

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Bache-Martin School

4-Digit School Building Code

2210

PDE Designation

CSI

School Street Address

2201 Brown St, Philadelphia, Pa 19130

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 discussed the school's progress as it relates to the PA Future Ready Index and SPR and determined where we were proving successful, growing and where we need to intervene immediately. The team has met several times, discussed how to prioritize and what to prioritize. We have set up systems to monitor continued growth and reinforce our strengths across the year. The team identified goals for the school to achieve, and identified steps to achieve our goals. The team reviewed the SPR and Future Ready PA, and identified Math and Attendance as areas for growth. The team discussed interventions that could be used to improve Math achievement and growth. Improving attendance through PBIS initiatives was also discussed.

Committee Members and Positions in School/Community

Name	Position
Mark Vitvitsky	Principal
Ian McCutcheon	Math Content Specialist/Teacher Leader
Erin Pierce	Literacy Content Specialist/Teacher Leader
Armando Jenkins	School-based Climate Representative
Tara Desmond	Parent
Leya Egea Hinton	Planning and Evidence-based Support (PESO) member
Angie Elfstrom	MTSS Specialist/Central Office Climate Supports
Natalie Mason	Grants Compliance Monitor
Jackie Polidor	Central Office Talent Partner
James Elliot-Merryman	Central Office Early Literacy/Literacy Support
Mark Slider	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?
Students will be able to gain admission to special admission high schools based on their mastery of state standards	% of students gaining admission and attending increasing YOY
Students will be able to gain admission to special admission high schools based on their mastery of state standards	Consistent growth in achievement and progress

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 team is populated by as many individuals from as many different backgrounds and areas of expertise. Staff, parents, students and community partners were invited to be a part of the planning team. Invitations were sent home, and meeting dates and times are posted on the Home and School website.

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

Strengths	Supporting Evidence from Needs Assessment
ELL Proficiency	Access Data: Bache-Martin's Percent English Language Proficiency is 47.6%
K-2 Literacy Program and scoring on Aimsweb, DRA and IREADY, CPEL	Students currently meeting the minimum growth goal for reading has increase 6.1% to 81.1% of students in K-2 making growth. The percent of students reading on grade level in K-2 is 75.2% an increase of 9.2%.

Climate- reduction of suspensions, Growth in students attending 95% or more of the school year	54.5% of students are attending 95% or more, that is a 4.5% increase of students attending 95% or more. 97% of students have zero suspensions. That's a 4% increase over last year at this time.
Academic Growth Expectations in ELA	Overall decrease of 7% in students 3-8th PSSA below basic and increase of 8% in basic.

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
Math Growth (Academic Growth Expectations in Mathematics). Our Academic Growth Score is 55.0.	PSSA/Future Ready PA Index/PVAAS Growth Metrics	Lack of standards aligned instruction in Mathematics. There has been an emphasis on lower levels of cognitive demand. Lack of aligned Mathematics materials, which focus on lower levels of demand.
Math Achievement (Percent Proficient/Advanced in Mathematics) - 23.0%	PSSA/Future Ready PA	Lack of standards aligned instruction in Mathematics. There has been an emphasis on lower levels of cognitive demand. Lack of aligned Mathematics materials, which focus on lower levels of demand.
Attendance - Bache-Martin did not meet Performance Standard - The Percent of Students with Regular Attendance is 72.6%	Future Ready PA	Transportation - many students take yellow school bus, which is often late or doesn't pick up students. There is a lack of transportation to and from school for students live are out of catchment. We also have a percentage of the population that is medically fragile.

Literacy Achievement - Percent Proficient or Advanced 37.1%	PSSA/Future Ready PA	Lack of standards aligned instruction. Emphasis on lower levels of cognitive demand. Lack of aligned materials, which focus on lower levels of demand.
--	----------------------	--

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
The priority need is to provide collaborative planning time to collaborate on units and provide instruction that is coordinated, aligned and evidence based. (EP2)	Common Planning Time
The priority is to focus on the alignment to the Math PA State Standards curriculum, assessments and instruction by implementing evidence based system to support teachers in the practice of rigorous content driven tasks that incorporate the key shifts in the Common Core. (EP3)	Math
The priority need is to continue to use PBIS to provide a clear, consistent, school-wide approach that promotes and sustains a positive school environment where all members feel welcomed, supported and safe in school. (EP11)	Climate

III. Measurable Goal Statements

Priority Statement #1: The priority need is to provide collaborative planning time to collaborate on units and provide instruction that is coordinated, aligned and evidence based. (EP2)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
50% (District 18-19) (Bache-Martin 18-19) of students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.	Guided and Shared Reading Instruction: Teachers are working in small groups of students recording anecdotal notes, tracking student reading progress and providing interventions as needed.	Teachers are submitting lesson plans weekly that use PA Common Core Standards.	Teachers use student data to adjust student grouping in guided reading and small group instruction which is reflected by an increase of 5% growth for each student in K-2.	Students are observed participating in conferencing with teachers about reading levels, growth and strengths/weaknesses.
Students in K-3rd reading on Tier 1 will increase 5% as compared to the 2018-2019 school year.	Guided and Shared Reading Instruction: Teachers are working in small groups of students recording anecdotal notes, tracking student reading progress and providing interventions as needed.	Quarterly Benchmark #1 is to increase the overall Tier 1 "Baseline" for K-3rd students by 5% to: 59% (54.6% 17-18)	Quarterly Benchmark #2 is to increase the overall Tier 1 "Baseline" for K-3rd students by 5% to: 80% (75.2% 17-18)	Quarterly Benchmark #3 is to increase the overall Tier 1 "Baseline" for K-3rd students by 5% to: 75% (70.6% 17-18)
Anticipated Outputs:				
<ul style="list-style-type: none"> - Teachers are delivering consistent standards aligned instruction with a focus on shared reading and guided reading. - Teachers can speak to individual student data (where students are, what the priority next step is for individual students and where students are likely to land). - Students are familiar with and aware of their reading level, what their anticipated individual rate of progress is, what their end target is and what they are going to focus on next to grow. 				

Monitoring/Evaluation Plan:

- ELS, SBTL, Principal and Assistant Principal share the responsibility and schedule for formal and informal observations.
- Teachers are provided with feedback or additional professional development/coaching.
- ELS and SBTL review CPEL data to gain information about implementation of instruction and use of best practices.

Priority Statement #2: The priority is to focus on the alignment to the Math PA State Standards curriculum, assessments and instruction by implementing evidence based system to support teachers in the practice of rigorous content driven tasks that incorporate the key shifts in the Common Core. (EP3)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 24% (District 18-19) (Bache-Martin 18-19) of students will score at Proficient or Advanced on the Math PSSA. No more than 30% (District 18-19) (Bache-Martin 18-19) of students will score Below Basic on the Math PSSA.	iReady: Provides diagnostic assessments for reading and mathematics that help pinpoint student need down to the sub-skill level, and [provides] ongoing progress monitoring [to] show whether students are on track to achieve end-of-year targets.	50% of students are participating in the iReady intervention for at least 45 minutes per week.	55% of students are participating in the iReady intervention for at least 45 minutes per week.	60% of students are participating in the iReady intervention for at least 45 minutes per week.

Anticipated Outputs:

Teachers are developing math lessons that are aligned to the PA State Standards. Teachers are more comfortable with using best-practices in math instruction.
 Students have more well-rounded understanding and development of Math standards and skills.

Monitoring/Evaluation Plan:

Usage Reports- weekly
 Fall, Winter and Spring Diagnostic Assessment

Priority Statement #3: The priority need is to continue to use PBIS to provide a clear, consistent, school-wide approach that promotes and sustains a positive school environment where all members feel welcomed, supported and safe in school. (EP11)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% (District 18-19) 54% (Bache-Martin 18-19) of students will attend school 95% of days or more.	PBIS: Bache-Martin will use PBIS to create a single school culture for addressing our attendance and conduct expectations. The system benchmarks our accountability measures and keeps our finger on the pulse of our culture and climate.	At least 50% of students will attend school 95% of days or more.	At least 52% of students will attend school 95% of days or more.	At least 54% of students will attend school 95% of days or more.
At least 90% (District 18-19) 94% (Bache-Martin 18-19) of students with will have zero out-of-school suspensions.	MTSS Behavioral Plans and Support	100% (Bache-Martin 18-19) of students with will have zero out-of-school suspensions.	98% (Bache-Martin 18-19) of students with will have zero out-of-school suspensions.	94% (Bache-Martin 18-19) of students with will have zero out-of-school suspensions.

Anticipated Outputs:

Anticipated Outputs for Goal #1 is that students who attend school on a consistent basis and are present to participate in daily academics will increase their academic course marks, knowledge and progress to the next grade.

Monitoring/Evaluation Plan:

SWISS (used for PBIS) on-line tracking system monitored by AP Merritt
 Daily Attendance Reports- Climate Team
 Parent Communication Tracking in SIS

IV. Expenditures

Expenditure	Funding Source
Clinical Social Worker Coordinator	Title 1
SBTL (Elem 4-6)	Title 1
ELL teacher	Title 1
Professional Development (Trauma and Mental Health Training)	Title 1
iReady (K-8)	SIG
Supportive Service Assistant (SSA)	SIG
Counselor	Title 1
(.8) Teacher	SIG
Professional Development (Iready, Data Wise, Standards Institute, Teachers College Summer Training)	Operating