

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

High School Of The Future

4-Digit School Building Code

1030

PDE Designation

CSI

School Street Address

4021 Parkside Ave, Philadelphia, Pa 19104

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.

HS of the Future will use the fall, winter, and spring Title I meetings to engage input and feedback regarding the needs of the school and goals identified in our plan. We will use the quarterly SAC meetings to report the monitoring of the implementation of our plan to the parents, families, students, and community members. The school leadership team meets weekly and the school plan drives our discussions. We are fully embedded in monitoring the progress towards reaching our goals.

Committee Members and Positions in School/Community

Name	Position
Richard Sherin	Principal
Jennifer Lennon	Leadership Team Representative
Andrew Butryn	Math Content Specialist/Teacher Leader
Meagan Rubino	Literacy Content Specialist/Teacher Leader
Gary Onuekwski	School-based Climate Representative
Lamont Brooks, Essence Allen	Parent
Betty Lindley	Community member
Al DiSalvatore (EPIC)	Business partner
Kiaja Allen	Student (required for High Schools)
Cari Cantor	Planning and Evidence-based Support (PESO) member
Stephanie Overton	MTSS Specialist/Central Office Climate Supports
Lynn Golden	Grants Compliance Monitor

Andi Starks	Central Office Talent Partner
Chloe Leech	Central Office Early Literacy/Literacy Support
David Cambridge	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?
When students leave our school we want to ensure that they are digital citizens with the ability to navigate a technology embedded society.	We will measure that every 9th grader will be enrolled into Intro to Computer Science and that all students have access to personal technology.
Every 12th grader will graduate with a post-secondary plan of action to guide their journey beyond our school doors.	Every 12th grader will be enrolled into a Senior Seminar. And the addition of a College and Career Readiness focused counselor will ensure that every student has a post-secondary plan by the time they graduate.

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.

HS of the Future has a large special education population and have ensure that families members of students with special are represented on our committee. We also work with our FACE Liaison and Partnership Liaison to engage the whole community into school programming and initiatives.

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

Strengths	Supporting Evidence from Needs Assessment
Climate - We are in the Reinforce category for Climate in the SPR	As of the end of Q2, there were 94.6% of zero OSS. Specifically, we decreased the amount of suspensions for our Special Education population from 90.6% OSS in 17-18 and currently, 96.2% in the 18-19 school year thus far.
Attendance- Our school has made significant increases for students attending 80%-95%.	Although the school is on track to decrease the number of students at 95% or more days of attendance, we've increased the number of students attending 90%-95% (+4.2%), 85%-90% (+1.4%) and 80%-85% (+0.8%).
% On-track for promotion/Four Year graduation - We have an increase in the percentage of students that are on track for promotion from this time last year.	As of the end of Q2, 75.7% of our students are on track for promotion which is a 1.7% increase from the end of Q2 in the 17/18 school year. In 12th grade specifically, we have increased the percentage of students on track for graduation by almost 10% from this time last year.
PVAAS - We have increased in growth on the Biology Keystone as compared to last year.	We have moved from having significant evidence that the school did not meet the standard for PA growth (Red, -5.4) in Biology to evidence that the school has met the standard (Green, -2.5) from 17/18 to 18/19.

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
Almost half of the students taking Algebra I Keystones are performing at Below Basic levels.	17-18 BB Algebra I: 44.19%	The school has cited the lack of diagnostic assessments to identify student levels so that educators can provide targeted instructional focus to support student learning. Educators are also not implementing pre/post assessments with fidelity to identify eligible content to prioritize.
More than 1/3 of the students sitting for the Literature Keystones are performing at Below Basic levels. Additionally, there is a regression in growth on the Literature Keystones in comparison to last year.	17-18 BB Literature: 40.63% PVAAS 2017: -10.5R 2018: -16.6R	The school has cited the lack of diagnostic assessments to identify student levels so that educators can provide targeted instructional focus to support student learning. Educators are also not implementing pre/post assessments with fidelity to identify eligible content to prioritize.

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
Providing professional development that aligns to student needs driven by data analysis and the monitoring of the data driven instructional practices. (EP #4 Identify and address individual student learning needs)	Common Planning Time
Development, communication, and implementation of high expectations for all stakeholders at the School of the Future. (EP#6 Foster a culture of high expectations for success for all students, educators, families, and community members)	College & Career Readiness

III. Measurable Goal Statements

Priority Statement #1: Providing professional development that aligns to student needs driven by data analysis and the monitoring of the data driven instructional practices. (EP #4 Identify and address individual student learning needs)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 95% of 12th grade students will be on track for graduation.	Check and Connect is an evidenced based approach in which students meet with designated educational professionals to "check" on their academic status, and to be "connected" to existing resources to assist the student in achieving on-time graduation. Link: https://www.evidenceforprpa.org/strategies/6	At least 80% of 12th grade students will be on track for graduation.	At least 85% of 12th grade students will be on track for graduation.	At least 90% of 12th grade students will be on track for graduation.
At least 95% of 9th grade students will be on track for promotion.	Content-Focused Specific Professional Development (professional development focus on specific teaching practices (a strong content focus) is linked	At least 80% of 9th grade students will be on track for promotion.	At least 85% of 9th grade students will be on track for promotion.	At least 90% of 9th grade students will be on track for promotion.

	<p>to teachers using those specific practices in the classroom) on data analysis to drive instruction Link: https://www.evidenceforpractices.org/strategies/130 And Instructional Coaching by SBTL and SEL Link: https://www.evidenceforpractices.org/strategies/212</p>			
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Anticipated Outputs:

There will be better relationships at all levels of the school (among colleagues, staff to student, and student to student), which will help students become motivated to participate in their learning journey. As the educators become more involved in student data, they will more easily design lessons at student levels, which will build engagement from the students in the lessons, resulting in better student outcomes and achievement.

Monitoring/Evaluation Plan:

All staff will implement the check and connect model with every student during advisory. Administration will monitor that check and connect is occurring with every student once per quarter via Google tracker per advisor and that students are on track and making quarterly benchmarks. The team consisting of principal, assistant principal, guidance counselors, social worker, climate manager, and climate liaison will evaluate the check and connect approach bi-annually to evaluate the effectiveness of the approach and make modifications as necessary.

Priority Statement #2: Development, communication, and implementation of high expectations for all stakeholders at the School of the Future. (EP#6 Foster a culture of high expectations for success for all students, educators, families, and community members)

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% of students will attend school 95% of days or more.	Two-way texting, regarding a student's attendance, has been demonstrated to improve attendance. Utilizing this strategy, the school will connect to parents, through text messaging, at a rate of three (3) times per year. (Link: https://www.evidenceforpa.org/strategies/2). The school will use the Remind App. Implementing PBIS in a non-PBIS school.	At least 90% of students will attend school 95% of days or more.	At least 80% of students will attend school 95% of days or more.	At least 70% of students will attend school 95% of days or more.
10% of families will complete the school level parent and family engagement program survey.	The Parent Engagement Project (PEP) uses text messaging of critical information throughout the school year, PEP improves student performance through increased parent involvement. (Link: https://www.evidenceforpa.org/strategies/165). The school will use the Remind App to also engage parents in a variety of aspects of parent engagement, from student attendance, grade monitoring and overall culture building engagement with the school.	3% of families will complete the school level parent and family engagement program survey.	5% of families will complete the school level parent and family engagement program survey.	8% of families will complete the school level parent and family engagement program survey.
Anticipated Outputs:				
There will be an increase in parent engagement in response rates to the Remind App, as well as an increase in their presence in the school building at all parent and family engagement opportunities. Students will be more empowered to prioritize attendance. Teachers will feel more supported by parents because their communications will be for more than issues.				

Monitoring/Evaluation Plan:

There will be quarterly monitoring of the Remind App usage of all stakeholders (teachers, parents and students). There will be quarterly monitoring of the PBIS approach. The school will evaluate the effectiveness of the Remind App and the PBIS approach to improve student attendance and promote the high expectations of all stakeholders at SOF on a bi-annual basis.

IV. Expenditures

Expenditure	Funding Source
Counselor	Title 1
Climate Manager	Title 1
SEL	Title 1
SBTL	Title 1
Social Worker	Title 1
Math Teacher	Title 1
Social Studies Teacher	Title 1
Counselor	Title 1
Climate Liaison	Title 1
Biology Teacher	Operating
School Climate Staff, 5 hours	Title 1
MyPath	Title 1
PFE- Parent Workbooks, food, and incentives	Title 1