School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

William H. Ziegler School

4-Digit School Building Code

7460

PDE Designation

A-TSI

School Street Address

5935 Saul St, Philadelphia, Pa 19149

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 leadership team meets regularly to discuss our progress towards our school vision: becoming a Blue Ribbon school. The leadership team comprises most of the planning committee, so we evaluate our current year's progress, considering successes to build on in coming years, and gaps that need to be addressed. Those ideas get debated and what we put in this document are the most important goals for us to meet as we inch closer to our vision. The leadership team/planning committee will meet regularly next year and use this plan as a guide for what gets discussed in those meetings.

Committee Members and Positions in School/Community

Name	Position
Robert Berretta, Lead	Principal
Kim Williams	Leadership Team Representative
Adell Shaw	Math Content Specialist/Teacher Leader
Bryan Fierson	Literacy Content Specialist/Teacher Leader
Nicole Freeman	School-based Climate Representative
Sonia Perez	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
Kelly Ann McCarthy	Grants Compliance Monitor
Christopher Richards	Central Office Talent Partner
Donna Jacklin	Central Office Early Literacy/Literacy Support

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?*
Upon leaving Ziegler, students will read, write, and speak at a level that will prepare them to score high on Advanced Placement tests.	We'll lean heavily on aimsweb data for early grades, and a combination of iReady, PSSA, and benchmark data for upper grades.
Upon leaving Ziegler, students will develop strong number sense and solve complex math problems with ease.	We'll lean heavily on aimsweb data for early grades, and a combination of iReady, PSSA, and benchmark data for upper grades.
Upon leaving Ziegler, students will approach problems with empathy, and use words and reasoning to solve interpersonal conflicts.	SWIS data, student surveys, and staff surveys.

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.

We are constantly engaging with stakeholders about all the relevant data about our school. From our leadership team meetings, which occur every 3 weeks, to our monthly SAC meetings, to our broader T1 meetings, we are transparent about our areas of strength and growth. And we are clear with stakeholders about valuing their input.

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

Strengths	Supporting Evidence from Needs Assessment
We've been successful in improving instruction across all subjects, and, as a result, improving student outcomes across all grades and subjects.	strong AGI data in SY17-18; improved PSSA scores in science, ELA, math in SY17-18; Qlik Data showing percentage of students scoring proficient/advanced:

	Science PSSA 17/18 = 24% (5.1% increase from 16/17), Below Basic = 36% (4.5% decrease from 16/17) ELA PSSA 17/18 = 28.4% (0.9% increase from 16/17), Below Basic = 15.8% (7.8% decrease from 16/17) Math PSSA 17/18 = 15% (1.1% increase from 16/17), Below Basic = 63.4% (5.1% decrease from 16/17)
We've been successful in creating a safer learning environment as we've implemented our PBIS program.	Latest Qlik suspension data (97%) shows we've continued to reduce OSS while maintaining a safer climate according to staff surveys (85% of staff believe Ziegler is safe).

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
Reducing the percentage of students scoring below basic in mathematics	63% per Qlik PSSA	This is a systemic issue across the district: we don't understand how students develop number sense, and our teaching in early grades does not support that.
Consistent science instruction across grades	Negative AGI per Qlik Percent of grades with 1.0 or higher AGI = 0%	It's not a priority subject in non-tested grades, and teachers feel pressured to produce math and reading growth, so they neglect science instruction. There's also fewer resources for science instruction.
Improving student attendance	Current: 45.9% @ 95% per Qlik Attendance dashboard	We're barely making a dent in the attendance numbers, despite improving climate and reducing suspensions. We have to do more to educate parents on the importance of attendance.
Improving fundamental reading skills in K-2	18/19 Mid-year Qlik data: Percentage of students at Tier I on the Spring AIMSweb	We're not prioritizing phonics instruction in K-2. We need to refocus

		teachers' work on those foundational literacy skills, and ensure that FUNdations is being taught to a high level, along with quality comprehension instruction.
	K = 31.03% 1 = 30.77% 2 = 22.58%	
We struggle to produce regular events that allow families to participate actively in their children's learning.	Qlik Parent Survey Data	We need more capacity to produce events that engage families and community members.

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 review, revise, and modify our PBIS systems.	Climate
We need to build strong number sense for all K-2 students by focusing on concrete learning activities.	Math
We need to ensure all K-2 students develop strong early literacy skills.	Literacy

III. Measurable Goal Statements

Priority Statement #1: We need to review, revise, and modify our PBIS systems.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
We will reduce the number of office disciplinary referrals (according to SWIS) from 1.78/day to 1.25/day and as a result reduce out of school suspensions by 2%.	Provide Content Focused Specific PD to staff throughout the year to define the thresholds and help them distinguish between office-managed and classroom-managed behaviors. Communicate thresholds clearly to students and parents through parent workshops and student presentations in order to implement PBIS with fidelity.	ODR/Day: 1.5, 0% OSS: 99%	ODR/Day: 1.4, 0% OSS: 98%	ODR/Day: 1.3; 0% OSS: 97%
At least 60% (___%) of students will attend school 95% of days or more.	William H Ziegler School is a PBIS school. We will use a combination of positive incentives -- monthly attendance celebrations	At least 75% of students will attend school 95% of days or more.	At least 70% of students will attend school 95% of days or more.	At least 65% of students will attend school 95% of days or more.

	-- as well as regular letters home to parents informing them of their child's attendance.			

Anticipated Outputs:

Staff will be able to clearly articulate the thresholds for positive and negative consequences. They will utilize classroom-based interventions to handle minor misbehaviors and therefore write fewer office referrals.

Monitoring/Evaluation Plan:

We will monitor ODR/day each week using SWIS and out-of-school suspension data each month using Qlik. The school will evaluate the effectiveness of the PBIS and Content Focused Specific PD on a bi-annual basis in order to modify as necessary.

Priority Statement #2: We need to build strong number sense for all K-2 students by focusing on concrete learning activities.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
75% of K-2 students will meet their iReady Math growth goal	We will provide ongoing PD to K-2 teachers about the importance of concrete representations of basic operations. iReady: we will employ our K-4 intervention teacher to ensure all students are meeting their iReady usage goals.	50% of students meet usage target, 90% of students on track to make their yearly growth goal	60% of students meet usage target, 90% of students on track to make their yearly growth goal	75% of students meet usage target, 90% of students on track to make their yearly growth goal
At least 24% (__%) of students will score at Proficient or Advanced on the	We will use content team (common planning time) and iReady to ensure students are	5% increase in BM1 scores from 18-19 to 19-20	7% increase in BM2 scores from 18-19 to 19-20	10% increase in BM2 scores from 18-19 to 19-20

Math PSSA.	making progress in math.			

Anticipated Outputs:

We will see all of K-2 math classroom employing small group instruction via the rotational model. Students will feel more successful because they're receiving instruction that meets their needs. Small group instruction will employ use of concrete manipulatives to represent basic operations. Students and families will talk about iReady and it's effect on student learning.

Monitoring/Evaluation Plan:

We will review the iReady progress reports on a monthly basis during content team.

Priority Statement #3: We need to ensure all K-2 students develop strong early literacy skills.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
75% of 3-8 students will meet their iReady Reading growth goal	We will use common planning to review iReady data, write text-dependent questions for our shared reading lessons, and analyze students' writing together. We will use iReady to ensure all students are working on remediating the skills needed to read complex text.	50% of students meet usage target, 90% of students on track to make their yearly growth goal	60% of students meet usage target, 90% of students on track to make their yearly growth goal	75% of students meet usage target, 90% of students on track to make their yearly growth goal

Anticipated Outputs:

We will see nearly all literacy lessons focused on the shared reading of a complex text. Teachers will analyze weekly written analyses of texts together during content team. Teachers will continue to work together to support each other in writing rigorous, text-dependent questions. Students' writing will reflect the complex organizational skills and attend to appropriate mechanics and grammar. All students will meet their weekly iReady usage targets.

Monitoring/Evaluation Plan:

We will use iReady progress reports and regular observations of content teams.

IV. Expenditures

Expenditure	Funding Source
iReady (K-8)	Title 1
Climate Dean	Operating
Climate Specialist	Title 1
Learning A-Z Raz-Plus (K-5)	Title 1
Supportive Service Assistant (SSA)	Title 1
PHENND Vista	Title 1
Additional Counselor	Title 1
Literacy Lead	Title 1