

# School Improvement Plan

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## I. School Level Narrative

### *School Building Information*

#### **LEA Name**

School District of Philadelphia

#### **School Building Name**

Building 21

#### **4-Digit School Building Code**

5610

#### **PDE Designation**

CSI

#### **School Street Address**

6501 Limekiln Pike, Philadelphia, Pa 19138

### *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 will support in examining academic, culture and attendance data in identifying the needs of the school for the 19-20 SY. As a team, we will analyze the data and our 18-19 SY goals and develop new and/or revise school goals. We will also utilize this data to make budgetary decisions and staffing decisions for the 19-20 SY. The planning team met on 3.21.19-3.22.19 to reflect on the needs of the school using the PA Essential Checklist. Data will be reviewed and brought back to the team in mid April and the plan will be finalized in May. This will take place during our leadership team meetings that occur weekly, our monthly SAC meeting and Spring Title I meeting.

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

<b>Name</b>	<b>Position</b>
Ayris Colvin	Principal
Brianne Macnamara	Leadership Team Representative
David Montenegro	Math Content Specialist/Teacher Leader
Shannon Roberts	Literacy Content Specialist/Teacher Leader
Reginald Ruff	School-based Climate Representative
Kesha Bethea	Parent
Todd Price	Community member
Kevin Gold	Business partner
Egypt Luckey	Student (required for High Schools)
Cari Cantor	Planning and Evidence-based Support (PESO) member
Kendall McArthur	MTSS Specialist/Central Office Climate

	Supports
Sharika Proctor	Grants Compliance Monitor
Laurese Harper	Central Office Talent Partner
Sherry MacBury	PDE School Improvement Specialist (SIF)

***School Level Vision for Learning***

**Long-term Vision and the Measures of Success**

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <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 demonstrate college and career ready skills including: Academic and Social Emotional Readiness	Student Personalized Learning Plans will demonstrate whether they are on or off track on college readiness skills, their growth on academic readiness and their social emotional progress. We will utilize these personalized learning plans, our internally built student progress system and BAM to track student progress. We will also review Benchmark data, Keystone data and student reflection, capstone and exhibition qualitative measures.
Students will have selected a pathway to pursue post secondary and would have been exposed to at least 3 experiences connected to these pathways	We will utilize course selection, outcomes in their pathway courses, internships, dual enrollment and AP enrollment data.
Students will demonstrate Next Generation Readiness skills such as presentation, collaboration, project planning and written communication in the work place and Habits of Success skills such as Managing tasks and deadlines, being organized and prepared,	Students Personalized Learning Plans will demonstrate whether they are on or off track on college readiness skills, their growth on Next generation and Habits of Success Skills. We will utilize these personalized learning plans, our internally built student progress system, capstone

staying focused and on task and improve work quality.	and exhibition qualitative measures.
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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.**

The school utilizes a school leadership team structure that involves a variety of school stakeholders in order to best diversify feedback and school decision making. This committee consists of the Principal, Assistant Principal, Climate Manager, Dean of Students, two Social Workers, Partnerships Coordinator, Building Representative, Teacher, After School Program Coordinator and a student and parent from our SAC committee.

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

Strengths	Supporting Evidence from Needs Assessment
The school has seen a small decrease in Out of School Suspensions.	89.8% of students with 0 OSS 18-19 SY (Currently) 88% of students with 0 OSS 17-18 SY
The school has increased the number of strategic teacher retentions in the past year.	85% strategic retention 18-19 SY 75% strategic retention 17-18 SY
Building 21 has a higher graduation rate than the School District of Philadelphia's average graduation rate for high schools.	84% for 17-18 School Year (First Graduating Class) 68% of students in SDP graduated in 17-18 SY
There has been an increase on the MAP growth in Reading and Math for 9th graders in the past year.	65% of 9th graders met their math growth target (18-19)      53% of students met their math growth target (17-18) 69.5% of 9th graders met their reading growth target (18-19)      41% of students met their reading growth target (17-18)
Building 21 has significantly increased the number of students testing proficient on the	40.5% 17-18 SY ELA Proficiency 27.6% 16-17 SY ELA Proficiency

11th grade Literature and Algebra Keystone exams.	22.7% 17-18 SY Math Proficiency 14% 16-17 SY Math Proficiency
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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
Building 21 struggles to make attendance a priority for all students and motivate them to attend school on a regular basis.	23.7% 17-18 SY students attending 95% or more	Not enough student accountability to get to school each day (parents), many family responsibilities or outside responsibilities that hinder attendance. Not enough follow up and support to families to get students to school. School's lack in resources to engage in a more efficient process around attendance.
It is a challenge for our 10th graders to score proficient on the Keystone Algebra exam.	3.5% Algebra Proficiency 17-18 SY	Students are coming in on average at a 4th grade math level. They are in need of Algebra content knowledge and need additional time and interventions to prepare them for the Algebra Keystone.
It is a challenge for our students to score proficient on the Keystone Literature exam.	17.4% Literature Proficiency 17-18 SY	Students are coming in on average at a 5th grade reading level. They are in need of supports, reading strategies, intervention and strong instruction to improve within this area.
It is a challenge for our students to score proficient on the Keystone Biology exam.	2.7% Biology Proficiency 17-18 SY	Students are coming in lacking basic reading and math skills. They also need more exposure to vocabulary and scientific concepts and procedures. Not all elementary schools focus on science and students are lacking prerequisite skills needed to perform

		the complexities associated with biology.
Building 21 continues to struggle with student retention.	70% 17-18 SY	Our student retention was first impacted once our school moved from North Philadelphia to West Oak Lane. Many students did not transition neighborhoods with us because their families wanted them to remain closer to home. Once in this new neighborhood, we were faced with numerous challenges with surrounding high schools leading to unsafe measures during dismissal and several families removed their students.
There is a serious lack of parent and family engagement.	0 parents have participated in Monthly SAC meetings	Timing of meetings, not enough parent outreach, parents not as involved due to students being in high school, challenges with transportation, location of meetings.

*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.**

<b>Priority Statements</b>	<b>Outcome Category</b>
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	College & Career Readiness
Monitor and evaluate the impact of professional learning on staff practices and student learning	Talent

### III. Measurable Goal Statements

Priority Statement #1: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>At least 75% of 9th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs.</p>	<p>MTSS, The MTSS Team will meet bi-weekly to identify students to adjust programming and provide supports and interventions</p> <p>Lesson Planning, Teacher lesson plans will be monitored weekly to ensure appropriate instructional programming is implemented daily for students</p> <p>Common Planning, Teachers are collaborating weekly with peers to norm, review student work and gain support on instruction</p>	<p>At least 75% of 9th grade students are on track in core classes</p>	<p>At least 75% of 9th grade students are on track in core classes</p>	<p>At least 75% of 9th grade students are on track in core classes</p>

<p>100% of all assessments will go through a data cross-walk to ensure alignment to key academic outcomes and college and career readiness.</p>	<p>Use Protocol to execute data cross walk and Tracking System to display alignment</p> <p>Review alignment of the following:(In this order) and develop Roadmap</p> <ul style="list-style-type: none"> <li>-Keystones (School Level)</li> <li>-MAP Assessment (School Level)</li> <li>-Competencies (School Level)</li> <li>-Performance Assessments (School Level)</li> <li>-Culminating Performance Tasks (Classroom Level)</li> <li>-Formative Assessments (Classroom Level)</li> </ul> <p>Assessment development of Performance Tasks</p>	<p>At least 50% of 9-11 grade students have met their growth goal in Math and ELA</p>	<p>At least 60% of 9-11 grade students have met their growth goal in Math and ELA</p>	<p>At least 75% of 9-11 grade students have met their growth goal in Math and ELA</p>
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**Anticipated Outputs:**  
 Students are,  
 Regularly attending school  
 Actively engaged in their classes  
 Not missing more than 30% of their skills (competencies)  
 Seeing the relevance of their learning and making connections



Staying after school for support  
Checking PLP's weekly

Teachers are,  
Submitting high quality studio maps (lesson plans)  
Assessing students using the B21 continua  
Developing projects that focus on the competencies are engaging and relevant to students  
Collaborating with peers during common planning and PD time  
Reviewing student work regularly and using data to make adjustments in the classroom  
Differentiating instruction to meet the needs of all students  
Talking to students about graduation requirements and post secondary options

Parents are,  
Checking students PLP's weekly  
Attending report card conferences  
Participating in school parent meetings  
Contacting teachers regarding student progress

#### **Monitoring/Evaluation Plan:**

MTSS, Biweekly this will be monitored. Grade team leads oversee academic, social workers oversee attendance, Deans oversee behavior. We will utilize a protocol for facilitating meetings and to identify interventions and progress monitoring for students.

Lesson Planning, Weekly this will be monitored (In some cases daily). Teachers are required to submit lesson plans every Monday by 3:30pm for the following week. Principal and Ass. Principal reviews plans aligned to a set of look fors of critical planning elements aligned to the Building 21 Model.

Common Planning, Weekly this will be monitored. SBTL will facilitate meetings and develop agendas for meetings. Staff will complete a monthly survey regarding the effectiveness of common planning. Evaluation will also happen through weekly walkthroughs of administration.

Priority Statement #2: Monitor and evaluate the impact of professional learning on staff practices and student learning

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>At least 75% of 9th, 10th and 11th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs.</p>	<p>MTSS, The MTSS Team will meet bi-weekly to identify students to adjust programming and provide supports and interventions</p> <p>Lesson Planning, Teacher lesson plans will be monitored weekly to ensure appropriate instructional programming is implemented daily for students</p> <p>Common Planning, Teachers are collaborating weekly with peers to norm, review student work and gain support on instruction</p>	<p>At least 75% of 9th, 10th and 11th grade students are on track in core classes</p>	<p>At least 75% of 9th, 10th and 11th grade students are on track in core classes</p>	<p>At least 75% of 9th, 10th and 11th grade students are on track in core classes</p>
<p>At least 95% of 12th grade students will be on track for graduation</p>	<p>Provide a curriculum to implement and assess Wayfinding Experiences</p> <p>Build Wayfinding</p>	<p>75% of students demonstrate the indicators of college and career readiness based on the Building 21 RANKS</p>	<p>85% of students demonstrate the indicators of college and career readiness Building 21 RANKS</p>	<p>95% of students demonstrate the indicators of college and career readiness Building 21 RANKS</p>

	<p>Experiences into the schedule around academic focus, social emotional development and individual passion</p> <p>Develop a set of assessments to measure the 3 focus areas of Wayfinding to indicate college and career readiness</p>			
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**IV. Expenditures**

<b>Expenditure</b>	<b>Funding Source</b>
ELA Teacher	Title 1
Climate Liaison	Title 1
Counselor	Title 1
SEL Sped/ELA	Title 1
Social Worker	Other
SBTL	Operating
Climate Manager	Title 1
Edgenuity: My Path (9-12)	Operating
ThinkCERCA (3-12)	Operating
Climate Specialist	Operating
Supportive Service Assistant (SSA)	Title 1
Math Teacher	Title 1
3 ELA 1 ELA/SS	Operating
ELA Support Materials	Title 1
School Climate Staff	Title 1
Parent Involvement Materials	Title 1