

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Austin Meehan Middle School

4-Digit School Building Code

8140

PDE Designation

CSI

School Street Address

3001 Ryan Ave, Philadelphia, Pa 19152

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 met to identify the needs of Austin Meehan for the 2019-2020 school year. This included discussion, data analysis of benchmarks, report card trends, climate data, as well as STAR level assessment data for Reading and Math. The team will meet throughout the school year to examine data and discuss progress and/or directional changes needed to meet student and school needs. We will meet periodically with the SIF representative to complete a needs assessment as well as monitor school progress.

Committee Members and Positions in School/Community

Name	Position
Mary A. Jackson	Principal
Kathleen Nolen	Leadership Team Representative
Maura Hope	Math Content Specialist/Teacher Leader
Jacqueline Rafter	Literacy Content Specialist/Teacher Leader
Catherine Rightley	School-based Climate Representative
Rosa Oliveras	Parent
CORA Representative (Name to be announced)	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
Chris Richards	Central Office Talent Partner
Mark Slider	PDE School Improvement Specialist (SIF)
David Mulvey	Dean

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?
All Austin Meehan graduates are prepared for high school, career, college, and become active participants in the global economy.	Data cycle progress monitoring of iReady Diagnostic results, Common Assessment, Benchmark and PSSA scores, Naviance participation, and climate information: attendance and suspension rates.

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.

School leaders held a series of round table discussions and invited parents, staff, and community partners to discuss the needs and direction of Austin Meehan for the 2019-2020 school year.

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

Strengths	Supporting Evidence from Needs Assessment
Attendance Improvement: We have improved our "95% or more" attendance rate .This was accomplished by consistent parental contact, attendance incentive, use of attendance contracts, and RtII. This improvement has occurred steadily over the last three years.	Increase of the number of students attending 95% or more for 2018-2019 (44.6%), 2017-2018 (35.5%), 2016-2017 (33.2%)
Benchmark Improvement: We have improved our ELA and Math Benchmark scores over last two years. 2018-2019 Cycle 1 and Cycle 2 score were improved over the 2017-2018 benchmarks. There has been steady progress from benchmark to benchmark. We saw gains when we allowed students to take the benchmark on paper using PSSA test-taking strategies	Benchmark average scores increased in both ELA and Math over last year: 2018-2019 Benchmark 1 ELA 47.13% Benchmark 1 Math 38.53% 2017-2018 Benchmark 1 ELA 41.19% Benchmark 1 Math 37.52% ; 2018-2019 Benchmark 2 ELA 42.82%, Math 43.46% 2017-2018 Benchmark 2 ELA 38.79, Math 37.19%
PSSA Improvement: We have had a steady increase in the number of students scoring in the advanced/proficient range over the last two years. This improvement has occurred in both ELA and Math.	ELA 2017-2018 A/P 31.51 2016-2017 A/P 27.46 Math 2017-2018 A/P 11.13 2016-2017 A/P 7.76
SPR Improvement: We have had an improvement in our SPR score over the last two years. Our rating increased for each category. We have concentrated our efforts in improving climate and have seen this reflected in our climate score.	Overall SPR Score 2017-2018 14.86 2016-2017 11.21 Climate Score 2017-2018 12.07 2016-2017 9.80

<p>Percentage of Students with Zero Suspension Improvement: We have spent the last three years working on improving our our de-escalation skills and reducing the need to suspend students. We have a behavior incentive plan in place, use mediation to defuse situations, work with parents and staff to develop behavior plans and goals, as well as the RtII progress monitoring system to reduce suspensions. Our number of students with zero suspensions has increased each year.</p>	<table> <tr> <td>2018-2019</td> <td>88.2% Zero Suspensions</td> </tr> <tr> <td>2017-2018</td> <td>87.1% Zero Suspensions</td> </tr> <tr> <td>2016-2017</td> <td>85.5% Zero Suspensions</td> </tr> </table>	2018-2019	88.2% Zero Suspensions	2017-2018	87.1% Zero Suspensions	2016-2017	85.5% Zero Suspensions
2018-2019	88.2% Zero Suspensions						
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2016-2017	85.5% Zero Suspensions						

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
Historically, it has been a challenge increasing the number of students scoring advanced/proficient on PSSA: ELA	31.51% Advanced/Proficient 2017-2018; 27.4% Advance/Proficient 2016-2017; 33.1% Advanced/Proficient 2015-2016 as evidence of Qlik	Student tardiness and poor attendance is a root cause for our limited number of students scoring in the advanced/proficient range on ELA PSSA. We have also had a number of new teachers added to our ELA staff following the departure of more seasoned teachers from the school.
The 3 year trend data shows that it has been a challenge in decreasing the number of students scoring below basic on PSSA: Math	74.1% Below Basic 2017-2018; 74.2% Below Basic 2016-2017; 68.2% Below Basic 2015-2016 as evidence of Qlik	We have had difficulty retaining Math teachers over the last three years. The lack of continuity has led to a lack of rigor and difficulty with student engagement.
Meehan has had a challenge with decreasing the number of students suspended	10.9 % of students have at least 1 suspension	The number of suspensions is directly related to mental health concerns with our adolescent students. These concerns can be manifested in

		physical violence, appearance of controlled substances, weapons violations, etc.
Increasing the number of students receiving As and Bs on report cards	27.75% of Students are receiving As and Bs on report cards 2018-2019	Student engagement is a key factor in the poor performance of students on report cards. Student fail to complete or turn in assignments. Student apathy toward school work is directly related to poor performance and a lack of student engagement.
We are struggling with increasing the number of students attending school 95% or more, ELL and Special Education Attendance Rate	56% of students attend school less than 95% of the year, ELL 49.4% less than 95%, SPED 63.4% less than 95% of the year	Mental and emotional health issues can be root cause for missing school. For our ELL population, the root cause is a wariness of a new school where communication can be difficult. For our special education students, the root cause can be attributed to frustration within the classroom.
Decreasing the number of student scoring below basic on PSSA: Science	55.47% Below Basic as evidence of Qlik	Student engagement is a key factor in the poor performance of students in Science. Student fail to the importance in science. They see no relevance manor connection with real life situations. Student apathy toward science is directly related to poor performance.
The Special Education Suspension Rate is increasing	19.5% with 1 or more suspensions	The number of suspensions for special education students is directly related to mental health concerns with our adolescent population. Special education students frequently frustrate easily and lash out when they are unable to control that frustration. Argumentative and inappropriate behaviors can lead to suspension.

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
<p>We need to increase the number of students attending school 95% or more specifically ELL and Special Education students. We will focus on parent communication as well as improving student engagement in order to promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically. We will utilize the centrally funded counselor, ELL teacher, social worker and case manager to support students, parents and teachers to increase attendance and address the root causes for lack of attendance. (Pending Temple ELL Grant) There is a need to ensure faithful implementation of climate initiatives by consistently monitoring student behavior/attendance patterns and interventions for minor behavior infractions. We will focus on parent communication as well as improving student engagement in order to promote and sustain a positive school environment where all members feel welcomed. supported, and safe in school: socially emotionally, intellectually, and physically.</p>	<p>Climate</p>
<p>We will decrease the number of students scoring below basic on the Math PSSA. The roster has been adjusted to include content and grade level group meetings. During content area common planning meetings, we will analyze data to identify student strengths and needs. This analysis will be used to differentiate instruction as well as create small groups within the classroom, as well as create small groups within the classroom designated to meet specific instructional outcomes. Skill deficits will be addressed using the iReady program for Math. This includes diagnostic and targeted lessons for students t, which creates individual learning pathways that drill down to meet specific student needs.</p>	<p>Math</p>
<p>We will increase the number of students scoring advanced/proficient on the ELA PSSA. The roster has been adjusted to include content and grade level meetings. During content area common planning meetings,</p>	<p>Literacy</p>

<p>we will analyze data to identify student strengths and needs. This analysis will be used to differentiate instruction as well as create small groups within the classroom. Skill deficits will be addressed using the iReady program for ELA. This includes diagnostic and targeted lessons for students that drill down to student needs. STAR Reading Assessments will be used to monitor student growth as well as identify areas of strength and weakness. This data will be analyzed along with other data sources including common assessments, district benchmarks, and PVAAS Growth Indicators.</p>	
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III. Measurable Goal Statements

Priority Statement #1: We need to increase the number of students attending school 95% or more specifically ELL and Special Education students. We will focus on parent communication as well as improving student engagement in order to promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically. We will utilize the centrally funded counselor, ELL teacher, social worker and case manager to support students, parents and teachers to increase attendance and address the root causes for lack of attendance. (Pending Temple ELL Grant) There is a need to ensure faithful implementation of climate initiatives by consistently monitoring student behavior/attendance patterns and interventions for minor behavior infractions. We will focus on parent communication as well as improving student engagement in order to promote and sustain a positive school environment where all members feel welcomed. supported, and safe in school: socially emotionally, intellectually, and physically.

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.	-Utilize the early warning intervention indicator from Infinite campus. -Utilize the MTSS tiered interventions and planning protocols to	-Implement an evidence-based system of schoolwide positive behavior interventions and supports. (PBIS) -All students will be progress monitored at least	Attendance data for ELL and SPED students will be analyzed in order to identify trends and address root causes for absence with the help of the counselors, social worker	Attendance data for ELL and SPED students will be analyzed in order to identify trends and address root causes for absence with the help of the counselors, social worker

	<p>develop attendance plans for at-risk students as well as those chronically truant. -Use the school-based data collection systems, ScholarChip and Class Attendance data from Infinite Campus, to monitor student attendance in order to develop attendance plans with the cooperation of parents, students, counselors, and social worker. - implementation of the Meehan school based behavior intervention program</p>	<p>twice monthly for attendance. -All schools will utilize a strategy that promotes single school culture and focuses on reinforcing positive behaviors. We will implement a multi-tiered system of supports (MTSS) for academics, attendance, and behavior.</p>	<p>and case manager. The goal for special education and ELL students will be 35% of students attending 95% of days or more.</p>	<p>and case manager. The goal for special education and ELL students will be 40% of students attending 95% of days or more.</p>
<p>At least 90% of students will have zero out-of-school suspensions.</p>	<p>-Utilize the early warning intervention indicator from Infinite campus. -Utilize the MTSS tiered interventions and planning protocols to develop attendance plans for at-risk students as well as those chronically truant. -Use the school-based data</p>	<p>As measured using QLIK, less than 5 students will have out of school suspensions (zero) students</p>	<p>As measured using QLIK, less than 10 students will have out of school suspensions</p>	<p>As measured by QLIK, less than 15 students</p>

	<p>collection systems, ScholarChip and Class Attendance data from Infinite Campus, to monitor student attendance in order to develop attendance plans with the cooperation of parents, students, counselors, and social worker. - implementation of the Meehan school based behavior intervention program</p>			
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Anticipated Outputs:

With the help of additional staff such as a second counselor, a case manager and a social worker we will focus on the associated root causes of poor student attendance. These staff members will work with students and families to improve attendance by eliminating or lessening the effects of mental health issues, emotional health issues, and school related anxieties that impact attendance. These staff additions will also work with teachers to develop individualized student plans to support identified students in the classroom. These identified root causes to be addressed will increase student and family engagement resulting in fewer absences from school. Mental health issues will be be addressed by the counselors, case manager and social worker. The impact of these outputs will result in an increase in the number of families attending events such as report card conferences, IEP meetings, concerts, and other school events. We need to be inclusive of all stakeholders. By addressing student learning gaps, teachers, support staff, and families, will work together to address individual student needs resulting in increased family involvement and student attendance. By having these measures in place, we will see improvement in parent involvement as well as increases student attendance. Parent attendance at meetings and events is monitored through sign in sheets. Counselors, case manager, and social worker maintain logs of student and parent meetings as well as progress monitoring records regarding attendance and behavior for all students receiving services. With the help of additional staff (second counselor, case manager, social worker) we will focus on the associated root causes of poor attendance (mental health, emotional health, school related anxieties, economic and social barriers). These staff will work with students and families to improve attendance by eliminating or lessening the effects of these root causes which impact attendance. These staff members will also result in collaboration with teachers to develop customized and individualized student loans to support identified students in the classroom. By specifically addressing these areas of need, it is anticipated that student and family engagement will increase thus resulting in fewer absences from

school. Mental health and emotional health issues will be addressed by the counselors, case manager, and social worker. The impact of these foreseeable outputs will result in an increase in student attendance and the number of families attending school events such as report card conferences, IEP meetings, concerts, and other school activities.

Monitoring/Evaluation Plan:

Monitoring of attendance will take place twice monthly in order to make course changes when necessary. Using Qlik and ScholarChip, attendance data will be analyzed to identify trends for the whole school population as well as the ELL and SPED populations. Attendance team will contact parents when a students has reach the threshold for absences. Absences should not exceed nine for the year. Parents will be notified when a student has reached three unexcused absences.

Priority Statement #2: We will decrease the number of students scoring below basic on the Math PSSA. The roster has been adjusted to include content and grade level group meetings. During content area common planning meetings, we will analyze data to identify student strengths and needs. This analysis will be used to differentiate instruction as well as create small groups within the classroom, as well as create small groups within the classroom designated to meet specific instructional outcomes. Skill deficits will be addressed using the iReady program for Math. This includes diagnostic and targeted lessons for students t, which creates individual learning pathways that drill down to meet specific student needs.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
No more than 30% (___%) of students will score below basic on the Math PSSA.	Present lessons that build on one another, moving from simple skills and concepts to more complex skills and/or from high-frequency skills to low-frequency skills that are aligned with curriculum, assessments, and instruction based on PA standards. Lessons will	No more than 50% of students will score in the below basic range on Benchmark 1. The skills tested by the District benchmark are based on the eligible content tested on the PSSA. The benchmark data is a predictor of student performance. It drills down to specific standards that	No more than 40% of student will score in the below basic range on Benchmark 2. The skills tested by the District benchmark are based on the eligible content tested on the PSSA. The benchmark data is a predictor of student performance. It drills down to specific standards that	No more than 30% of students will score in the below basic range on Benchmark 3. The skills tested by the District benchmark are based on the eligible content tested on the PSSA. The benchmark data is a predictor of student performance. It drills down to specific standards that

	also focus on real-world skills that prepare students for career readiness.	are assessed by the PSSA.	are assessed by the PSSA.	are assessed by the PSSA.
100% of teachers will Use the PA Future Ready Index in order to identify student strengths and weaknesses so that we will increase the PVAAS growth for Math.	Present lessons that build on one another, moving from simple skills and concepts to more complex skills and/or from high-frequency skills to low-frequency skills that are aligned with curriculum, assessments, and instruction based on PA standards. Lessons will also focus on real-world skills that prepare students for career readiness. - Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with the inclusion of manipulatives and visual representations of mathematical concepts. These visual representations and manipulatives help students learn abstract	Baseline PVAAS Growth indicator for all Students will be 14.9% as measured from the PA Future Ready Index.	Baseline PVAAS Growth indicator for all Students will be 18.5% as measured from the PA Future Ready Index.	Baseline PVAAS Growth indicator for all Students will be 21.0% as measured from the PA Future Ready Index.

	<p>mathematics concepts and solve problems that are real world situations aligned with PA Career Readiness Indicators . - Use a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices in order to facilitate differentiated and small group instruction. - Help students improve their mathematics performance solving word problems through the use of metacognitive strategies and use explicit instruction to help students understand how to use self-instruction and self-monitoring during the problem-solving process</p>			
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Anticipated Outputs:

- Teachers use iReady, STAR Assessment Math, district benchmarks, and common assessments to develop standards focused small groups in math. Data analysis will provide the platform to create evidence-based differentiated instruction. Weekly grade group and content meetings will be used to analyze data, plan instruction, and drill down to specific student needs. -Math instruction will be focused on alignment to the PA State Standards, district curriculum, assessments and instruction by using the data produced from STAR Assessment, iReady along with implementing evidence-based systems to support teachers in the practice of rigorous content driven tasks and incorporating the Common Core as set forth in the District Curriculum Engine. - We will provide collaborative planning time to content

area and grade level teams to develop instructional practices, create units and provide teaching that is coordinated, aligned, and evidence based.

Monitoring/Evaluation Plan:

Benchmark data will be monitored quarterly. Lesson plans will be monitored weekly and evaluated for small group instruction as well as adherence to the district curriculum engine and evidence of planning and instruction in response to the analysis of data completed during grade group and content area planning meetings. Common assessments are given monthly and data is analyzed at grade group meetings. Instruction will be monitored daily through classroom visits, informal walkthroughs, and classroom observations.

Priority Statement #3: We will increase the number of students scoring advanced/proficient on the ELA PSSA. The roster has been adjusted to include content and grade level meetings. During content area common planning meetings, we will analyze data to identify student strengths and needs. This analysis will be used to differentiate instruction as well as create small groups within the classroom. Skill deficits will be addressed using the iReady program for ELA. This includes diagnostic and targeted lessons for students that drill down to student needs. STAR Reading Assessments will be used to monitor student growth as well as identify areas of strength and weakness. This data will be analyzed along with other data sources including common assessments, district benchmarks, and PVAAS Growth Indicators.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 43% of students will score proficient or advanced in the ELA PSSA.	Present lessons that build on one another, moving from simple skills and concepts to more complex ones or from high-frequency skills to low-frequency skills that are aligned with curriculum, assessments and	At least 35% of students will score in the advanced proficient range on the district benchmark	At least 40% of students will score in the advanced/proficient range on the district benchmark	At least 45% of students will score in the advanced/proficient range on the district benchmark

	instruction based on PA Literacy Standards.			
100% of teachers will Use the PA Future Ready Index in order to identify student strengths and weaknesses so that we will increase the PVAAS growth for Math.	Present lessons that build on one another, moving from simple skills and concepts to more complex skills and/or from high-frequency skills to low-frequency skills that are aligned with curriculum, assessments, and instruction based on PA standards. Lessons will also focus on real-world skills that prepare students for career readiness. - Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with the inclusion of visual representations	Baseline PVAAS Growth indicator for all Students will be 15.4% as measured from the PA Future Ready Index.	Baseline PVAAS Growth indicator for all Students will be 17.9% as measured from the PA Future Ready Index.	Baseline PVAAS Growth indicator for all Students will be 20.4% as measured from the PA Future Ready Index.

	<p>(graphic organizers) of literary concepts. These visual representations help students learn abstract literacy concepts and draw conclusions as well as analyze text that are with PA Career Readiness Indicators . -Use a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices in order to facilitate differentiated and small group instruction. -Help students improve their ELA performance analyzing text, drawing conclusion and making inferences through</p>			
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	<p>the use of metacognitive strategies and use explicit instruction to help students understand how to use self-instruction and self-monitoring during the reading and writing processes.</p>			
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Anticipated Outputs:

- Teachers use iReady, STAR Assessment Math, district benchmarks, PVAAS Growth Indicators, and common assessments to develop standards focused small groups in ELA. Weekly grade group and content area meetings will be used to analyze data, plan instruction, and drill down to specific student needs. We will provide collaborative planning time to collaborate on units and provide instruction that is coordinated, aligned and evidence based. Data analysis will provide the platform to create evidence-based differentiated instruction. ELA instruction will be focused on alignment to the PA State curriculum, assessments and instruction by using the data produced from STAR Assessment, IReady, common assessment, as well as PVAAS Growth Indicators implementing evidence-based systems to support teachers in the practice of rigorous content driven tasks and incorporating the Common Core as set forth in the District Curriculum Engine.

Monitoring/Evaluation Plan:

PVAAS Growth indicators will be monitored quarterly using the PA Future Ready Index in order to evaluate growth. PVAAS analysis will be used to identify students who need extra support in order to see success in the PSSA ELA Assessment. Benchmark data will be monitored quarterly. Lesson plans will be monitored weekly and evaluated for small group instruction as well as adherence to the district curriculum engine and evidence of planning and instruction in response to the analysis of data completed during grade group and content area planning meetings. Common assessments are given monthly and data is analyzed at grade group meetings. Instruction will be monitored daily through classroom visits, informal walkthroughs, and classroom observations.

IV. Expenditures

Expenditure	Funding Source
ESOL Teacher	Title 1
Counselor	Title 1
Special Education Teacher	Title 1
SBTL	Title 1
Social Worker	Title 1
Case Manager	Title 1
iReady (K-8)	Other
Assistant Principal	Title 1
Dean	Title 1
Parent Involvement	Title 1
Professional Development	Title 1
After-school Program	Title 1
Science Textbooks	Title 1
Special Education/Math	Title 1
Equipment and Property: Computers	Title 1