

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Roxborough High School

4-Digit School Building Code

6030

PDE Designation

CSI

School Street Address

6498 Ridge Ave, Philadelphia, Pa 19128

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 role of the team in developing the plan is to use data to provide input and suggestions to address schoolwide academic and vocational needs. The team will develop objectives and strategies designed to meet identified goals. The team will further ensure that our plan is executed with fidelity using specific assessment and key indicator results to support growth. As we work through the planning process, it is the team's responsibility to review our data and make a determination of how the plan of action will address our challenges and how progress monitoring will occur. As a result of our bi-weekly meetings, targeted discussions will focus on reviewing implementation plans and creating mid-corrections as needed.

Committee Members and Positions in School/Community

Name	Position
Dana Jenkins	Principal
Christine Arnold	Leadership Team Representative
Stephanie Henshaw	Math Content Specialist/Teacher Leader
Latifa Roberts	Literacy Content Specialist/Teacher Leader
Michael Perricone	School-based Climate Representative
Janet Mchale	Parent
Lori Clark	Community member
Steven Rauscher	Business partner
Joshua Corbin	Student (required for High Schools)
Joe Taylor	Planning and Evidence-based Support (PESO) member
Tania Leonard/David Reynolds	MTSS Specialist/Central Office Climate Supports

Marie Levin	Grants Compliance Monitor
Erving Miller	Central Office Talent Partner
N/A	Central Office Early Literacy/Literacy Support
Michael MacIntosh	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?
We want students to demonstrate mastery in required academic courses and to be prepared to succeed in post-secondary education programs.	We will know that our students are on track to achieve this vision by monitoring college matriculation rates, proficiency in Benchmarks, and Keystone proficiency rates.
We want students to demonstrate mastery in vocational courses, which includes possessing the necessary knowledge and skills required to attain employment in their technical area of choice.	We will know that our students are on track to achieve this vision by monitoring proficiency on NOCTI exams and certification attainment rates.

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.

With the help of our School Improvement Facilitator, our school is in the process of refining our steering committee which will serve as the central body for creating and monitoring our school plan for 2019-20. Building from our existing stakeholder group (staff, business and higher education partners, and parents, we are intentionally recruiting additional members for this steering committee in an attempt to make sure that all stakeholder groups are represented in the planning process. We are recruiting based on individual's commitment/connection to our school while also considering their skillset. This way, we will ensure that our steering committee contains at least one person whose expertise directly relates to all the focal areas of our plan.

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

Strengths	Supporting Evidence from Needs Assessment
The lowest performing 33% of students hit their growth target in algebra.	Lowest Performing 33% of Students AGI in Algebra 0.61 - (Green)
We are suspending fewer students	Zero OSS is 80.0% as of April 30, 2019 - this is improved from 77.6% as of April 30, 2016

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
Social-emotional support challenges that students are facing	Currently 53 students active in DHS; 13 students received through Transition Office; 31 ES/ED designations; increased LGBTQ % of student population. 9th grade Out-of-School Suspensions (OSSs) have consistently accounted for over 35% of all OSSs each year, for the past four years. This	We received a large influx of students who came from seriously economically depressed neighborhoods with high crime rates and significant amounts of trauma.

	school year we enrolled 277 9th graders, up from 171 last year, and subsequently the 9th grade class currently accounts for 45% of this year's OSSs.	
Algebra 1 achievement	Average Growth Index: -7.30 (Red); Proficiency - 3.5%	We still need to further develop teachers around instructional practices and use of interventions along with small group instruction. Teachers also need continued specific learning around increasing rigor. Our school also has a very high SPED population (around 32%).

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 promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically.	Climate
We need to align the curriculum, assessments, and instruction to the PA Standards.	Common Planning Time

III. Measurable Goal Statements

Priority Statement #1: We need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 90% of students will have zero out-of-school suspensions.	Social Emotional Learning	At least 96% of students will have zero out-of-school suspensions at the end of Q1.	At least 92% of students will have zero out-of-school suspensions at the end of Q2.	At least 88% of students will have zero out-of-school suspensions at the end of Q3.
At least 60% of students will attend school 95% of days or more.	Student Attendance Improvement Plans	At least 50% of students will attend school 95% of days or more.	At least 45% of students will attend school 95% of days or more.	At least 40% of students will attend school 95% of days or more.
Anticipated Outputs:				
Students will develop coping mechanisms to help them deal with stressors. Stills will develop healthy interpersonal skills.				
Monitoring/Evaluation Plan:				
On a monthly basis, 9th grade seminar teachers will review student SEL assessment data and share results with the Dean.				

Priority Statement #2: We need to align the curriculum, assessments, and instruction to the PA Standards.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 47% of students will score at Proficient or Advanced on the English Keystone exam. At least 27% of students will score at Proficient or Advanced on the Algebra I Keystone exam.	Standards Aligned Instruction; Common/Vertical Planning Time	The average score for Benchmark 1 will improve by five percentage points compared to Benchmark 1 in 2018-19.	The average score for Benchmark 2 will improve by five percentage points compared to Benchmark 2 in 2018-19.	The average score for Benchmark 3 will improve by five percentage points compared to Benchmark 3 in 2018-19.
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.	Differentiated, Small Group Instruction; Edgenuity (MyPath)	At least 55% of 9th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs at the end of Q1. At least 65% of 12th grade students will be on track for graduation at the end of Q1.	At least 60% of 9th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs at the end of Q2. At least 75% of 12th grade students will be on track for graduation at the end of Q2.	At least 65% of 9th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs at the end of Q3. At least 85% of 12th grade students will be on track for graduation at the end of Q3.
Anticipated Outputs:				
Teachers will provide students with more rigorous, on-grade level instruction. Teacher pacing will improve. Students will be better prepared for the Keystone assessments.				
Monitoring/Evaluation Plan:				
The instructional leadership team will review lesson plans bi-weekly to ensure that standards aligned instruction is embedded within the plans				

IV. Expenditures

Expenditure	Funding Source
SBTL	Title 1
Special Education Teacher	Title 1
Counselor	Title 1
Climate Manager	Title 1
Professional Development	Title 1
Edgenuity: My Path (9-12)	Title 1
English Teachers	Title 1
Math Teachers	Title 1
Counselors	Title 1
Books & Instructional Aids	Title 1
Professional Development	Title 1
Art Teacher	Title 1
Music Teacher	Title 1
Student Climate Staff	Title 1
Special Education Teacher	Title 1
Biology Teacher	Title 1
Social Studies Teacher	Title 1