# School Improvement Plan

## I. School Level Narrative

### School Building Information

**LEA Name**

School District of Philadelphia

**School Building Name**

Spring Garden School

**4-Digit School Building Code**

5560

**PDE Designation**

A-TSI

**School Street Address**

1146 Melon St, Philadelphia, Pa 19123

## *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 the school's data and make recommendations for improvement. This process will nurture the transparency we already have around our successes and areas of growth. It will also facilitate getting everyone focused on achieving the targeted goals we have identified from the data in alignment with the district goals and initiatives. Each stakeholder group will bring unique insight into the root causes of our data. It will inform strategies that we need to continue that are working as well as areas that need to be changed or amended. I will facilitate these data reviews, recommendation gathering, and planning sessions with school staff during the school day during our regularly scheduled PLC meeting time and after school meetings. I will involve our other stakeholder members that are not school staff in ways that are most convenient, such as evening meetings, meetings during the school day, conference calls, and surveys. The school staff members will have more involvement in the daily implementation of the plan as members directly tied to students and instructional delivery. Nevertheless, our community partners, parents, and business partners can support our implementation in many ways through volunteering, mentoring, donations, community advocacy, and fundraising to name a few. We will establish a schedule to progress monitor all of our data relative to how frequently it is captured and released (Ex: Benchmark, PSSA, AIMSWEB, DRA, Attendance, I-Ready Math, Lexia, Power-up, etc...). We will monitor our students identified as Tier 2 and 3 more frequently and re-assess with AIMSWEB or DRA if applicable. We will use an in-house created google tracker to capture our student data in one place, which will be shared with school staff and accessible by school staff to monitor and update at any time. I will meet with school staff to review data and progress monitor during our PLC meetings on Tuesdays. I will meet with our stakeholder groups to progress monitor and provide updates on our instructional program during our regularly scheduled PTCA/SAC meetings, which typically take place every other month. I will also follow-up with our community stakeholder members during Back to School Night and our quarterly Report Card Conference Days as well.

**Committee Members and Positions in School/Community**

| Name | Position |
| --- | --- |
| Laurel Robinson | Principal |
| Gladys Tomlin- SEL | Leadership Team Representative |
| Sara Turley- Interventionist | Literacy Content Specialist/Teacher Leader |
| William Smalls- Counselor | School-based Climate Representative |
| Sheila Armstrong- PTCA | Parent |
| Susan Burt-Collins- Rodelph Shalom & Friends Of | Community member |

| | |
|---|---|
| Dave Thomas- Community College of Philadelphia | Business partner |
| N/A | Student (required for High Schools) |
| Leya Hinton | Planning and Evidence-based Support (PESO) member |
| Angie Elfstrom | MTSS Specialist/Central Office Climate Supports |
| Catherine Darin | Grants Compliance Monitor |
| Jackie Polidor | Central Office Talent Partner |
| Rodney Johnson | Central Office Early Literacy/Literacy Support |
| Morris Reich | PFT Building Rep |
| Susan Majarowitz | ELL Representative |
| Madeline Jackmon | Administrative Intern |

*School Level Vision for Learning*
**Long-term Vision and the Measures of Success**

| **Long-Term Vision for Students** *What will students know and be able to demonstrate upon leaving the school?* | **Measures of Success** *How will you know you are on track to achieving your vision or students?* |
|---|---|
| Show good Citizenship | Regular school attendance (90% of days or better), no serious infractions of the code of conduct (No more than 1 OSS), and making good grades (B's or Better) |
| Technology Proficiency | Regular participation in Blended Learning opportunities and use of Google Classroom |
| Career & College Ready | Completion of Naviance Tasks |

## 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.**

I engaged my stakeholders through a series of meetings that were held after school, during the school day, and by conference call. We also gathered information from our Title I parent survey. Our team members received a packet consisting of our enrollment allocation, budget allocation, and data. The comprehensive data we reviewed included our demographics, attendance, survey, Benchmark, AIMSWEB, DRA, PVAAS, PSSA, I-Ready Math, and Lexia data. We were able to identify areas of strength and growth and discussed the root causes of those areas of growth.

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

| Strengths | Supporting Evidence from Needs Assessment |
|---|---|
| Students in the A-TSI subgroup (BLACK) are showing improved daily attendance. | From (August to January 2019) 76.7% of students in the A-TSI subgroup (Black) are attending 90% or more of school days versus 66.7% in the 17-18 school year. |
| Students in the A-TSI (BLACK) subgroup are missing fewer days due to OSS. | From (August to January 2019) 99% of students in the A-TSI (Black) subgroup have not received an out of school suspension. |
| Fewer students in grades K (LNF) & 1st (NF) are scoring at Tier 3 on the AIMSWEB assessment. | Grade K- Current Status (30%) verus (39.29%) at the end of last school year and Grade 1st- Current Status (19.23%) versus (51.85%) at the end of last school year. |
| More kindergarten students are on track for making growth towards reading on grade level based on DRA. | As of Q2 of the 18-19 school year, (82.1%) of kindergarten students are on track for meeting their growth target compared to 63% that reached it at the end of the 17-18 school year. |
| Average Number of Items Correct from BM1 | Students are answering more items correct on |

| | |
|---|---|
| and BM2 in ELA & Math have improved from last year. | the ELA & Math Benchmarks during 18-19 school year than the 17-18 school year. Current status: ELA BM1 (47.21) and BM2 (49.91) versus 17-18 ELA- BM1 (43.68) and BM2 (41.20); 18-19 Performance in Math, Current status: Math BM1 (54.19) and BM2 (59.63) Last Year Math- BM1 (55.02) and BM2 (47.76) |
| Moved performance tiers from Intervene to Watch on the SPR. | We moved overall SPR performance Tiers from Intervene to Watch with a 2.27% increase; Current Status: 23.97 (17-18)- Watch from 21.70 Intervene (16-17). |

**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 |
|---|---|---|
| Regular school attendance of 90% or better by students. | (23.4%) of students are below 90% attendance. As of February 2019. | We have many students that live out of boundary and travel a distance to get to school. There is a trend of missed school days due to inclement weather and on early dismissal days. |
| More than half of 2nd grade students are not reading fluently on the Oral Reading Fluency assessment of AIMSWEB. | 54.55% of students at Tier 3 on the Winter AIMSWEB assessment. | Lack of Guided Reading instruction with fidelity and opportunities for independent reading on a regular basis in the classroom based on CEPL data and informal observation. |
| Teachers are not using data meaningfully to inform their small group instruction. | 38% of teachers are scoring below a Proficient score of 2 on the lesson plan rubric feedback. | Lack of buy-in for or understanding of the need to ensure instruction is differentiated using relevant data. |
| Decline in the percentage of Black students scoring proficient or advanced on | 23.7% in 17-18 as compared to 24.1% in 16-17 as evidenced by Qlik | Students struggled with the grammar questions on the ELA PSSA |

| | | |
|---|---|---|
| the ELA PSSA for 17-18 | | |
| There is a large majority of Black students scoring Below Basic on the 17-18 Math PSSA | 69.4% in 17-18 as compared to 72.9% in 16-17 as evidenced by Qlik | Lack of a research based intervention program for Math to support students in need of tiered intervention support . |

*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 will provide deeper case management support for targeted families having difficulty getting their children to attend school regularly. | Climate |
| We will provide teachers with greater modelling and lesson planning of Guided Reading as well as planning centers for small groups in order to support with the increase of student literacy at Tier I. | Early Literacy |
| We will offer more professional development sessions for teachers on how to use relevant and timely data to plan meaningfully for diverse student needs in the classroom. | Talent |

## III. Measurable Goal Statements

Priority Statement #1: We will provide deeper case management support for targeted families having difficulty getting their children to attend school regularly.

| Measurable Goals | Approaches | Quarterly Benchmark #1 | Quarterly Benchmark #2 | Quarterly Benchmark #3 |
|---|---|---|---|---|
| Climate: At least 50% 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 creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts. https://www.evidenceforpa.org/strategies/48 | BM1 for student attending 95% attendance or more: 75% | BM1 for student attending 95% attendance or more: 60% | BM1 for student attending 95% attendance or more: 50% |
| **Anticipated Outputs:** | | | | |

"Anticipated Outputs for Goal #1 are:
1.  Continuing to build and fortify parent-school relationships to ensure that parents are more aware of school level and district level policies/expectations as they relate to climate implementation resulting in less parent contact about truancy, lateness or unexcused absences.
2. Increase in student attendance with more students moving from the 90-94% attendance to the 95% or higher category through more student engagement and buy-in to climate focused incentives  and initiatives.

**Monitoring/Evaluation Plan:**

Student Daily Attendance Report
SWISS Reports

Priority Statement #2: We will provide teachers with greater modelling and lesson planning of Guided Reading as well as planning centers for small groups in order to support with the increase of student literacy at Tier I.

| Measurable Goals | Approaches | Quarterly Benchmark #1 | Quarterly Benchmark #2 | Quarterly Benchmark #3 |
|---|---|---|---|---|
| Early Literacy: At least 70% of Kindergarten students and 40% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment. | Small Group Instruction with focus on Guided Reading | Fall Aimsweb % of students on target Kindergarten: 35% 1st Grade: 25% 2nd Grade: 15% | Winter Aimswebs % of students on target Kindergarten: 50% 1st Grade: 40% 2nd Grade: 25% | Spring Aimsweb % of students on target Kindergarten: 70% 1st Grade: 50% 2nd Grade: 30% |
| Literacy: At least 36% of students will score at Proficient or Advanced on the ELA PSSA. | Lexia (3rd-5th) and i Ready ELA (6th-8th) | Students in 3rd-8th grade will average 12 correct on the ELA Cycle 1 benchmark assessment. | Students in 3rd-8th grade will average 14 correct on the ELA Cycle 2 benchmark assessment. | Students in 3rd-8th grade will average 16 correct on the ELA Cycle 3 benchmark assessment. |
| **Anticipated Outputs:** | | | | |

| 1. Teachers will strengthen early literacy instruction and implementation through targeted and focused coaching and modeling from the ELS. |
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| 2. Consistent quarterly growth in reading levels across all grade levels ensuring that students are making upward movement. |

**Monitoring/Evaluation Plan:**

Working with students in flexible small groups structured through consistent data analysis to support the development and strengthening of literacy skills by focusing on student's individual levels.

Priority Statement #3: We will offer more professional development sessions for teachers on how to use relevant and timely data to plan meaningfully for diverse student needs in the classroom.

| 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. | iReady Math | Students in 3rd-8th grade will average 14 correct on the Math Cycle 1 benchmark assessment. | Students in 3rd-8th grade will average 15 correct on the Math Cycle 2 benchmark assessment. | Students in 3rd-8th grade will average 16 correct on the Math Cycle 3 benchmark assessment. |
| | | | | |

**Anticipated Outputs:**

1. Consistent monitoring and implementation of intervention based on review of student usage reports.
2. Teachers will provide diagnostic assessments for students consistently to gauge learning and make adjustments when needed.
3. Consistent growth in students math course marks and benchmark assessments from Q1-Q4.

**Monitoring/Evaluation Plan:**

Computer based math intervention used during class-time as a way to provide students with additional practice, enrichment or interventions to help students increase grade appropriate math skills and knowledge.

## IV. Expenditures

| Expenditure | Funding Source |
|---|---|
| iReady (K-8) | Operating |
| Lexia Learning (K-12) | Other |
| SBTL | Operating |
| Supportive Service Assistant (SSA) | Operating |
| Paraprofessional | Operating |
| Playworks- TEAM UP | Operating |