

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Richmond School

4-Digit School Building Code

5400

PDE Designation

A-TSI

School Street Address

2944 Belgrade 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.

The team members represent the school community and are committed to the successful implementation and monitoring of the plan. A point person has been selected to assist with the implementation and monitoring of each specific component of the plan. (ex. Mr. Smith, Climate Point Person; Ms. Sterling, Literacy Point Person, Ms. Largent, Math Point Person). Team members will meet monthly to gauge process being made towards our goals and 8-week check in meetings will be held with Ms. Jones, PESO member. Our community member supported in the development of this plan through our MTSS meeting, where we discuss the specific needs of students and the supports that we can put into place. The parents were involved with the planning process through our SAC/Title I Spring meeting, where we discussed the budget and the specific purchases that can support student progress and growth.

Committee Members and Positions in School/Community

Name	Position
Susan Rozanski	Principal
Carrie Hunter	Leadership Team Representative
Shannon Largent	Math Content Specialist/Teacher Leader
Bernadette Sterling	Literacy Content Specialist/Teacher Leader
Orick Smith	School-based Climate Representative
Suzette Cezair	Parent
Nicole Green, Merakey	Community member
N/A	Student (required for High Schools)
Melissa Jones	Planning and Evidence-based Support (PESO) member
Luis Rosario	MTSS Specialist/Central Office Climate Supports

Aleida Garcia	Grants Compliance Monitor
Ashley Sobrinski	Central Office Talent Partner
Antoine O'Karma	Central Office Early Literacy/Literacy Support

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>
Based on the levels of students upon entering the school, students will demonstrate growth according to grade level standards and instruction upon leaving the school.	The following data sources will be reviewed to determine if students are on track to achieving the vision for the students: report cards, DRA/Gates assessment data, Aimsweb data, PSSA and Benchmark results, and also progress towards IEP goals and Access testing scores.
Students in grades 3, 4 and 5 will have some clear ideas as to what their current strengths are and their interests beyond elementary school. Students will also be able to set goals for themselves and understand what they need to do to achieve them.	Students in grades 3, 4, and 5 will have 3 completed tasks in Naviance centered on the college and career readiness standards.

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.

Data showing student achievement and progress, student attendance and behavior, and student needs is shared weekly during Leadership Team meetings and Professional Learning Community (grade group) meetings. MTSS meetings are also held weekly to discuss the pressing needs of individual students. The MTSS meeting is attended by a representative from Merakey, our Community partner servicing our students with behavioral health concerns. The budget and school planning documents are shared with parents during the Spring Title 1/SAC meeting, and with staff during the budget meeting and during PLC meetings with each grade group.

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

Strengths	Supporting Evidence from Needs Assessment
<p>Based on the SPR, Richmond moved up from the Intervene category during the 16-17 school year to the Watch category during the 17-18 school year in the following categories: Overall, Achievement, and Progress.</p>	<p>The supporting evidence from the Needs Assessment for the category SPR states: 16-17 Overall points earned was 21.64; 17-18 Overall points earned was 36.94. 16-17 Achievement points earned was 6.07; 17-18 Achievement points was 8.77; 16-17 Progress points earned was 5.32; 17-18 Progress points earned was 16.89</p>
<p>We have seen an increase in the percentage of Kindergarten students at Tier I for AIMSweb.</p>	<p>According to Qlik, on the 2018-19 Winter Aimsweb, 54% of Kindergarten students scored on Tier 1/target.</p>
<p>We have seen an increase in the percentage of Kindergarten and grade 2 students meeting growth goals in Q1 to Q4 Reading Growth. Additionally, a high percentage of 1st grade students are also meeting their growth goals.</p>	<p>Qlik data shows that 84.6% of Kindergarten students (compared to 54.5% for 17/18) are meeting growth in 18/19. This is a 30.1% increase. In 18/19, 67.8% of second graders (compared to 67.0% for 17/18) are meeting growth. For 18/19, 75.3% of first grade students are meeting growth.</p>
<p>Our school has seen an increase in the percentage of all students, and specifically our Black/African American students, with zero out of school suspensions as compared to 17/18.</p>	<p>Based on 2018-19 in progress, 99.3% of all students and 98.2% of black subgroup have zero out of school suspensions.</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>The percentage of Grade 1 students reading on Tier 1 according to the Aimsweb assessment for Nonsense Word Fluency, which means there is a significant number of students at Tier 3 on the Winter Aimsweb assessment. Grade 1 black subgroup is 23.1% Tier 1, Tier 3 is 69.2%. Grade 2 increased 14.5% , but Tier 3 is 50%</p>	<p>Based on the Winter Aimsweb Assessment, only 21.88% of grade 1 students are at Tier 1, 14.58% are at Tier 2 and 63.54% of students are on Tier 3. The tier 1 % is down from the Fall assessment, which was 31.6%.</p>	<p>Teachers were not giving students the opportunity to work with nonsense words and identifying the sounds of each letter of these types of words. Students also struggle with identifying letters and sounds when they enter first grade as a result of not consistently practicing literacy skills at home over the summer. Grade 2 the teachers were not giving students the opportunity to practice Oral Reading Fluency on a daily basis during the literacy block.</p>
<p>The percentage of students with 95% or higher attendance has been a challenge since there is a decrease in the percentage of student with 95% or higher as the school year moves forward. The black subgroup struggles with maintaining 95% attendance, since as of March 2019 only 41.2% have 95% or higher (4.2% increase from March 2018)</p>	<p>As of March 2019, only 48.9% of students have 95% or higher attendance. For the black subgroup, only 41.2% have 95% or higher.</p>	<p>The expectations of parents regarding student attendance do not match up with the expectations of the school. There are instances where family life, priorities, and values conflict with student attendance.</p>
<p>The percentage of students scoring Proficient or Advanced on the Math PSSA is a challenge because overall our percentage of is 22.6% scored Advanced or Proficient but only 10.2% of black students scored Advanced or Proficient, while 63.3% scored Below Basic on the Math PSSA.</p>	<p>Math PSSA Overall Proficient/Advanced 16-17 19.02%, 17-18 22.59% and black subgroup 10.2% Proficient/Advanced.</p>	<p>Alignment of objectives and standards and tasks during Math instruction, understanding of Common Core Shifts, Math Practices, organization of the 90 minute Math block. There is a lack of comprehension for both the teachers and the students regarding the conceptual understanding of the math concepts.</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
Teachers will include phonological awareness in lesson plans and literacy schedule and explicit instruction will take place daily. Follow up lessons will occur during guided reading and center work, with a focus on the black subgroup of students.	Early Literacy
The priority need is to build teacher capacity to use data to inform planning for instruction to ensure that all teachers are implementing the practice of targeted standards aligned instruction in literacy.	Literacy
Teachers will receive professional development during PLC to develop the 90 minute math block with priority given to standards aligned objectives and instruction, to develop understanding of common core shifts and mathematical practices.	Math
To increase student attendance across all grade levels, and including the subgroup of black students, by providing a clear, consistent school wide positive behavior approach that will foster student responsibility and increase student attendance.	Climate

III. Measurable Goal Statements

Priority Statement #1: Teachers will include phonological awareness in lesson plans and literacy schedule and explicit instruction will take place daily. Follow up lessons will occur during guided reading and center work, with a focus on the black subgroup of students.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
70% of Kindergarten (____% school goal), and 50% of Grade 1 (____% school goal) and Grade 2 (____% school goal) will score at Target by the Spring Aimsweb Assessment.	Lexia through Blended Learning Rotation Model and Guided Reading, small group instruction tailored to meet the needs of the specific group of students. The Saxon Phonics program will be used daily in the Early Literacy (K-2) classrooms.	Fall Aimsweb Assessment is a baseline for this assessment. Students will see an increase in their LNF (Kindergarten), NWF (Grade 1), or ORF (Grade 2) assessment scores from the fall baseline to the winter assessment.	Winter Aimsweb Assessment will be given to all students to determine if there is an increase in the LNF (Kindergarten), NWF (Grade 1), or ORF (Grade 2) from the Fall Assessment.	Spring Aimsweb Assessment will be given to all students to determine if there is an increase in the LNF (Kindergarten), NWF (Grade 1), or ORF (Grade 2) from the Winter Assessment to determine if the goals have been attained.
At least 60% of Kindergarten and 75% of Grade 1 and Grade 2 will make at least one year's worth of growth as evidenced by their independent reading level from Quarter 1 to Quarter 4.	Lexia through Blended Learning Rotation Model and Guided Reading, small group instruction tailored to meet the needs of the specific group of students. The Saxon Phonics program will be used daily in the	The DRA score from May 2019 will serve as a baseline for this assessment for students in grades 1-5. Kindergarten students will be assessed with the DRA each quarter, with quarter 1 serving as a baseline. Students will see an increase in their DRA score	The DRA will be given to kindergarten students quarterly. The DRA for grades 1-3 will be given to selected students for quarter 2 and quarter 3 to determine if these students are showing growth.	The DRA will be given quarterly to kindergarten students. The DRA for grades 1-3 will be given to all students for quarter 4 to determine if students made one year's worth of growth.

(DIistrict)	Early Literacy (K-2) classrooms.	from the September DRA to the second DRA assessment.		
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Anticipated Outputs:

Students will be engaged in a daily 120 minute literacy block which includes all components of the Comprehensive Literacy Framework. Students will receive direct instruction in writing, phonics, and guided reading with fidelity. During shared reading, students will be using grade level materials to expose students to on level literature. Students will demonstrate increased understanding of a variety of literary texts that are used to develop fluency, confidence in their reading abilities and their assessment skills.

Monitoring/Evaluation Plan:

Lexia usage reports will be monitored weekly. Lexia progress reports will be monitored monthly. Guided Reading logs will be collected and reviewed on a 6 week cycle for K-2 teachers. Lesson Plans will be reviewed on a 4 week cycle for evidence of Saxon Phonics lessons. Informal observations by the Principal will be conducted during the literacy block to see Lexia, Guided Reading, and Saxon Phonics being implemented into literacy lessons.

Priority Statement #2: The priority need is to build teacher capacity to use data to inform planning for instruction to ensure that all teachers are implementing the practice of targeted standards aligned instruction in literacy.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 36% (____%)of students will score at Proficient or Advanced on the ELA PSSA.	Standards aligned Literacy Instruction will be delivered daily with Differentiated Guided Reading Groups and Lexia computer based station rotations.	For Grades K-2, the teachers will score the Common Assessment in ELA and determine a baseline score of points earned for the Assessment using a rubric. For Grades 3-5, the teachers will score the ELA Benchmark #1 Assessment and record the score for the average	For Grades K-2, the teachers will score the Common Assessment in ELA and record the number of points earned according to the rubric. For Grades 3-5, the teachers will score ELA Benchmark #2 and record the score for the average number correct. The teachers will	For Grades K-2, the teachers will score the Common Assessment in ELA and record the number of points earned according to the rubric. For Grades 3-5, the teachers will score ELA Benchmark #3 and record the score for the average number correct. The teachers will

		number correct. The teachers will also administer and score the 1 Open Ended Response for the ELA Benchmark #1 using a rubric.	also administer and score the 1 Open Ended Response for ELA Benchmark #2 using a rubric.	also administer and score the 1 Open Ended Response for ELA Benchmark #3 using a rubric.
To increase the number of teachers scoring proficient or distinguished in the category of instruction.				

Anticipated Outputs:

Teachers will use the PA Common Core standards, the Curriculum Engine, and the Vertical Progression chart to plan lessons for the 120 minute daily literacy block. Teacher will ensure that the 3 Common Core Shifts are at the forefront of their planning so that students are provided with regular practice with complex text and their academic language; that reading, writing, and speaking are grounded in evidence from texts, both literary and informational; and that students are building knowledge through content-rich nonfiction.

Monitoring/Evaluation Plan:

Following the School District Assessment, Benchmark Assessments will be given 3 times during the school year to students in Grades 3-5. Students will complete the multiple choice section of the Benchmark. Data will be collected through School Net and Qlik showing the number of correct responses for each student, class, grade, and overall scores for the school. The black subgroup will be monitored. Data will also be collected for the scores of the open ended portion of the assessment for each student, class, grade. Students in Grade K-2 will follow the same schedule to administer Common Assessments in ELA using an open ended response. Data will be collected showing scores by student and class according to the rubric.

Priority Statement #3: Teachers will receive professional development during PLC to develop the 90 minute math block with priority given to standards aligned objectives and instruction, to develop understanding of common core shifts and mathematical practices.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>No more than 25% of students will score Below Basic on the 3rd grade Math PSSA (District Goal)</p>	<p>Standards aligned Math Instruction will be delivered daily with Differentiated Small Groups and I-Ready computer based station rotations.</p>	<p>For Grades K-2, the teachers will score the Common Assessment in Math and determine a baseline score of points earned for the Assessment using a rubric. For Grades 3-5, the teachers will score the Benchmark #1 Assessment and record the score for the average number correct. The teachers will</p>	<p>For Grades K-2, the teachers will score the Common Assessment in Math and record the number of points earned according to the rubric. For Grades 3-5, the teachers will score Benchmark #2 and record the score for the average number correct. The teachers will also administer and score the 2 Open Ended Responses for Benchmark</p>	<p>For Grades K-2, the teachers will score the Common Assessment in Math and record the number of points earned according to the rubric. For Grades 3-5, the teachers will score Benchmark #3 and record the score for the average number correct. The teachers will also administer and score the 2 Open Ended Responses for Benchmark</p>

		also administer and score the 2 Open Ended Responses for the Benchmark #1 using a rubric.	#2 using a rubric.	#3 using a rubric.
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Anticipated Outputs:

Students will be engaged in a daily 90 minute Math block which includes using instructional materials from Math Expressions, differentiation and formative assessments. The math block will include a warm up using one of the Math Instructional Routines, an opening task or activity which includes problem-based learning, guided instruction and independent practice, small group and differentiation, a closing exercise or formative assessment.

Monitoring/Evaluation Plan:

I-Ready reports will be generated monthly to determine usage and progress being made by students. Lesson plans will be prepared weekly by teachers with a review on a 4 week cycle. Informal observations will be conducted by the principal during the math block to monitor math instruction.

Priority Statement #4: To increase student attendance across all grade levels, and including the subgroup of black students, by providing a clear, consistent school wide positive behavior approach that will foster student responsibility and increase student attendance.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>At least 60% (District Goal) of the students (_____% school goal) will attend 95% of the time.</p>	<p>PBIS program is a combination of professional development for staff, implementation of incentive-based programming and character education-based instructional tenants for students to shape the school community environment and have opportunities for continuous improvement. Attendance Incentive Program is a school-wide initiative to acknowledge student attendance/behavior through various incentives to encourage improvement where needed and develop continued student</p>	<p>Qlik Data will be used Quarterly to record the number of students with 95% or higher attendance. School Net data will be used monthly to record student data for 95% or higher attendance.</p>	<p>Qlik Data will be used Quarterly to record the number of students with 95% or higher attendance. School Net data will be used monthly to record student data for 95% or higher attendance.</p>	<p>Qlik Data will be used Quarterly to record the number of students with 95% or higher attendance. School Net data will be used monthly to record student data for 95% or higher attendance.</p>

	engagement in the positive effects of attending school daily and being a positive member of the larger school community.			
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Anticipated Outputs:

The PBIS program will be taught to all students at all grade levels beginning in September 2019. The students will be taught the 3 School-wide Behavioral Expectations: Be Responsible, Be Respectful, Be Safe in all areas of the building (classroom, bathroom, lunchroom, hallways, recess yard). The teachers will be provided with training in August 2019, along with lesson plans for teaching the expectations for all areas.

Monitoring/Evaluation Plan:

Student attendance data will be collected weekly through School Net to show the percentage of students in each grade level and classroom with 95% or higher attendance. Subgroups will also be monitored and recorded including the black subgroup. Each month, School Net will be used to take a snapshot of each student's attendance percentage, highlighting the students with 95% or higher attendance. At the conclusion of each month when Qlik data becomes available, the overall percentage of students with 95% or higher attendance will be recorded and monitored.

IV. Expenditures

Expenditure	Funding Source
SBTL	Title 1
Climate Manager	Title 1
Lexia Learning (K-12)	Operating
Imagine Math (3-12)	Operating
Waterford Research Institute (K-2)	Operating
Counselor	Title 1
Student Climate Staff	Title 1
Classroom Instruc Elem (Equipment /technology)	Title 1
Parental Involvement (Books & Instructional Aids)	Title 1