School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Mayfair School

4-Digit School Building Code

8300

PDE Designation

A-TSI

School Street Address

3001 Princeton Ave, 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.

Our intention is to ensure an accurate and diverse sample of our school community. The members of the community are invested in the sustainability of the school and offer a specific lens to support the school and community. The planning team is represented in our Student Advisory Council which is comprised of administration, International Baccalaureate Coordinators, School Based Teacher Leader, K-8 Teachers, University partners, parents and student government members.

Committee Members and Positions in School/Community

Name	Position
Guy Lowery	Principal
Jamie Neal IB Coordinator	Leadership Team Representative
Matt Braun IB Coordinator	Math Content Specialist/Teacher Leader
Chris Oswald SBTL	Literacy Content Specialist/Teacher Leader
William Day	School-based Climate Representative
Laila Larabai, Jacqueline Torres	Parent
Patricia Jorgensen	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
Carol Kelly	Grants Compliance Monitor
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?*
Mayfair's mission is to expose its students to educational opportunities grounded in multiculturalism in order to develop all students as critical thinkers with a global perspective while providing a safe, nurturing learning environment and building leadership capacity.	Performance on IB summative assessments, Exibition Culminating Project on the Action Cycle and Middle School Community Project.

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 hold Student Advisory Council meetings on a monthly basis to discuss student achievement, school initiatives, as well as short and long term goals to meet our needs. Our discussions have focused on the increased enrollment trends and the impact this has on the supports the school needs. The enrollment of the Level 1 ELL students has increased significantly from available data sources 2012-2019, we have grown from 71 ELL students to 700+ ELL students enrolled in our school. This is a 1,000% increase in our ELL population. Our hispanic population has also demonstrated a significant increase of 200+ hispanic students within the past two academic years. Our School Advisory Council is comprised of staff, teacher leaders, parents, Holy Family partnership representative, student government leaders, and administration. We have reviewed our enrollment trends. We ensured translation of documents into our predominant languages including: Spanish, Chinese, Portuguese, Albanian and Arabic as we focused our efforts this year to plan Family Engagement Events with targeted sessions providing supports on how to utilize SIS, the Philadelphia Public Library Partnership, i-Ready usage, and literacy and math games to play at home to increase literacy and math achievement.

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

Strengths	Supporting Evidence from Needs Assessment
1. Collaborative Planning Grade Groups PLC planning meetings focus on data and scaffolding strategies. 2. Unit Planning development of standards aligned instruction in literacy and math as well as the IB interdiciplinary themes and project based assessments. 3. Collaborative planning meetings are comprised of grade group teachers and take the form of PLCs as we delve into understanding and developing co-teaching models for ELL. Our group includes the CLI coach , ELL team, administration, IB coordinator, and grade team members. Together, we look at curriculum, resources and progress monitor literacy data to drive	Agenda items, schedules, and Managebac Planning Tool, reflect the following: Teachers and staff meet regularly with consistency on a ten day rotation to accommodate grade level vertical and horizontal planning to promote an increase in teacher utilization of guided practice to maximize instruction. CPEL data and formal observations provide quantitative data. PVAAS Data shows that our EL population has a growth index of 1.57 LB for ELA PSSA in grades 4-8. 8th grade has the highest growth index of 2.54 DB.

instruction. We involve parents in literacy supports through workshops and conferences. Teachers have an opportunity to try best practice techniques and recieve feedback on administrative walkthroughs and observations. We meet to reflect on practice and develop next steps.	
2. IB Transdicipilinary Unit Planning and Standards Alignment Focus meetings on weekly rotation allow for assessment development that is standards aligned and interdiciplinary. The focus is on project based learning. During the planning meetings we align state standards as well as the IB program framework, focusing on ELL and how we can best support those students and provide rich engagement into each theme.	Managebac Transdiciplinary Planning Tool and Standards alignment documents reflect the following:Increase in differentiation of instruction strategies, grade- level standards alignment, and student engagement. Implementation of Manage Bac systems to ensure alignment between PA standards and IB transdiciplinary themes. This is evident in teachers using Managebac systems to combine standards with IB Program of Inquiry. Common planning has been utilized to support with Managebac utilization.
3.Our Attendance Initiaitive has supported stability and increased attendance. The guidance counselor has taken on the role of the Attendance Champion and provides celebratory recognition for students. School wide, the counselors along with staff have worked to support incentives for the Attendance Recognition Program. Certificates are generated for the "Never Been Absent" students on a monthly basis. Attendance and behavior reports are reviewed during attendance data analysis meetings with the counselor, classroom teachers, and administration to analyze trends, identify students to develop plans and next steps. These plans address attendance concerns and	Qlik Data shows an increase in students attending 95% or more of days. All Students through March: 78.2% (18/19), 62.9% (17/18). 15.3% increase. ATSI Subgroup through March: 71.7% (18/19), 58.9% (17/18). 12.8% increase.

provide supports to students and families.	
4. Montlhy Student Recognition for displaying leader characteristics and IB Learner Profile Qualities including Parent and Family Communication.	Students are recognized and highlighted for demonstrating leadership characteristics with monthly awards and assemblies. Our monthly newsletter documents student highlights as well as our monthly celendar which is translated into Chinese, Spanish, Portugese, Arabic and Albanian. International Baccalaureate Yearly Exhibition that is held in the final year of the Primary Years Program involves students and their familes. Students carry out an extended, in-depth collaborative project based on a real world issue. Students research and take some form of action to help towards this issue. This demonstrates how students can take action as a result of their learning The exhibition unites the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP and celebrates the transition of learners in the primary to middle/secondary education.
5. K-8 teachers take self-initiative to seek ELL certifications to enhace instructional practice and support our growing needs.	Teachers engage in Quality Teaching for English Langauage Learners training to accommodate ELL needs; observational anecdotes and formal and informal observations note instuctional practices including the use of graphic organizers and multi-sensory teaching methods to support instruction of English Language Learners.

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
Significant Increase in enrollment, specifically of ELL students, impacting building space and adjustments to schedule, academic programming, classroom realignment and teacher assignments	3/10/2019 Qlik data pull shows an increase of 257 students within the hispanic subgroup comparitivley from 2017-2018 school year	Student enrollment for the 2018-2019 academic school year has increased by 257 students compared to last year. Of these 257 new students,196 are ELL students. Since August 2018, we have had 2 ELL teacher vacancies.
Targeted differentiation for ELL Level 1 with the classroom 120 minute literacy block	CPEL data demonstrates an increase in targeted guided reading instruction through monthly observations. Aimsweb data on Qlik pull indicates 55.4% of kindergarten, 42.7% of first grade and 47.8% of students in second grade scores in Teir I in the 2017-2018 school year; In the 2018-2019 school year Aimsweb data on Qlik indicates 58.3% of kindergraten, 29.3% of first grade and 37.6% of second grade scores in Teir I.	Increased enrollment, specifically Level 1 and Level 2 ELL students, has been a challenge to make sure that we are delivering the right instruction for these students. Realignment of guided reading groups and reevaluation of students to support them adequately.

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 K-3 teachers will plan lessons with a balanced Literacy focus with CLI and ELL support.	Early Literacy
The school will involve parents in native langauges to develop cohesion between home and school initiatives.	Parental Involvement
Teachers will focus on guided practices during common planning and grade group PLC.	Common Planning Time

III. Measurable Goal Statements

Priority Statement #1: Our K-3 teachers will plan lessons with a balanced Literacy focus with CLI and ELL support.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of students will demonstrate one year of growth through a comparison of Q1 and Q4 independent reading levels.	Targeted and intentional PLC/PD on best practice literacy approaches that provide access and attainability to grade level standards (teacher collaboration to focus on differentiation, flexible small group instruction, 120 min literacy block components, guided reading, and formative assessments), iReady intervention program	By the end of quarter one 100% teachers will have met collaboratively to develop co-created scaffolds for literacy standards and formative assessments with evidence of differentiation of content, product and student access, at least twice a month beginning in September. In addition, CLI coaches will meet with each literacy teacher for 90 min weekly to observe, develop and support literacy lessons. Instructional leadership will provide Informal observations/Walkthrough and feedback. For our students: 20% of kindergarten and 25% of first and second grade students	By end of Quarter two, 100% teachers will have developed a data tracking tool that measures student progress from Q1 to Q2. For our students: 40% of kindergarten and 50% of first and second grade students	By the end of Q3 100% teachers will have developed intentional scaffolding strategies that target individual student needs and differentiates instructional practice. For our students: 60% of kindergarten and 75% of first and second grade students
At least 70 % of Kindergarten students and 50% of 1st and 2nd grade students will score at	Targeted and intentional PLC/PD on best practice literacy approaches that provide access and attainability	By the end of Q1, 100% of teachers will have met collaboratively at least twice a month beginning in September. In addition, CLI	By end of Q2, 100% of teachers will have developed a data tracking tool that measures student progress from Q1 to Q2.	By the end of Q3, 100% of teachers will have developed intentional scaffolding strategies that target individual student

target by the Spring Aimsweb Plus Assessment.	to grade level standards (differentiation, flexible small group instruction, 120 min literacy block, guided reading, common planning)	coaches will meet with each literacy teacher for 90 min weekly to observe, develop and support literacy lessons.		needs and differentiates instructional practice.

Anticipated Outputs:

School leadership will see classroom teachers collaborating with CLI coaches, literacy leadership team and ELL teachers to develop shared lessons on best practices that scaffold instruction for all students. (People: Teachers, Changes in behavior: regular PLC collaborative co-planning between grade level and ELL/SPED teachers Product: Co-created scaffolds for PA literacy standards/Co-created formative assessments with evidence of differentiation of content, product and student access).
We will see an increase in students on task, working in smaller groups, having conversations with other students, and using graphic organizers.

Monitoring/Evaluation Plan:

Administration, CLI coaches, and teachers will gather and analyze co-created formative assessments weekly, lesson plans, CPEL data quarterly, anecdotal teacher student records daily, iReady data weekly, Aimsweb quarterly, DRA quarterly, and informal observations in order to monitor student progress daily.

Priority Statement #2: The school will involve parents in native langauges to develop cohesion between home and school initiatives.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 75% of students will earn As and Bs in all core courses.	Targeted and intentional parent workshops will support student academic progress.	By the end of quarter one parent will have participated in one literacy development workshop as identified by a parent needs assessment; supported by instructional administration and Bilingual Counseling Assistants.	By the end of quarter two parents will have participated in at least two cross-curricular workshops supported by instructional administration and Bilingual Counseling Assistants.	By the end of quarter three parents will have participated in instructional technology workshops that support the connection between home and school.

| At least 60% of Hispanic will attend 95% or more of school days, and no more than 15% of students will attend less than 85% of days. | Utilize the Early Warning Intervention and Monitoring System. | 76% of students attending 95% or more of days. | 70% of students attending 95% or more of days. | 65% of student attending 95% or more of days. |

Anticipated Outputs:

Parents will develop strategies for content skills and tools in order to provide academic support to students at home and in school.

Monitoring/Evaluation Plan:

Teachers will communicate with parents daily to communicate analyze student data to determine participation and progress as well as monitor parent participation and progress.

Priority Statement #3: Teachers will focus on guided practices during common planning and grade group PLC.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
For all Hispanic, at least 60% of kindergarten and 75% of first and second grade students will make at least one level of growth as evidenced by their Q1 and Q4 independent reading levels.	Targeted and intentional PLC/PD on best practice literacy approaches that provide access and attainability to grade level standards (teacher collaboration to focus on differentiation, flexible small	By the end of quarter one 100% teachers will have met collaboratively to develop co-created scaffolds for literacy standards and formative assessments with evidence of differentiation of content, product and student access, at least twice a month beginning in September. In addition, CLI coaches will meet	By end of Quarter two, 100% teachers will have developed a data tracking tool that measures student progress from Q1 to Q2. For our	By the end of Q3 100% teachers will have developed intentional scaffolding strategies that target individual student needs and differentiates

	group instruction, 120 min literacy block components, guided reading, and formative assessments), iReady intervention program	with each literacy teacher for 90 min weekly to observe, develop and support literacy lessons. Instructional leadership will provide Informal observations/Walkthrough and feedback. For our students: 20% of kindergarten and 25% of first and second grade students	students: 40% of kindergarten and 50% of first and second grade students	instructional practice. For our students: 60% of kindergarten and 75% of first and second grade students
At least 36% of students will score at Proficient or Advanced on the ELA PSSA.	Targeted and intentional PLC/PD on best practice literacy approaches that provide access and attainability to grade level standards (teacher collaboration to focus on differentiation, flexible small group instruction, 120 min literacy block components, guided reading, and formative assessments), iReady intervention program	By the end of quarter one 100% teachers will have met collaboratively to develop co-created scaffolds for literacy standards and formative assessments with evidence of differentiation of content, product and student access, at least twice a month beginning in September. In addition, CLI coaches will meet with each literacy teacher for 90 min weekly to observe, develop and support literacy lessons. Instructional leadership will provide Informal observations/Walkthrough and feedback. For our students: 20% of kindergarten and 25% of	By end of Quarter two, 100% teachers will have developed a data tracking tool that measures student progress from Q1 to Q2. For our students: 40% of kindergarten and 50% of first and second grade students	By the end of Q3 100% teachers will have developed intentional scaffolding strategies that target individual student needs and differentiates instructional practice. For our students: 60% of kindergarten and 75% of first and second grade students

		first and second grade students		

Anticipated Outputs:

School leadership will see classroom teachers collaborating with CLI coaches, literacy leadership team and ELL teachers to develop shared lessons on best practices that scaffold instruction for all students. (People: Teachers, Changes in behavior: regular PLC collaborative co-planning between grade level and ELL teachers Product: Co-created scaffolds for PA literacy standards/Co-created formative assessments with evidence of differentiation of content, product and student access).
We will see an increase in students on task, working in smaller groups, having conversations with other students, and using graphic organizers.

Monitoring/Evaluation Plan:

  Administration, CLI coaches, and teachers will gather and analyze co-created formative assessments weekly, lesson plans, CPEL data quarterly, anecdotal teacher student records daily, iReady data weekly, Aimsweb quarterly, DRA quarterly, and informal observations in order to monitor student progress daily.

IV. Expenditures

Expenditure	Funding Source
iReady (K-8)	Operating
Supportive Service Assistant (SSA)	Operating
Supportive Service Assistant (SSA)	Title 1
SBTL	Title 1
SBTL	Operating
SBTL	Title 1
Leader In Me	Other
Supplemental Chromebook Tech	Title 1
Student Agenda Books	Title 1
Family Academic Night Food/Supplies	Title 1
Family Academic Night Teacher Professional Development Pay	Title 1
Assistant Principal	Title 1
School Counselor	Title 1