

# School Improvement Plan

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## I. School Level Narrative

### *School Building Information*

#### **LEA Name**

School District of Philadelphia

#### **School Building Name**

George Washington High

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

8030

#### **PDE Designation**

CSI

#### **School Street Address**

10175 Bustleton Ave, Philadelphia, Pa 19116

*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 has a number of members of the SAC team. On that team are the parents and the students as well as the partners. At the February and March SAC meetings those groups shared ideas of how to support the building and student achievement after reviewing the CSI data. In late February and early March all teachers were brought together in focus groups to review the mission, vision, and how to address student achievement. Additionally, the student government has been working since January on what is needed to support student achievement and have talked with many of their peers. Each group has their own action steps from the plan of how to allocate funding and will report back on progress.

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

<b>Name</b>	<b>Position</b>
Susan Thompson	Principal
John Smith, Gordon Laurie	Leadership Team Representative
Kozetta Seferi, Mikhail Zolotnitsky	Math Content Specialist/Teacher Leader
Jennifer Howse, Antonios Pitsakis, Angelica Rozanski	Literacy Content Specialist/Teacher Leader
Zach Lewis	School-based Climate Representative
Kimberly Britt, Alexa Ortiz	Parent
Caitlyn Boyle	Community member
JEVS	Business partner
Maita Asif, Leia Goodman, Mitkumar Patel, Maxim Dolinskiy	Student (required for High Schools)
Aaron Orzech	Planning and Evidence-based Support (PESO) member
Jami Ortega	MTSS Specialist/Central Office Climate Supports

John O'Brien	Grants Compliance Monitor
Jennifer Supplee	Central Office Talent Partner
Traci McCabe	Central Office Early Literacy/Literacy Support
Thomas Calvecchio	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 be able to demonstrate competency in college level coursework through the IB, AP, CTE, and dual enrollment programs or evidence of trade work.	We will know this if there is an increase in dual enrollment and internships or apprenticeship programs, and students are successful in these programs.
Students will be able to attend school regularly and connect that attendance to college and career readiness.	We will know this if student attendance increases, and GPAs increase for students who previously had attendance challenges.
Students will create portfolios of work to show growth over the course of their high school career.	Portfolio work will be incorporated into planning for teachers and students will share the work with parents and the community.

## 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.**

All teachers were involved as was the entirety of student government. The administrative team has also been discussing solutions and keeping a running list of desired items for the budget. Community partners and SAC members play a pivotal role along with the parents who serve on that committee.

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

Strengths	Supporting Evidence from Needs Assessment
The school's climate seems to have improved substantially, as indicated by improved attendance, and lower suspension rates.	Climate has improved from 31% to 64% on the SPR and is labeled "Reinforce". 95% attendance is improved over the average of the past three years and suspensions are at their lowest rate (91.7% with zero suspensions) in at least the past four years.
Literacy scores are in line with district levels (albeit somewhat lower), but have held relatively constant across the years.	Less than one-third of students are below basic on the Keystone, and the percentage proficient/advanced increased from 29% to 31% last year.
The school has a rich diversity of academic offerings, including an International Baccalaureate Programme, many AP courses, and a strong Culinary CTE program.	25% of students earn the IB diploma. There are 7 IB options. There are 10 AP courses available to students. Most Culinary CTE students pass the NOCTI.
Generation Ready's Writing to Learn program is off to a strong start.	Our teachers are increasing the use of writing in classrooms to increase student engagement. 50% of all lesson plans across subject areas incorporate writing.

**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>A majority of students are not mastering Algebra I during their time at Washington, as reflected by the low percentage of students scoring Proficient or Advanced on the Keystone. PVAAS results indicate that, across all quintiles of the prior achievement distribution, students are making relatively weak progress.</p>	<p>Fewer than 15% of students are proficient/advanced, and over one-third are below basic. The AGI in math is consistently between -5 and -10, and is low across all quintiles.</p>	<p>Based on classroom observation and review of lesson plans (the average Danielson Domains 3b and 3c average 1.2 and 1.4 respectively), it appears that teachers are not differentiating instruction, and this reflects a lack of strategies for offering students who are below grade level (around 2/3 of students are in the bottom two statewide quintiles) pathways to access and master grade-level material.</p>
<p>The school's approach to literacy and literacy skills is not effective for the students who are coming in with the weakest prior skills. Overall, there does not appear to be serious weakness within the ELA department. Rather, students have not had opportunities to connect literacy skills to real-world applications across content areas.</p>	<p>The AGI in ELA dropped from -0.06 to -1.68. The "red" performance is concentrated in the first quintile of the statewide prior achievement distribution.</p>	<p>Students are not being given enough opportunities to practice writing. Even the lowest performing student are competent in the basics of writing, but they lack opportunities to write about things that engage them and get feedback on their writing. Based on preliminary results from Writing to Learn, it seems that implementing Writing across the disciplines is likely to support higher achievement in Literacy.</p>
<p>Although the school's climate has improved vastly over the past five years, attendance and suspension metrics are still short of goals. Perhaps more seriously, there is racial disproportionality in the suspension rate, with a black student</p>	<p>Only 45% of students schoolwide have attended 95% or more of days, and 14% have attended fewer than 80%. 20% of black students have at least one suspension, but only 5% of non-black students.</p>	<p>Reflection on these issues, and crucial conversations with students and staff suggest two patterns that warrant considerations: 1: When members of marginalized populations advocate for themselves they are perceived as aggressive and threatening. 2:</p>

<p>four times as likely to have at least one suspension as a member of any other racial/ethnic subgroup. This pattern is the same for males and females. Students perceive there to be racial bias in how situations are dealt with.</p>		<p>Students have not developed certain essential skills required to negotiate challenging situations in a professional setting with peers and teachers, in a constructive way.</p>
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*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>
<p>There is a need to provide students with earlier support in self-monitoring and maintaining their accumulation of credits and grades required for graduation and post-secondary goals.</p>	<p>Credit Recovery</p>
<p>There is a need to provide stronger and more comprehensive supports that target students' individualized needs in transitioning into high school, in both its administrative and cultural aspects.</p>	<p>9th Grade Academy</p>
<p>There is a need for teachers to develop skills for supporting students in making connections between work in their Keystone subjects (especially Literature and Algebra I) and their future college and career success, and to establish coordination across classrooms to ensure that instruction is standards-aligned and evidence-based.</p>	<p>Talent</p>

**III. Measurable Goal Statements**

Priority Statement #1: There is a need to provide students with earlier support in self-monitoring and maintaining their accumulation of credits and grades required for graduation and post-secondary goals.

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.	Grade Improvement	No more than 40% of students will be at risk of failing one or more courses, and no more than 25% at risk of failing two or more.	No more than 35% of students will be at risk of failing one or more courses, and no more than 20% at risk of failing two or more.	No more than 30% of students will be at risk of failing one or more courses, and no more than 15% at risk of failing two or more.
At least 95% of 12th grade students will be on track for graduation.	Credit Recovery	Undercredited students will be engaged in credit recovery.	90% of 11th and 12th grade students will be on track for graduation.	Remaining undercredited students will be engaged in credit recovery.

**Anticipated Outputs:**

Grades of freshman students will be monitored on a bi-weekly basis, and students who are failing or at risk of failing courses will be flagged for intervention. As concerns emerge, and persist, the ninth grade team will work to understand the root causes of students' struggles, and match students with appropriate supports.

**Monitoring/Evaluation Plan:**

This will be overseen by ninth grade AP Gordon Laurie. The grade team lead teacher, Jennifer Howse, will be responsible for gathering twice quarterly data on which students there are concerns about, and ensuring that those students are receiving intervention appropriate to the underlying cause of their academic struggles.

Priority Statement #2: There is a need to provide stronger and more comprehensive supports that target students' individualized needs in transitioning into high school, in both its administrative and cultural aspects.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% of students will attend 95% of days or more	Attendance Incentives; Student Attendance Improvement Plans	At least 90% of students will attend 95% or more of school days.	At least 80% of students will attend 95% or more of school days.	At least 70% of students will attend 95% or more of school days.
At least 90% of students will have zero out-of-school suspensions.	Socio-Emotional Learning; Restorative Practices	No more than 1% of the student body will have been suspended and the reflection room will be staffed daily with qualified personnel.	No more than 3% of the student body will have been suspended and the reflection room will be staffed daily with qualified personnel.	No more than 5% of the student body will have been suspended and the reflection room will be staffed daily with qualified personnel.
<b>Anticipated Outputs:</b>				
The majority of students will miss fewer than one instructional day each month.				
<b>Monitoring/Evaluation Plan:</b>				
Climate Managers Kristine Hershman and Zach Lewis will be responsible for tracking the number of absences that students have, and identifying students who are at risk of falling below 95% attendance. The administration will ensure that attendance plans are being written and monitored by designated personnel, and that incentives are being administered.				



Priority Statement #3: There is a need for teachers to develop skills for supporting students in making connections between work in their Keystone subjects (especially Literature and Algebra I) and their future college and career success, and to establish coordination across classrooms to ensure that instruction is standards-aligned and evidence-based.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 27% of students will score at Proficient or Advanced on the Algebra I Keystone exam	Common Planning	At least a quarter of students will be able to complete a math constructed response at a proficient level or above.	At least 40% of students will be able to complete a math constructed response at a proficient level or above.	At least half of students will be able to complete a math constructed response at a proficient level or above.
At least 47% of students will score at Proficient or Advanced on the English Keystone exam	Writing to Learn (Generation Ready)	Teachers will incorporate at least one writing to learn strategy per lesson plan. With revisions, at least 25% of students will improve their Constructed Response scores.	Teachers will incorporate at least two writing to learn strategies per lesson plan. With revisions, at least 35% of students will improve their Constructed Response scores.	Teachers will incorporate at least three writing to learn strategy per lesson plan. With revisions, at least 45% of students will improve their Constructed Response scores.

**Anticipated Outputs:**

Teachers will develop students' ability to complete constructed responses in math. This will build students' overall ability to assimilate and make sense of course content, deepening their knowledge and understanding of the subject area.

**Monitoring/Evaluation Plan:**

Assistant Principal John Smith will oversee attendance at common planning meetings, teacher participation, and the selection of common assessments. Assistant Principal Smith will also monitor teacher lessons and lesson plans to ensure that agreed-upon best practices around constructed responses are being implemented. Teachers, under the oversight of the math lead Mikhail Zolonitsky, who will be responsible for reporting on rates of proficiency in their classes, and steps taken to address the needs of students who are not yet proficient.

**IV. Expenditures**

<b>Expenditure</b>	<b>Funding Source</b>
ESOL Teacher	Title 1
English SBTL	Title 1
Special Ed. Liaison	Title 1
2 Counselors	Title 1
Clinical Coordinator	Title 1
Bilingual (Russian) Counseling Assistant	Title 1
Professional Development (Trauma-Informed Care)	Title 1
Reading Specialist	Title 1
Climate Manager	Title 1
Climate Specialist	Title 1
Supportive Service Assistant (SSA)	Title 1
Ninth Grade Counselor	Title 1
Math Teacher (0.6)	Title 1

5x5hr Climate Staff	Title 1
Parent Involvement (Agendas)	Title 1
Assistant Principal	Title 1
Social Worker	Title 1
School Impr. Supp. Liaison (Attendance Support)	Title 1
Chromebooks/Smartboards	Title 1