

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Randolph Technical High School

4-Digit School Building Code

6090

PDE Designation

CSI

School Street Address

3101 Henry Ave, Philadelphia, Pa 19129

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.

We have been holding monthly leadership team meetings during which planning for next year is regularly discussed. FACE meetings are consistently held as well during which the community partner and parents are brought into the conversation. Additionally, pre-prepared data reports were provided to stakeholders and their feedback was solicited. Additionally, a whole-staff meeting was held to discuss the school's CSI designation, to request their assistance with the school planning process, and to ask their perspective on certain data outcomes. The school has also made their various community partners (Air Gas, SEPTA, etc.) aware of their new CSI designation and what this means for Randolph.

Committee Members and Positions in School/Community

Name	Position
Dr. Michelle Burns	Principal
Miriam Silverman	Leadership Team Representative
Dr. Johannes Ogajo	Math Content Specialist/Teacher Leader
Miriam Silverman	Literacy Content Specialist/Teacher Leader
Tom McLaughlin	School-based Climate Representative
Katrina Murray	Parent
Adam Shelby-Youth Pastor	Community member
Air Gas-Ronald Stark, Septa-Gary Evans	Business partner
Summer Drew	Student (required for High Schools)
Dr. Joseph Taylor	Planning and Evidence-based Support (PESO) member
Tania Leonard	MTSS Specialist/Central Office Climate Supports

Marie Levine	Grants Compliance Monitor
Ervin Miller	Central Office Talent Partner
N/A	Central Office Early Literacy/Literacy Support
Dr. McIntosh	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?
Students will leave Randolph with a high-level of competence/possessing the necessary skills related to their career path of choice.	Students will achieve competency on the NOCTI assessment and will successfully gain employment in their field of training.
Students will leave Randolph prepared to complete college-level coursework and with the necessary soft skills to succeed socially on a college campus.	By tracking the percentage of our students who: complete the FAFSA, complete SAT/ACT testing, achieve proficiency on the keystones, matriculate to college, and persist in college.

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.

We recruited students from each grade-level to take part in the planning process. We also reached out to parents and community members in order to ask them to participate in the process. Business partners were asked to join the committee based on their deep ties to the school's CTE program. Finally, teachers were asked to be a part of the planning team based on their experience and expertise.

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

Strengths	Supporting Evidence from Needs Assessment
The lowest performing 33% of students hit their Algebra, ELA, and Biology growth targets.	PVAAS AGI Lowest 33%: Algebra: -0.88 (green); ELA: -0.51 (green); Biology: 0.1 (green).
Students with IEPs hit their growth targets in all three Keystone tested subjects.	PVAAS AGI Students with IEPs: Algebra: -0.69 (green); ELA: -0.09 (green); Biology: 0.24 (green).

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
Lack of growth in Algebra 1	PVAAS Math AGI 2018: -4.46; PVAAS Math Growth Measure: -9.7 (2018); -7.2 (2017); 8.1 (2016)	Math teachers need further instructional development so that they can provide more rigorous and engaging instruction to their classes.
High student absenteeism	95% Attendance: 26.9%	A lack of parental involvement, student motivation, and student mental health issues have all combined to negatively impact our attendance.
Student completion of Naviance/College & Career Readiness tasks	PA Future Ready Career Standards Benchmark: 47%	Need to be able to release teachers so that they can assist with helping students complete Naviance tasks

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
We need to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Keystone-Algebra I
We need to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Climate
We need to provide our students with greater awareness of their college and career options.	College & Career Readiness

III. Measurable Goal Statements

Priority Statement #1: We need to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 27% of students will score at Proficient or Advanced on the Algebra I Keystone exam.	Blended Learning with Achieve 3000 and Imagine Math	The average score for the Algebra 1 fall benchmark will increase by 5 percentage points compared to the 2018-19 Algebra 1 fall benchmark.	The average score for the Algebra 1 winter benchmark will increase by 5 percentage points compared to the 2018-19 Algebra 1 winter benchmark.	The average score for the Algebra 1 spring benchmark will increase by 5 percentage points compared to the 2018-19 Algebra 1 spring benchmark.
At least 47% of students will score at Proficient or Advanced on the English Keystone exam.	Instructional Coaching; Common Planning Time	The average score for the English 2 fall benchmark will increase by 5 percentage points compared to the 2018-19 English 2 fall benchmark.	The average score for the English 2 winter benchmark will increase by 5 percentage points compared to the 2018-19 English 2 winter benchmark.	The average score for the English 2 spring benchmark will increase by 5 percentage points compared to the 2018-19 English 2 spring benchmark.

Anticipated Outputs:

Students will partake in Blended Learning, which will accommodate more learning styles. Students will receive instruction that is tailored to their needs. Teachers will be able to chart student growth. Students will have more opportunities to take part in small group instruction.

Monitoring/Evaluation Plan:

Teachers will review the Imagine Math and Achieve 3000 student performance reports with the SBTL on a weekly basis during Common Planning Time. The instructional leadership team will review Imagine Math and Achieve 3000 usage/lesson completion rates on a monthly basis and provide feedback to teachers.

Priority Statement #2: We need to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% of students will attend school 95% of days or more.	Attendance Incentives and SAIP	At least 45% of students will attend school 95% of days or more at the end of Quarter 1.	At least 40% of students will attend school 95% of days or more at the end of Quarter 2.	At least 35% of students will attend school 95% of days or more at the end of Quarter 3.
At least 90% of students will have zero out-of-school suspensions.	PBIS	At least 97% of students will have zero out-of-school suspensions at the end of Quarter 1.	At least 94% of students will have zero out-of-school suspensions at the end of Quarter 2.	At least 92% of students will have zero out-of-school suspensions at the end of Quarter 3.

Anticipated Outputs:

Students will be present for more instructional days.

Monitoring/Evaluation Plan:

The attendance team will meet bi-weekly to review school-wide and individual attendance trends. SAIPs will be reviewed during these meetings as will the impact of attendance incentives.

Priority Statement #3: We need to provide our students with greater awareness of their college and career options.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 75% of 9th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs.	Naviance	60% of students will complete all ESSA-required Naviance tasks.	70% of students will complete all ESSA-required Naviance tasks.	80% of students will complete all ESSA-required Naviance tasks.
At least 95% of 12th grade students will be on track for graduation.	PSAT/SAT Test Prep Cycle	60% of seniors will have taken the SAT November of 2019.	80% of seniors will have taken the SAT by December of 2019.	100% of seniors will have taken the SAT by February of 2020.
Anticipated Outputs:				
Students will complete the FAFSA. All 12th grade students will apply to one college. All students will complete a resume.				
Monitoring/Evaluation Plan:				
The school counselor will monitor Naviance completion rates by grade on a bi-weekly basis. Updates will be provided to the principal.				

IV. Expenditures

Expenditure	Funding Source
SBTL	Title 1
Climate Manager	Title 1
Special Education Teacher	Title 1
Social Worker	Title 1
Professional Development	Title 1
Math Teacher	Title 1
Student Climate Staff	Title 1
Books & Instructional Aids	Title 1
Social Studies Teacher	Title 1
Chemistry Teacher	Title 1
Parental Involvement	Title 1