

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Sayre High School

4-Digit School Building Code

1100

PDE Designation

CSI

School Street Address

5800 Walnut St, Philadelphia, Pa 19139

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.

Sayre's planning team works collaboratively to look at district-wide goals and align them to the school's mission and vision, with student improvement and achievement at the core of their work. All stakeholders are engaged in this process through a variety of school, parent, and community meetings. The planning team met regularly with the school's SIF and the school district's school planning support staff to identify our priority statements and the essential practices we want to focus on for 2018-19. These items, along with data from the past three years, served as the guiding force for our plan.

Committee Members and Positions in School/Community

Name	Position
Jamie Eberle	Principal
Alia Dickerson	Leadership Team Representative
Andrew Schiera	Math Content Specialist/Teacher Leader
Jada Warfield-Henry	Literacy Content Specialist/Teacher Leader
Brian Weston	School-based Climate Representative
Alice Flamer and Kia Coleman	Parent
Joseph Brand	Community member
N/A	Business partner
Michael Taylor	Student (required for High Schools)
Joe Taylor	Planning and Evidence-based Support (PESO) member
Kendra Jenkins	MTSS Specialist/Central Office Climate Supports

Marie Levine	Grants Compliance Monitor
Julie Skrocki	Central Office Talent Partner
N/A	Central Office Early Literacy/Literacy Support
Reginald Hickman	PDE School Improvement Specialist (SIF)
Nina Brevard	Assistant Principal

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 know and be able to demonstrate critical-thinking and problem-solving skills to succeed in post-secondary choices, (i.e. college, trade school, career training).	Benchmark Tests, Keystone Assessments, SAT/ACT Tests, students on-track for graduation and School-based Formative Assessments
Students will have multiple post-secondary education pathways available to them, and they will be aware of these options and prepared to take these paths.	Naviance Data, National School Clearinghouse Data (College Matriculation and Persistence)

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.

Our school recruited individuals to serve on the planning committee through SAC meetings, leadership team referrals, and through partnerships in the community, along with participation in the school community. The principal mostly hand selected these individuals with additional input from other members of the administration.

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

Strengths	Supporting Evidence from Needs Assessment
Students with IEPs met their growth targets in all three Keystone tested content areas.	AGI for students with IEPs by subject: Algebra I: -0.86 (Green); ELA: -0.31 (Green); Biology: -0.02 (Green)
The lowest performing 33% of students met their growth targets in Algebra I and Biology.	AGI for the lowest performing 33% of students by subject: Algebra I: 0.29 (Green); Biology: 0.8 (Green)
We have lessened the number of serious incidents occurring in our building.	The serious incident rate declined from 6.0 to 4.6 year over year.
More of our students are enrolling in post-secondary education.	Our college matriculation rate improved to 25.0% up from 18.4% the previous year.

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
There is a lack of data-driven instruction in classrooms across all content areas, which is limiting student growth.	PVAAS AGI Scores - Algebra: -3.71 (Red); ELA: -2.30 (Red); Biology: -2.08 (Red)	Teachers' knowledge of the data cycle of improvement and ability to build and utilize assessment in order to have more data at-hand is lacking. We also do not have baseline data that teachers can work off of because we don't have an online intervention program.
There is a lack of standards-driven instruction in classrooms across all content areas.	Keystone Proficiency Rates: Math - 2.4%; ELA - 10.5%; Science - 5.1%	Teachers do not have good enough knowledge of the standards in their content area and those that are cross-curricular.
There is a lack of high expectations and higher order questioning for students in classrooms across all content areas.	66.2% of Students said that their teachers have high expectations for them according to the SDP survey	Teachers do not have enough belief in the students' abilities and skills entering high school.
There is a lack of differentiation and gradual release strategies within lessons in classrooms across all content areas.	PVAAS Quintile Diagnostic Summary - Students did not meet growth targets across all but one quintile group for all three content areas.	Teachers lack the necessary tools and strategies around how to differentiate work and employ gradual release strategies.
Students are struggling to arrive to school on time.	72.7% of students are chronically tardy as of 3/14/19	Students have many adult responsibilities (i.e., walking younger siblings to school and employment).
Students are absent from school at high rates.	95% Attendance Rate is 20.8% and students with less than an 80% attendance rate is 33.3% as of the end of February 2019	Students have many adult responsibilities, such as employment, watching younger siblings, and caring for family members that often keeps them from coming to school.

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 align curriculum, assessments, and instruction to the PA Standards	College & Career Readiness
We need to implement an evidence-based system of schoolwide positive behavior interventions and supports.	Climate

III. Measurable Goal Statements

Priority Statement #1: We need to align curriculum, assessments, and instruction to the PA Standards

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. At least 95% of 12th grade students will be on track for graduation.	Common Planning Time	By the end of Quarter 1, 65% of the Instructional Staff will utilize common planning time effectively within their daily schedule, submit and teach to lesson plans that address State Standards and high expectations reflective of differentiated instruction that allows all students access to grade-level curriculum.	By the end of Quarter 2, 80% of the Instructional Staff will utilize common planning time effectively within their daily schedule, submit and teach to lesson plans that address State Standards and high expectations reflective of differentiated instruction that allows all students access to grade-level curriculum.	By the end of Quarter 3, 90% of the Instructional Staff will utilize common planning time effectively within their daily schedule, submit and teach to lesson plans that address State Standards and high expectations reflective of differentiated instruction that allows all students access to grade-level curriculum.
At least 27% of students will score at Proficient or Advanced on the Algebra I Keystone exam.	Instructional Coaching	The average score for Benchmark 1 will increase by five percentage points for all content areas compared to the 2018-19 Benchmark 1 score.	The average score for Benchmark 2 will increase by five percentage points for all content areas compared to the 2018-10 Benchmark 2 score.	The average score for Benchmark 3 will increase by five percentage points for all content areas compared to the 2018-19 Benchmark 3 score.

Anticipated Outputs:

There will be more collaboration among teachers around instruction and student work. There will be more cross-content collaboration among teachers. There will be more lesson plans that contain grade-level, standards-driven instruction with meaningful tasks and high levels of rigor.

Monitoring/Evaluation Plan:

Bi-weekly Lesson Plan Reviews; Informal Observations (5 per week); Instructional Coaching Feedback Cycle

Priority Statement #2: We need to implement an evidence-based system of schoolwide positive behavior interventions and supports.

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 Incentive Plan	At least 40% of students will attend school 95% of days or more at the end of Quarter 1.	At least 35% of students will attend school 95% of days or more at the end of Quarter 2.	At least 30% of students will attend school 95% of days or more at the end of Quarter 3.
No more than 35% of students will attend less than 85% of days.	Student Attendance Incentive Plans; Advisory Check-Ins	No more than 20% of students will attend less than 85% of days as of the end of Quarter 1.	No more than 25% of students will attend less than 85% of days as of the end of Quarter 2.	No more than 30% of students will attend less than 85% of days as of the end of Quarter 3.

Anticipated Outputs:

Students will be present more frequently, thus allowing them to receive more instructional time. Student grades and on-track status will improve. Benchmark scores will improve. Students will feel more motivated to come to school.

Monitoring/Evaluation Plan:

The attendance leaders, liaison, and leadership team will monitor attendance trends on a weekly basis using SIS and Qlik. Monthly attendance incentives will be reviewed to determine their efficacy.

IV. Expenditures

Expenditure	Funding Source
Special Education Teacher	Title 1
SBTL	Title 1
Social Worker	Title 1
Professional Development	Title 1
Climate Manager	Title 1
English Teacher	Title 1
Social Studies Teacher	Title 1
Student Climate Staff	Title 1
EC Funds	Title 1
Math Teachers	Title 1
Counselors	Title 1
Professional Development	Title 1
Parental Involvement	Title 1
Books & Instructional Aids	Title 1
Assistant Principal	Title 1
Biology Teacher	Title 1