key sources of evidence for this will be student work analysis during Professional Learning Communities, PSSA and benchmark performance, and ongoing formative assessment data from writing in both ELA and other classes.
In Math, students will be able to independently respond to a grade-level appropriate Constructed Response	Student progress in math and particularly constructed response writing will be monitored through work analysis during Professional Learning Communities, and student performance on assessments including teacher-made formative assessments, cross-curricular writing, and PSSA performance.

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 LEA and school engaged multiple stakeholders during the process. Parent input is regularly sought during monthly SAC meetings and quarterly parent events. Community Partnership meetings occur monthly and involve a wide variety of local stakeholders. Teachers provide input during weekly Professional Learning Communities and Grade Group meetings.

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

Strengths	Supporting Evidence from Needs Assessment
<p>There has been a substantial increase in percentage of students attending 95% or more days, and attendance figures are equally strong for Black students (the A-TSI subgroup) and others.</p>	<p>In February 2018 39.9% of students had attended 95% or more of school days. In February 2019 this figure was 50.8%</p>
<p>There has been a 15 percentage point decrease in the overall percentage of students who scored Below Basic on the ELA PSSA, indicating that more students are at or approaching grade level.</p>	<p>In 2016-17 39.04% of students score Below Basic on the ELA PSSA. In 2017-18 the figure was 24.92%</p>
<p>The student survey response rate is up sharply from last year, reflecting stronger systems for managing student engagement. This will support student-centered planning for next year.</p>	<p>58.6% of students have already completed their surveys. This is better than twice the 16-17 year-end number of 22.9%, and also last year's figure of 2.3%.</p>
<p>The school has much better retention than last year, and far fewer teachers leaving mid-year.</p>	<p>89.5% of vacancies are currently filled. Last year at this time the figure was around 70%.</p>

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
<p>Students are not achieving at high levels, and are generally not succeeding at rising to the standards and expectations set by teachers, as reflected by the low rates of students earning A's and B's in core courses.</p>	<p>18-19 SY in progress: 11.4% overall - no A's in seventh grade.</p>	<p>From conversations with teachers and in PLC's, and considering Benchmark results, it appears that students are struggling with prerequisite learning skills. Teachers report that they struggle with offering students pathways to access grade level material, and observation data is consistent with this.</p>
<p>The school still has a large number of incidents that result in suspensions, and the rate does not seem to have fallen from last year. Black students (the A-TSI subgroup) are also substantially more likely to have had one or more suspension than non-Black students.</p>	<p>18-19 SY in progress: 72.6% for Black students, and 84.1% for all others. (17-18 was 86% overall)</p>	<p>Based on recommendations from MTSS personnel, and reflection on the underlying issues leading to incidents, leadership believes that there is a need to build a system of Restorative Practices across the school.</p>
<p>Students are not mastering grade level, or near-grade-level mathematics, as reflected by the persistently high percentage of students scoring Below Basic on the math PSSA.</p>	<p>17-18 SY: 80.6% Below Basic - on benchmarks students are generally answering around one-third of items correctly. The rate of Proficient/Advanced for Black students is about half that for others (6% vs 12%).</p>	<p>As with course grades, from conversations with teachers and in PLC's, and considering Benchmark results, it appears that students are struggling with prerequisite learning skills and teachers with offering students pathways to access grade level material. PVAAS results from the Math PSSA also indicate that students in the first and second quintiles are most likely to make sub-standard growth.</p>

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 improve the school's capacity to motivate students and empower them to take more ownership of their learning.	College & Career Readiness
There is a need for school leadership and teachers to work together to develop and implement more effective strategies for de-escalating and redirecting negative situations in order to decrease the number of incidents that lead to suspensions across the school.	Climate
There is a need to strengthen teachers skills at differentiation, including techniques for small group instruction, intervention, and delivery of Tier 1 core content	Talent

III. Measurable Goal Statements

Priority Statement #1: There is a need to improve the school's capacity to motivate students and empower them to take more ownership of their learning.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 75% of students will earn As and Bs in all core courses	Tutoring Support	100% of students at risk of failing classes will be engaged in grade improvement.	At least 75% of students will have earned C's or better in their core courses in the first semester.	Students at risk of failing classes will be engaged in grade improvement.
100% of students will know their standing vis-a-vis their grades, and be able to articulate what supports they need to bring up	RTII	All teacher grades will be up to date, and students will be able to give an account of their grades in their courses.	Any student who earned less than a C in any core class at the end of first marking will have conference with the teacher and a parent to make an improvement and	50% of students who received less than a C in any core class at the end of the first marking period will have a C or greater in that class by the end of the third marking period.

their grade in any course where they are earning a D or and F.			remediation plan for second semester.	
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Anticipated Outputs:

Tutoring will support students by offering targeted support when they struggle in core classes. City Year, teacher leaders, and deans will advise students on approaching teachers to discuss challenges, and helping students to set and attain goals in their courses. Before and after school tutoring will be available for students.

Monitoring/Evaluation Plan:

Counselors will conduct regular reviews of online grades to monitor which students are at risk of failing classes, and will coordinate with teacher leaders, teachers and City Year staff to ensure that those students are receiving appropriate supports.

Priority Statement #2: There is a need for school leadership and teachers to work together to develop and implement more effective strategies for de-escalating and redirecting negative situations in order to decrease the number of incidents that lead to suspensions across the school.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% of students will attend 95% of days of more	Attendance Incentives	At least 75% of students will attend 95% of day or more.	At least 65% of students will attend 95% of days or more.	At least 60% of students will attend 95% of days or more.
At least 90% of students will have zero out-of-school suspensions.	PBIS	50% of teachers will be actively implementing the PBIS rewards system and supporting incentives. No more than 3% of students will have been suspended. Deans will monitor student ODRs.	65% of teachers will be actively implementing the PBIS rewards system and supporting incentives. No more than 5% of students will have been suspended.	75% of teachers will be actively implementing the PBIS rewards system and supporting incentives. No more than 8% of students will have been suspended.

Anticipated Outputs:

At least 60% of students will miss no more than 8 days of school. Students will regularly receive reinforcement and rewards for exemplary attendance, and the school will follow district protocols and best practices for addressing repeated absences and truancy.

Monitoring/Evaluation Plan:

Counseling staff will be responsible for tracking the number of absences that students have, and identifying students who are at risk of falling below 95% attendance. The administration will ensure that attendance plans are being written and monitored by designated personnel, and that incentives are being administered.

Priority Statement #3: There is a need to strengthen teachers skills at differentiation, including techniques for small group instruction, intervention, and delivery of Tier 1 core content

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
No more than 30% of students will score Below Basic on the Math PSSA	Blended Learning Rotation Model	The administration will establish a baseline on Danielson 2b (Culture for Learning), 2c (Procedures) and 3c (Student Engagement) to support planning around coaching and improvements needed in implementation of blended	All math teachers will show growth on at least 1 of the three Danielson domains 2b, 2c, and 3c, that most closely track with the blended learning rotation model. Teachers will (as necessary) adjust small	All math teachers will show growth on at least 2 of the three Danielson domains 2b, 2c, and 3c, that most closely track with the blended learning rotation model. Teachers will (as necessary) adjust small

		learning. Teachers will also have formed small groups based on formative assessment data and be able to explain their groupings.	groups based on the most recent available formative assessment data.	groups based on the most recent available formative assessment data.
At least 43% of students will score at Proficient or Advanced on the ELA PSSA.	Blended Learning Rotation Model	The administration will establish a baseline on Danielson 2b (Culture for Learning), 2c (Procedures) and 3c (Student Engagement) to support planning around coaching and improvements needed in implementation of blended learning. Teachers will also have formed small groups based	All ELA teachers will show growth on at least 1 of the three Danielson domains 2b, 2c, and 3c, that most closely track with the blended learning rotation model. Teachers will (as necessary) adjust small groups based on the most recent available formative	All ELA teachers will show growth on at least 2 of the three Danielson domains 2b, 2c, and 3c, that most closely track with the blended learning rotation model. Teachers will (as necessary) adjust small groups based on the most recent available formative

		on formative assessment data and be able to explain their groupings.	assessment data.	assessment data.
Anticipated Outputs:				
Teachers will be implementing the blended learning rotation model, with the support of Imagine Math. Team meetings will be used to share best practices around the model, and teachers will receive targeted coaching and PD to support their development in implementing the model.				
Monitoring/Evaluation Plan:				
The administration will monitor department chairs and coaches to ensure that teacher progress and implementation is being monitored, and that appropriate coaching plans are in place for teachers.				

IV. Expenditures

Expenditure	Funding Source
Achieve 3000 (K-12)	Title 1
Imagine Math (3-12)	Title 1
Lexia Learning (K-12)	Title 1
Climate Specialist	Title 1
ELA/Social Studies Teacher	Title 1
Science Teacher	Title 1
9x5hr Climate Staff	Title 1
City Year	Title 1
Generation Ready	Title 1
PSSA Prep	Title 1
Parent Involvement	Title 1
Levelled Libraries	Title 1