School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Edwin Forrest School

4-Digit School Building Code

8250

PDE Designation

CSI

School Street Address

7300 Cottage St, Philadelphia, Pa 19136

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 Forrest School planning team met over the course of the year to identify our school wide challenges. First, we authored new Vision and Mission Statements. We looked at data points and qualitative evidence to address our climate and instructional needs. Members of the climate team addressed concerns associated with attendance and suspension rates while our instructional team addressed concerns associated with student learning. The whole group came together over the past few weeks to prioritize our needs and create a path to success.

Committee Members and Positions in School/Community

Name	Position
Paul Spina	Principal
Marian Coleman	Leadership Team Representative
Nikki Montana	Math Content Specialist/Teacher Leader
TBD	Literacy Content Specialist/Teacher Leader
Aleasha Willingham	School-based Climate Representative
Aida Carasquillo	Parent
Aida Carasquillo	Community member
N/A	Business partner
N/A	Student (required for High Schools)
Melissa Jones	Planning and Evidence-based Support (PESO) member
Cynthia Jones	MTSS Specialist/Central Office Climate Supports

Darrin Kall	Grants Compliance Monitor
Christopher Richard	Central Office Talent Partner
Donna Jacklin	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 *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
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 use critical thinking skills to process information and correctly answer questions.	Teachers will use formative and summative assessments to consistently assess students.
Students will use higher order thinking skills to correctly respond to second level questions.	Teachers will use formative and summative assessments to consistently assess students.

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 Forrest School offered an opportunity to participate to all members of the school community. Teachers decided to send select members from each grade group to the team. Additionally, families and paraprofessional staff were offered an opportunity to participate in the group.

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

Strengths	Supporting Evidence from Needs Assessment
Reduction in out-of-school suspensions. Our PBIS school wide program has promoted a sense of leadership and ownership to our staff and students. Students are more actively involved in the daily planning of school activities and continue to provide mentorship to all students in the building.	2017-2018 SY 5.6% . 2018-2019 (YTD) 1.4% The planning and adoption of a school wide, one culture - one language PBIS Program has dramatically changed the climate at the Forrest School. Students and families are more confident and comfortable being in the school and the overall environment is more supportive and positive. The adoption of a Progressive Discipline system has created procedures to be followed and appropriate consequences to be delivered in cases of negative student behaviors.
Attendance 95% or more. With the implementation of Attendance Sponsors to monitor student absences, we has been able to reconcile many incorrectly recorded absences. Our school counselors are also working closely with our families to communicate the value of daily student attendance.	2017-2018 SY 37.8% 2018-2019 YTD 46.4%. The adoption of the PBIS school wide culture has created a more positive and supportive school environment. Additionally, the Forrest School created an attendance support team that consisted of Grade Sponsors who consistently monitored student attendance and reconciled issues when presented. Daily communication with parents

	and teachers helped create a system of absence monitoring that helped resolve possible attendance conflicts and concerns.
Independent reading levels (K-2). The Forrest School has seen a rise in the reading levels in our primary grades. The CLI initiative in grades K - 3 has helped create more structured and purposeful instructional lessons. Additionally, the implementation of Data Dashboard has created a data platform from which teachers can analyze student progress and plan future lessons accordingly.	K +4%, 1st grade +24%, 2nd grade +14% (YTD Growth) independent reading levels as evident of Qlik.

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
Attendance. The Forrest School has seen a decline in student attendance over the past 3 years.	Percentage of students attending 95% or less 2016-2017 SY 60.3% . 2017-2018 SY 62.2% 2018-2019 SY 51.5% (in progress)	Part of the attendance decline was directly due to our student disciplinary concerns and subsequent out of school suspensions. Also, the more transient student population has made it more difficult to regulate student attendance.
Climate. The Forrest School has seen an increase in the number of serious and minor disciplinary issues.Mental health needs of students and the school's inability to support them.	Percentage of students with 1 or more OSS 2016-2017 SY 6.2% . 2017-2018 SY 5.6% 2018-2019 SY 1.4% (in progress)	Behavior/mental health concerns stemming from our student population has created a disruptive learning environment in many classrooms. Additionally, stress and anxiety created by outside influences are manifested in the lives of our students and the climate of our school.

Achievement of students K-6. There is a need to increase the cultural and pedagogical competencies of the staff. There is a need to address an identified gap in literacy with a early intervention literacy program of instruction.	Ongoing observations, coaching cycles, and student data K-6 . Independent reading levels (Below Target): 2017-2018 SY.1st Gr. 62.9% . 2018-2019 YTD 1st Gr. 55% . 2017-2018 SY . 2nd Gr. 33.3% . 2018-2019 YTD 2nd Gr. 61.7% . 2017-2018 SY . 3rdt Gr. 49.5% . 2018-2019 YTD 3rd Gr. 62.4% . PSSA ELA (Below Basic/Basic) . 2016-2017 SY . 3rd-6th Gr. 89.8% . 2017-2018 SY . 3rd-6th Gr. 72.8% .	Teachers understanding of the standards and delivering aligned instruction. Resources and promising practices that best support implementation of standards-driven instruction.
There is a need to increase the instructional competencies of the staff to address the shift in rigor and real world relevance associated with the mathematical concepts and instruction related to the PA Core Mathematical Standards. There is a need to address an identified deficiency of skill level with the students in K-6 related to the increased expectations of rigor and real world application.	PSSA SY 2016-2017 85% Below Basic/Basic . 2017-2018 89.8% Below Basic/Basic	The lack of instruction geared towards critical thinking skills and acquisition of higher level thinking and solution-based learning. The evaluation and analysis of curricula timeline and sequencing. The teachers understanding of the vertical articulation of the math curriculum.

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
Our focus is to insure teachers receive professional develpment and training in order to increase leadership capacity and empower all staff members in the development and successful implementation of ongoing standards aligned instruction that will better serve our students and school community.	Talent

In order to reach our early literacy anchor goal, our teachers need to become proficient in developing and increasing their knowledge of standards-aligned instruction. In addition, we will enhance the cultural and instructional competencies of the staff through professional development and a focus upon standards-aligned instruction. To address the achievement gap in the literacy through the identification and implementation of an early intervention program of instruction.	Literacy
Personnel who are trained mental health professionals who can address the needs of the students, equip staff members, and provide strategies that deescalate and decrease student behaviors that interrupt and impede the learning environment.	Climate

III. Measurable Goal Statements

Priority Statement #1: Our focus is to insure teachers receive professional develpment and training in order to increase leadership capacity and empower all staff members in the development and successful implementation of ongoing standards aligned instruction that will better serve our students and school community.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 24% (15%) of students will score at Proficient or Advanced on the Math PSSA.	Data meeting protocol & data analysis interpretation of data protocols, iReady and Lexia Interventions	Teachers will analyze data through scheduled grade group meetings on a biweekly basis of random sampling of common assessments in order to address the rigour of the planning to ensure that the lessons are grade level standards. For students in Quarter 1 Benchmark we will see an increase to 49% scoring average correct.	Teachers will analyze data through scheduled grade group meetings on a biweekly basis of random sampling of common assessments in order to address the rigour of the planning to ensure that the lessons are grade level standards. For students in Quarter 1 Benchmark we will see an increase to 50.5% scoring average correct.	Teachers will analyze data through scheduled grade group meetings on a biweekly basis of random sampling of common assessments in order to address the rigour of the planning to ensure that the lessons are grade level standards. For students in Quarter 1 Benchmark we will see an increase to 52% scoring average correct.

At least 36% (32%) of students will score at Proficient or Advanced on the ELA PSSA.	Data meeting protocol & data analysis interpretation of data protocols, 120-minute literacy block components	Teachers will analyze data through scheduled grade group meetings on a biweekly basis of random sampling of common assessments in order to address the rigour of the planning to ensure that the lessons are grade level standards. For students in Quarter 1 Benchmark we will see an increase to 43% scoring average correct.	Teachers will analyze data through scheduled grade group meetings on a biweekly basis of random sampling of common assessments in order to address the rigour of the planning to ensure that the lessons are grade level standards. For students in Quarter 1 Benchmark we will see an increase to 45.5% scoring average correct.	Teachers will analyze data through scheduled grade group meetings on a biweekly basis of random sampling of common assessments in order to address the rigour of the planning to ensure that the lessons are grade level standards. For students in Quarter 1 Benchmark we will see an increase to 48% scoring average correct.

Anticipated Outputs:

By addressing professional development and training our staff will feel empowered in terms of instructional leadership capacity related to standard aligned instruction specifically in the areas of Math. Teacher lesson plans will reflect a scaffolding of ability level and grade level standards alignment. Students will feel more supported and accepted in terms of their ability level and will experience increased engagement level as they move towards increased performance at their grade level. Students will feel that their teacher believe in them as they receive scaffolded support towards achieving grade level performance.

Monitoring/Evaluation Plan:

Grade level meeting agendas (every 7th day), Grade level meeting minutes (daily), Administrator visits at Grade Group meetings (daily) , review of lesson plans (weekly), walkthroughs (daily), formal instructional rounds (quarterly), Progress monitor

Priority Statement #2: In order to reach our early literacy anchor goal, our teachers need to become proficient in developing and increasing their knowledge of standards-aligned instruction. In addition, we will enhance the cultural and instructional competencies of the staff through professional development and a focus upon standards-aligned instruction. To address the achievement gap in the literacy through the identification and implementation of an early intervention program of instruction.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
To decrease the amount of students in Tier 3 according to Aimsweb data by 10% in grades K-2.	Aimsweb Progress Monitoring, iReady, Leveled Literacy Intervention	Teachers will analyze data through scheduled grade group meetings on a biweekly basis through Aimsweb progress monitoring in order to support closing the achievement gap. For students in Fall we will see a decrease by 3% from Spring of 2019 data.	Teachers will analyze data through scheduled grade group meetings on a biweekly basis through Aimsweb progress monitoring in order to support closing the achievement gap. For students in Winter we will see a decrease by 3% from Fall of 2019 data.	Teachers will analyze data through scheduled grade group meetings on a biweekly basis through Aimsweb progress monitoring in order to support closing the achievement gap. For students in Spring we will see a decrease by 4% from Winter of 2020 data.
To increase the implementation of standards-based instruction through the use of examination of student work checklists created by instructional leaders	Differentiated PD, Structured PLC, Student Work Review Protocols	Teachers will align instruction to standards of class assignments and assessments 60% of the time.	Teachers will align instruction to standards of class assignments and assessments 80% of the time.	Teachers will align instruction to standards of class assignments and assessments 100% of the time.

Anticipated Outputs:

By providing professional development and training through differentiated coaching by the SBTL and CLI coach, teachers will build capacity to implement the balanced literacy block with fidelity. Intervention teacher will implement Leveled Literacy Intervention (LLI) and work with data coordinator to track student progress and work with MTSS team and classroom teachers.

Monitoring/Evaluation Plan:

Aimsweb Progress Monitoring, Weekly monitoring of iReady and LLI Data, Fidelity of MTSS Process

Priority Statement #3: Personnel who are trained mental health professionals who can address the needs of the students, equip staff members, and provide strategies that deescalate and decrease student behaviors that interrupt and impede the learning environment.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of staff will be trained in de escalation techniques along with distinguishing between behavioral problems and behavioral health.	Professional Development, resources, Guest speakers from mental health agencies	100% of climate staff will receive deescalation training through professional developments provided by counselors, climate staff, and district personnel.	100% of teaching staff will receive deescalation training through professional developments provided by counselors, climate staff, and district personnel.	100% of Paraprofessionals will receive deescalation training through professional developments provided by counselors, climate staff, and district personnel.
100% of staff will implement de escalation techniques and increase the use of positive behavior intervention and support.	Decrease in ODR's and minor forms, an increase in students participation in school wide incentives, decrease in MTSS Tier 2 and 3	100% of all staff will utilize de escalation skills and PBIS in 3 out of 5 encounters with students.	100% of all staff will utilize de escalation skills and PBIS in 4 out of 5 encounters with students.	100% of all staff will utilize de escalation skills and PBIS in 5 out of 5 encounters with students.
Anticipated Outputs:				
By providing professional development, training and resources from counselors, climate staff, and district personnel (Prevention and Intervention, and MTSS), staff will provide positive behavior support and build capacity to implement the de escalation techniques with fidelity.				

Monitoring/Evaluation Plan:
Schedules, Agendas, Calendars

IV. Expenditures

Expenditure	Funding Source
ESOL	Title 1
SBTL	Title 1
Clinical Coordinator	Title 1
Counselor (2)	Title 1
SEL	Title 1
iReady (K-8)	Title 1
Reading Specialist	Other
Reading Specialist	Other
Supportive Service Assistant (SSA)	Other
Climate Specialist	Title 1
Climate Manager	Title 1
Classroom Instrut Elem (Equipment Chromebooks & carts)	Title 1
Community Relations Liaison	Title 1
Materials & Supplies	Title 1
Teacher	Title 1
Data Team Leader	Title 1
Student Climate Staff	Title 1
Leveled Libraries	Title 1
Computer and Technology Support	Title 1
Tutoring & Afterschool Activities	Title 1
Administrative Conference	Title 1
Professional Development	Title 1

PSSA Prep materials	Title 1
Replenish Chromebooks	Title 1
PFE- One Book One School & Literacy	Title 1