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Data Analysis Action Plan

The data examined represents the demographics of Willow Springs Middle School located in Philadelphia Pennsylvania.

Exhibit 1: WSMS School-Wide Demographics

	2011-2012	2012-2013	2013-2014
Total number of students	650	600	500
African-American	80%	75%	70%
Hispanic	15%	20%	23%
White	2%	2%	2%
Other	3%	3%	5%
% Students with Disabilities	10%	12%	12%
% Students as English Language Learners (ELL)	12%	13%	15%
# of Discipline Referrals	200	250	275
% Discipline Referrals that were suspensions	20%	30%	40%

Exhibit 2: A snapshot of the performance in Reading and Math during 2011-2014.

Exhibit 2: Reading and Math Proficiency (in %)

	2011-2012	2012-2013	2013-2014
% Students who achieve grade-level proficiency in reading			
6 th grade	46	74	76
7 th grade	31	47	62
8 th grade	39	54	53
% Students who achieve grade-level proficiency in math			
6 th grade	32	38	44
7 th grade	29	34	36
8 th grade	32	34	36

Areas of Strength

1. Percentage of students who achieved proficiency in reading and math has incremented, for the past three years, with the exception of the reading percentage from the 2012/13 – 2013/14, which dropped only by two percentage points.
2. Levels of proficiency, by ethnicity has increased every year since 2011/12, with the exception of African-Americans, whose math proficiency levels dropped by almost five percentage points from 2011/12 – 2012/13, but remained steady last year.
3. The percentage of ELL students has increased, which should bring concern to the school's attempt to further increase their reading levels. Yet the school's overall improvement in reading has sustained, if not increased.

Areas of Weakness

1. School Suspensions – Population Decline Ratio
 - School suspension has increased thirty-seven percent in the last two years. Yet the population has decreased thirty percent.
2. Economic Inequality
 - Visible disparity in achievement gap between low-income students and non low-income students.
3. Math Improvement has Stalled
 - For the past year, any increment in Mathematics scores has either plateaued, or decreased.
4. Students with Disabilities Struggle
 - Students that are disabled are clearly struggling with academics. They vastly outnumber every group in *Failure* and *Needs Improvement*.

GOAL #1:

Decrease the number of school suspensions by 6%, per month, to reach a reduction of 60% by years end.

Instructional Strategies to Accomplish Goal:

Create a committee, or task force responsible for implementing a School-Wide Positive Behavior Support Program responsible for:

- a. Reviewing the current suspension/discipline policy.
- b. Repealing and/or re-codifying the school's disciplinary policy by finding a method to re-categorize different levels of violations.
- c. Analyzing various interventions programs to determine if they effectively address the schools current behavioral challenges

- d. Exploring, researching, and proposing programs, or organizations that can assist in improving various aspects of the school's disciplinary culture.

Evidence and Result Indicators

Goal Indicator 1 –

The data will demonstrate a decrease in suspensions/discipline referrals by t 70% by years end. The committee assigned with the above stated goal, shall be formed the first two weeks of September. Furthermore, at least one organization, or program, should be proposed by the committee before November, another before February.

GOAL #2:

Assemble a method/strategy to monitor, more closely, the socioeconomic levels of at risk students in order to confront the underlying concerns that may persist outside the classroom.

Instructional Strategies to Accomplish Goal:

Create a Socio Economic Impact Committee that is comprised of administrators, teachers, and guidance counselors in order to:

- a. Examine the correlation between particular socio-economic disadvantages and unsatisfactory academic achievements within the school community.
- b. Implement a process that identifies and maintains proper records of specific **at-risk** students' academic progress, legal matters, and economic dependency.
- c. Create outreach initiatives with parents, community members, business leaders, and other community stakeholders to assess the needs and assist in the community's socio-economic development.

Evidence and Result Indicators

Goal Indicator 2 –

The Data shall determine the effectiveness of the programs designed to improve proficiency. To indicate proficiency, two-thirds of the students, currently in the "Needs Improvement" and "Failure" category will ~~need to~~ advance to the "Advanced" or "Proficient" levels. This should be achieved by March of this academic year.

GOAL #3:

Ensure a 20% increase in Math and 25% increase in Reading scores over the next year, which also serve to narrow the incongruence in subject proficiency.

Instructional Strategies to Accomplish Goal:

Take preventive measure to assure that teachers, students, and facility are suitable for teaching and learning.

- a. Create a data organization model that provides information on every student based on all demographic levels.
- b. Implement a professional support group for teachers to interact, exchange ideas, and discuss strategies.
- c. Create an intervention plan, with expectations, that every teacher should follow for failing, or low performing students.
- d. Make professional development more available, and provide teachers with incentives for participation.

Evidence and Result Indicators

Goal Indicator 3-

The Data shall demonstrate, over the next year, an overall increase of 20% in math scores, and 25% in reading scores, for the entire school. To reach this goal in an attainable and sustainable way, the administrator will create benchmarks dates.

GOAL #4:

Foster an environment of social, behavioral, and academic support for the special needs population.

Instructional Strategies to Accomplish Goal:

Create a team that consists of one administrator, one department head/supervisor, a special education coordinator, a guidance counselor, school psychologist and one or two special education teachers to address the following.

- a. Draft a number of procedures/guidelines designed to aid the team in creating and reviewing behavior plans/IEP's, and making sure they are tailored to meet the student's learning needs.
- b. Have the team keep and follow up on special needs student records. If needed the team will reach out to parents, or caregivers, to produce a plan for improvement.
- c. Require special needs staff and faculty to take part in trainings that encourage "best practices" for the students.

Evidence and Result Indicators

Goal Indicator 4-

The Data shall demonstrate, over the period of three months, a 50% shift from "Needs Improvement" and "Failure" to "Advanced" or "Proficient", for special needs students.