

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Amy 5 At James Martin

4-Digit School Building Code

5430

PDE Designation

CSI

School Street Address

3380 Richmond St, Philadelphia, Pa 19134

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.

This school improvement plan was developed in conjunction with staff, parent, and community input. School-wide data and budget was reviewed and discussed in detail at the meetings. Input was solicited via verbal feedback and written survey feedback regarding use of budget funds to support areas of need in the school community. The role of the committee in implementing and monitoring the plan will be to ensure that appropriated positions, interventions, and materials are being used with fidelity to support student growth and school improvement. Progress monitoring and soliciting community/stakeholder feedback will be critical parts of this process.

Committee Members and Positions in School/Community

Name	Position
Paula Furman	Principal
Saudia Buckley	Leadership Team Representative
Jeannine Goetz	Math Content Specialist/Teacher Leader
Jessica Hernandez	Literacy Content Specialist/Teacher Leader
Kelly Barone	School-based Climate Representative
Stephanie Pugh	Parent
Vytas Maciunas	Community member
Lithuanian Music Hall	Business partner
N/A	Student (required for High Schools)
Melissa Jones	Planning and Evidence-based Support (PESO) member
Cynthia Jones	MTSS Specialist/Central Office Climate Supports

Aleida Garcia	Grants Compliance Monitor
Christopher Richard	Central Office Talent Partner
Robbin Smart	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 have the appropriate grade-level knowledge to demonstrate achievement at the proficient or advanced level on Math PSSA and be prepared to move on to the next grade level or on to high school.	Progress monitoring via STAR assessments, ongoing class grades and data, Benchmark assessments, PSSA data
Students will have the appropriate grade level knowledge to demonstrate achievement at proficient or advanced level on ELA PSSA, and be prepared to move on to the next grade or high school.	Progress monitoring via STAR assessments, ongoing class grades and data, Benchmark assessments, PSSA data
Students will complete and turn in the required amount of classwork and homework to earn As and Bs in core courses, and be prepared for college and career.	Progress monitoring via QLIK and Infinite Campus.

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.

School leadership worked in conjunction with our FACE liaison to create informational flyers, invitations, and phone calls to parents and members of the school community in order to discuss our school improvement ESSA designation, schoolwide data, and budget. We reached out to community partners, as well for input. Staff committee members represent various areas of student learning and support - ELA/SS SBTL, Math/SCI SBTL, Special Education Liaison, School Counselor/Attendance Designee, School Nurse, Dean of Students/Climate Support. A parent member was also contacted and agreed to join the steering committee.

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

Strengths	Supporting Evidence from Needs Assessment
Climate - Based on our low serious incident rate (0.7%) and out of school suspension rate (93.3% of students with no OSS), climate is an area of strength for us. This is supported through budget allocations for student climate support staff, as well as a Dean of Students.	We have maintained greater than 90% (currently 93.3%) of students without any out of school suspensions. Our serious incident rate is down 0.5% to 0.7% overall.
Attendance - based on our year over year improvement in attendance (currently +15.6% for 2018-2019), and our decrease in chronically truant students, attendance is an area of strength for us. We are currently exceeding the SDP attendance goal of 60% of students attending 95% of days or more.	Our percent of students attending at least 95% of school days has increased by 15.6% this year to 64.3%, and our percent of chronically truant students has decreased 0.8% to 6.3%.

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>Achievement in Math - A low percentage of students are scoring proficient and advanced on PSSA tests. STAR Math tests, while showing consistent growth both on an individual, grade, and school-wide level, are still below grade level for a significant portion of our student population.</p>	<p>low percentages of students scoring at proficient or advanced levels on the PSSA (Math: 12.2%), low percentage of students earning As and Bs in Math (ranging from 12-24% depending on grade level)</p>	<p>Many students are coming to us significantly below grade level. Although our students show progress, they are still not achieving at grade level on standardized assessments such as the PSSA and Benchmark assessments. We need to support them with interventions designed to increase basic math skills and improve their foundation for understanding grade level work.</p>
<p>Achievement in ELA - while our ELA scores are stronger than our math scores, our students are performing below the SDP average percent of students scoring proficient and advanced on ELA PSSA tests. STAR Reading tests, while showing consistent growth both on an individual, grade, and school-wide level, are still below grade level for a significant portion of our student population.</p>	<p>low percentages of students scoring at proficient or advanced levels on the PSSA (ELA 37.9%), low percentage of students earning As and Bs in ELA (ranging from 12-24% of students depending on grade level)</p>	<p>Many students are coming to us significantly below grade level. Although our students show progress, they are still not achieving at grade level on standardized assessments such as the PSSA and Benchmark assessments. We need to support them with interventions designed to increase basic reading skills and improve their foundation for understanding grade level work.</p>
<p>Parent Involvement - parents come to major events such as back to school night and report card conferences at a rate of about 25%. Parent involvement for SAC meetings, volunteer orientations, and other meetings and parent workshops is significantly lower, with attendance often in the single</p>	<p>Parent attendance at major school events (back to school night, report card conferences) is around 25-30%. Parent involvement at workshops, volunteer events, and workshop opportunities to build student/parent capacity for academic and social/emotional growth is significantly lower, often in the single digits.</p>	<p>As a citywide middle school, it can be challenging for parents who live across the city to come to meetings and events. Parents have expressed that when they don't drive or have access to a ride, it often takes them 60-90 minutes each way to attend a meeting or workshop that is 45 minutes to an hour long. Work</p>

digit despite multiple means of communication to families.		schedules are also a challenge for many parents.
Students earning all As and Bs in their core content subjects - when analyzing student grades, it was noted that most students are performing well on classroom tests/assessments. What is causing students to score below As and Bs in core classes is lack of homework or projects being completed and turned in.	The following percents are those of students NOT earning all As and Bs in their core content areas: 6th grade - 88%, 7th grade - 80%, 8th grade- 75.9%	After looking at test and progress data with teachers, we determined that the primary reason students are earning Cs, Ds, and Fs is that they are not completing/turning in work assigned to be completed outside of class.

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
Staff will work in conjunction with students and parents to increase student achievement levels in the area of math. This will be done through focused, intentional professional development to ensure use of systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, parent workshops, and opportunities for students to receive intervention level supports and after-school tutoring. Multiple teaching positions will become dual-certification positions to support interventions in Math and ELA.	Math
School leadership will work in conjunction with our FACE liaison to implement evidence-based strategies to engage families to support learning, increase parent participation and involvement in critical meetings, capacity building workshops, and family events.	Parental Involvement
School leadership and teaching staff will work in conjunction with students and families to increase the amount of student work successfully completed and turned in, thereby increasing the percent of students earning As and Bs in all core subjects. During content	College & Career Readiness

common planning meetings, we will prioritize analyzing student data to identify strengths and needs.	
Staff will work in conjunction with students and parents to increase student achievement levels in the area of ELA. This will be done through focused, intentional professional development, providing collaborative planning time to collaborate on units and provide instruction that is coordinated, aligned and evidence based, parent workshops, and opportunities for students to receive intervention level supports and after-school tutoring. Multiple teaching positions will become dual-certification positions to support interventions in Math and ELA.	Literacy

III. Measurable Goal Statements

Priority Statement #1: Staff will work in conjunction with students and parents to increase student achievement levels in the area of math. This will be done through focused, intentional professional development to ensure use of systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, parent workshops, and opportunities for students to receive intervention level supports and after-school tutoring. Multiple teaching positions will become dual-certification positions to support interventions in Math and ELA.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 25% (baseline __%) of students will score proficient or advanced on the Math PSSA	1. Math teachers will participate in targeted professional development, focused on aligning content with PA Standards and utilizing task analysis to ensure that rigorous tasks are presented to students. 2. Parent workshops will be	At least 20 % of students will score "on target" for proficient and advanced level scoring on the PSSA based on STAR Math assessments.	At least 25 % of students will score "on target" for proficient and advanced level scoring on the PSSA based on STAR Math assessments.	At least 30 % of students will score "on target" for proficient and advanced level scoring on the PSSA based on STAR Math assessments.

	provided to support parents in assisting their children with homework and math skills. 3. Title I and operating funds will be utilized to provide both a daily, in-school intervention block as well as opportunities for students to receive after-school tutoring. 4. Students will monitor their own progress with support from their advisory, intervention, and math teachers.			
90% or more of students will show growth of at least one full grade level as measured by the STAR assessment	iReady program materials	90% or more of students will show growth of greater than or equal to 3 months grade equivalency on their STAR Math assessment	90% or more of students will show growth of greater than or equal to 6 months grade equivalency on their STAR Math assessment	90% or more of students will show growth of greater than or equal to 9 months grade equivalency on their STAR Math assessment

Anticipated Outputs:

1. Tasks presented to students will be rigorous and closely aligned to the PA/Core Standards. 2. Intervention period for math support provided multiple times per week for all students. 3. Parents will be given the opportunity to participate in parent/family math workshops. 4. After school tutoring and homework help will be offered school-wide. 5. Students will self-monitor their math levels and progress (in conjunction with their advisory and math teachers).

Monitoring/Evaluation Plan:

1. Professional development implementation will be monitored via PD agendas and sign in sheets, as well as staff survey responses. Monitoring will occur monthly. 2. Parent workshops will be held in conjunction with the FACE office and AMY JM SBTLS. Implementation will be monitored via workshop agendas and parent sign-ins, as well as parent survey responses. Monitoring will occur monthly. 3. Intervention block will be implemented as a daily, school-wide 30 minute period designated for iReady intervention and

small group instruction. Monitoring will occur on a bi-weekly basis, both for student progress and fidelity of implementation. After-school tutoring will be offered at minimum one time per week, and will be monitored by student sign-ins and staff recommendations for tutoring. Implementation will be monitored monthly. 4. Student data tracking will occur via data-tracker forms, and will occur bi-monthly.

Priority Statement #2: School leadership will work in conjunction with our FACE liaison to implement evidence-based strategies to engage families to support learning, increase parent participation and involvement in critical meetings, capacity building workshops, and family events.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Building toward SDP Anchor Goal #1, 100% of students will graduate ready for college and career, AMY at JM will create meaningful partnerships with parents and families and support multiple opportunities for parent engagement.	1. Parent surveys to determine areas of need for workshops. 2. Coordination with FACE office to provide meaningful opportunities for parent engagement and feedback.	AMY at JM will provide for a minimum of 3 parent meetings/information sessions (1 per month)	AMY at JM will provide for a minimum of 6 parent meetings/information sessions (1 per month)	AMY at JM will provide for a minimum of 9 parent meetings/information sessions (1 per month)
Building toward SDP Anchor Goal #1, 100% of students will graduate ready for college and career, AMY JM leadership and staff	3. AMY JM leadership and staff will provide parents and families with workshops, information sessions, and tools necessary to support their child's	AMY at JM will provide for a minimum of 3 parent workshops or take-home tools(1 per month)	AMY at JM will provide for a minimum of 6 parent workshops or take-home tools (1 per month)	AMY at JM will provide for a minimum of 9 parent workshops or take-home tools (1 per month)

<p>will provide parents and families with workshops, information sessions, and tools necessary to support their child's academic success, implementation and effectiveness to be measured by parent survey data and feedback.</p>	<p>academic success.</p>			
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Anticipated Outputs:

1. School leadership and staff will communicate with parents and families on a regular weekly basis via phone, website, and backpack mail. 2. AMY JM leadership and staff will coordinate with FACE office to build partnerships with parents and families within the school community.

Monitoring/Evaluation Plan:

1. SBTLs and office staff will monitor review parent survey data on a monthly basis. 2. Principal and FACE liaison will monitor coordination on a weekly basis via agendas and parent feedback. 3. Parent feedback surveys will be reviewed after each workshop.

Priority Statement #3: School leadership and teaching staff will work in conjunction with students and families to increase the amount of student work successfully completed and turned in, thereby increasing the percent of students earning As and Bs in all core subjects. During content common planning meetings, we will prioritize analyzing student data to identify strengths and needs.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 50 % (baseline ___) of students will have no missing assignments in a semester.	1. Increased parent involvement in child's educational process 2. Timely and ongoing opportunities for feedback to students and parents . 3. Opportunity to improve academic standing by turning in completed and/or revised work	25% of students will have no missing assignments.	40% of students will have no missing assignments.	50 % of students will have no missing assignments.
At least 50% of students will earn grades of "C" or better in all major academic areas.	1. provide timely, actionable feedback to all students 2. support parent involvement	35% of students will earn grades of C or better in all major academic areas	40% of students will earn grades of C or better in all major academic areas	45% of students will earn grades of C or better in all major academic areas
Anticipated Outputs:				
1) Parents and students will be provided with workshop on using portal to monitor productivity 2) Teachers will update gradebook in timely manner, 3) Students and parents will be provided with progress reports and lists of missing assignments, 4) Students and parents will be provided with make-up window in which work can be turned in after progress report.				

Monitoring/Evaluation Plan:

1. Monitoring will occur via bi-weekly grades reports in SIS, where students earning grades below a B will be reviewed for work completion

Priority Statement #4: Staff will work in conjunction with students and parents to increase student achievement levels in the area of ELA. This will be done through focused, intentional professional development, providing collaborative planning time to collaborate on units and provide instruction that is coordinated, aligned and evidence based, parent workshops, and opportunities for students to receive intervention level supports and after-school tutoring. Multiple teaching positions will become dual-certification positions to support interventions in Math and ELA.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
No more than 20% (___%) of students will score below basic on the ELA PSSA	1. ELA teachers will participate in targeted professional development, focused on aligning content with PA Standards and utilizing task analysis to ensure that rigorous tasks are presented to students. 2. Parent workshops will be provided to support parents in assisting their children with homework and reading skills. 3. Title I and operating	Less than 30% of all students will score as "below basic" track for PSSA proficiency based on the STAR assessment.	Less than 30% of all students will score as "below basic" track for PSSA proficiency based on the STAR assessment.	Less than 30% of all students will score as "below basic" track for PSSA proficiency based on the STAR assessment.

	funds will be utilized to provide both a daily, in-school intervention block as well as opportunities for students to receive after-school tutoring. 4. Students will monitor their own progress with support from their advisory, intervention, and ELA teachers.			
90% or more of students will show growth of at least one full grade level as measured by the STAR assessment	1. Daily intervention block utilizing iReady program. 2. Student self-monitoring of progress utilizing data trackers.	90% or more of students will show growth of greater than or equal to 3 months grade equivalency on their STAR Math assessment	90% or more of students will show growth of greater than or equal to 6 months grade equivalency on their STAR Math assessment	90% or more of students will show growth of greater than or equal to 9 months grade equivalency on their STAR Math assessment

Anticipated Outputs:
1. Tasks presented to students will be rigorous and closely aligned to the PA/Core Standards. 2. Intervention period for ELA support provided multiple times per week for all students. 3. Parents will be given the opportunity to participate in parent/family workshops. 4. After school tutoring and homework help will be offered school-wide. 5. Students will self-monitor their ELA levels and progress (in conjunction with their advisory and ELA teachers).

Monitoring/Evaluation Plan:

1. Professional development implementation will be monitored via PD agendas and sign in sheets, as well as staff survey responses. Monitoring will occur monthly. 2. Parent workshops will be held in conjunction with the FACE office and AMY JM SBTLs. Implementation will be monitored via workshop agendas and parent sign-ins, as well as parent survey responses. Monitoring will occur monthly. 3. Intervention block will be implemented as a daily, school-wide 30 minute period designated for iReady intervention and small group instruction. Monitoring will occur on a bi-weekly basis, both for student progress and fidelity of implementation. After-school tutoring will be offered at minimum one time per week, and will be monitored by student sign-ins and staff recommendations for tutoring. Implementation will be monitored monthly. 4. Student data tracking will occur via data-tracker forms, and will occur bi-monthly.

IV. Expenditures

Expenditure	Funding Source
SBTL (ELA/Math)	Title 1
SEL	Title 1
Counselor	Title 1
iReady (K-8)	Title 1
Imagine Math (3-12)	Operating
Climate Dean	Operating
Additional teacher for reduced class size	Title 1
Additional teacher for reduced class size	Title 1
Additional teacher for reduced class size	Operating
Dual-certification teachers to support Math and ELA interventions	Operating
Classroom Instruct Secondary (Books & Instructional Aids)	Title 1
Parental Involvement (Books & Instructional Aids)	Title 1
Parental Involvement (Materials & Supplies)	Title 1