

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	09-12		
ULCS Code	2010		
Name of School	Benjamin Franklin High School		
Neighborhood Network	Network 4		
Assistant Superintendent	Ryan Scallon		
ESSA Federal Designation	CSI		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	NA		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	IBHS, United Communities, Relationships First		
Principal Name	Dr. Christine Borelli		
Years as Principal	16		
Years as Principal at this School	4		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Dr. Christine Borelli	BFHS	cmconnor@philasd.org
Additional Leadership Team Representative	Wajibah Thompson	BFHS	wthompson@philasd.org
Math Content Specialist/Teacher Leader	Jen Crawford	BFHS	jcrawford@philasd.org
Literacy Content Specialist/Teacher Leader	Erika Diffendal	BFHS	ediffendal@philasd.org
Science Content Specialist/Teacher Leader	Mercedes Broughton-Garcia	BFHS	mbroughtongarcia@philasd.org
School-based Climate Representative	Brian Camper	BFHS	bcamper@philasd.org
Parent	Mr. Dwayne Peel	BFHS	peel_dwayne@yahoo.com
Community member	Tina Thomas	Bethanna	tthomas@bethanna.org
Business partner (other than parent or community member)	Nadia Schafer	Philadelphia Academies Inc.	nschafer@academiesinc.org
Student (required for High Schools)	Suhailah Muhammad	BFHS	8152617@philasd.org
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Case Manager	Zanetta Smith	SDP	zsmith@philasd.org
Network Attendance Coach	Shirley Carroll	SDP	scarroll@philasd.org
Network Culture and Climate Coach	Kyle Cephas	SDP	kcephas@philasd.org
Grants Compliance Monitor	Catherine Darin	SDP	cdarin@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	NA		
Network Professional Learning Specialist	Alison Barnes	SDP	aldbarnes@philasd.org
Prevention and Intervention Liaison	Johanna Agnew	SDP	jagnew@philasd.org
PBIS Coach (if applicable)	NA		
Relationships First Coach (if applicable)	Luis Rosario	SDP	lrosario2@philasd.org
Youth Court Coach (if applicable)	NA		
Community School Coordinator (if applicable)	NA		
Multilingual Manager	Anthony Capone	SDP	acapone@philasd.org
EL Point Person	Qiuxia Liang	BFHS	qliang@philasd.org
Special Education Compliance Monitor	Brian Lynch	BFHS	blynch@philasd.org
School Improvement Facilitator	Dr. David Cambridge	PDE	davidcambridge@ccres.org
What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)			
<p>Benjamin Franklin High School will develop of our students to become leaders and scholars in our global society. Together, the faculty, parents, and stakeholders, will prepare and empower our students to achieve their full intellectual and social potential in order to become lifelong learners and productive members of the community. Students who graduate from Benjamin Franklin will be self-motivated, collaborative, confident, creative, adaptable, accepting of self and others, and will actively apply their knowledge to solve real-world problems.</p>			

Ben Franklin HS - ADDITIONAL DATA ANALYSIS												
Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.												
ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)												
STAR Reading Assessment (Click for link to data)												
STAR Reading	Winter 2020-21						Fall 2020-2021					
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	
9th	71.7%	7.0%	4.9%	21.8%	66.2%	46	77.6%	4.7%	9.4%	14.1%	71.8%	
10th	75.2%	1.2%	9.8%	24.4%	64.6%	40	68.9%	4.1%	11.0%	16.4%	68.5%	
11th	68.9%	7.0%	5.6%	23.9%	63.4%	40	71.0%	7.0%	7.0%	23.9%	62.0%	
12th	71.2%	6.4%	19.1%	21.3%	53.2%	37	80.0%	13.5%	13.5%	21.2%	51.9%	
Math Assessment Data (Leading Indicators for Board Goals 3, and 4)												
STAR Math Assessment (Click for link to data)												
STAR Math	Winter 2020-21						Fall 2020-2021					
	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	
9th	64.1%	14.2%	8.7%	20.5%	56.7%	42	66.7%	13.3%	16.4%	21.9%	48.4%	
10th	70.6%	19.5%	7.8%	20.8%	51.9%	38	66.0%	15.7%	7.1%	21.4%	55.7%	
11th	63.1%	30.8%	13.8%	15.4%	40.0%	42	71.0%	21.1%	15.5%	25.4%	38.0%	
12th	19.7%	7.7%	7.7%	23.1%	61.5%	38	26.2%	5.9%	0.0%	29.4%	64.7%	
Climate Data												
Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				Suspension Data (Click for link to data)			
Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	33.3%	29.7%	18.4%	17.4%	33.3%	33.7%	29.7%	23.2%	All students	88.0%	81.4%	79.9%
90-95% days	13.3%	22.1%	17.5%	19.2%	14.2%	21.2%	22.1%	19.2%	Black/Afr Amer	86.1%	78.7%	78.7%
85-90% days	9.9%	12.0%	12.7%	14.7%	9.2%	11.0%	12.0%	12.7%	Hispanic/Latino	97.2%	95.1%	82.2%
80-85% days	5.6%	8.1%	9.8%	10.5%	6.4%	6.2%	8.1%	9.3%	Asian	100.0%	100.0%	100.0%
<80% days	37.9%	28.2%	41.6%	38.3%	37.0%	27.9%	28.2%	35.5%	White	100.0%	86.7%	80.0%

Ben Franklin HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

ELA Framework (Focus: Tier I Academics)

EBS: Effective Professional Learning

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	We, as instructional leaders, may not have provided enough PD on engaging lesson plans grounded in differentiated student learning goals, and prioritized the intellectual prep process	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> - 75% of ELA lesson plans will demonstrate the alignment between the standards, skills, complex texts, performance tasks, and differentiation pathways within the context of the ELA framework and SDP's curriculum guides - 75% of teachers will incorporate into the instructional block opportunities for grade-level work in addition to interventions and time for student reflection on their learning - Content-specific PD, CPT, and coaching models align with data on teacher needs in relation to the ELA Framework - 51% of teacher and student mindsets value ELA class cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies. 	<ul style="list-style-type: none"> - Conduct monthly lesson plan reviews for ELA framework, pacing in alignment with SDP curriculum guides, SGI, intervention use, and CRQs. - Conduct pre/post tests of teachers' understanding of and readiness to utilize a more culturally responsive approach, including their needs for professional learning - Each quarter, conduct walkthroughs for ELA framework look fors and collect teacher feedback on PD needs/supports. - Each quarter, analyze students' Star data to assess progress towards end of year
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the ELA framework plan	8/1/2021	8/30/2021	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, ELA framework	
Provide PD on planning to teach skills and strategies for accessing complex texts in alignment with the ELA framework	8/23/2021	11/1/2021	Principal, AP, SBTL, ELA coach	PD schedule	
Ensure that all leaders and teachers actively participate in the District's professional learning for ELA framework implementation.	8/23/2021	5/1/2022	Principal, AP	SDP PD calendar	
In coaching sessions, show non-ELA teachers how to incorporate ELA/ELD strategies across content areas-- annotation, use of grade level texts, more writing, etc.	9/20/2021	6/1/2022	Principal, AP, SBTL, EL Point	Coaching plans	
In coaching sessions, work with ELA teachers on using Study Sync as anchor texts and supplement with additional texts	9/20/2021	6/1/2022	Principal, AP, SBTL	Coaching plans	
Collect baseline information on students' strengths and areas of growth using the universal screener	9/30/2021	10/30/2021	Star Champion	Star data	
Norm use of CRQ writing rubric for scoring and instruction	10/1/2021	12/1/2021	Principal, AP, SBTL, ELA coach	PD schedule	
Conduct monthly lesson plan reviews for ELA framework, pacing in alignment with SDP curriculum guides, SGI, intervention use, and CRQs.	10/15/2021	5/30/2022	Principal, AP	Lesson plans, SDP look for documents	
On a bi-monthly basis, offer demonstration lessons around a specific standard (through model lessons or intervisitations)	10/30/2021	6/1/2022	Principal, AP, SBTL, ELA coach	Intervisitation schedule	
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the ELA framework plan	11/1/2021	11/30/2021	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, ELA framework	
At the end of each quarter, use the Learning Network 4 ELA Framework Feedback Tool to inform feedback and provide support to teachers to improve implementation of the framework with fidelity	11/1/2021	5/1/2022	Principal, AP, SBTL, ELA coach	LN4 feedback tool	
Each quarter, analyze teachers' PL needs using a variety of different sources (teacher feedback, informal observations, coaching logs, student work samples)	11/1/2021	5/1/2022	Principal, AP, SBTL, ELA coach	teacher feedback, informal observations, coaching logs, student work samples	
Provide PD on addressing unfinished learning through small group instruction	12/1/2021	2/15/2022	Principal, AP, SBTL, ELA coach	Interventions, Achieve the Core	
Create an in-house log of all district PL that was offered throughout the year and who attended in order for teachers to practice lessons with their peers	12/1/2021	6/12/2022	Principal, AP	PD attendance logs	
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the ELA framework plan	1/15/2022	2/10/2022	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, ELA framework	
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the ELA framework plan	4/1/2022	4/15/2022	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, ELA framework	

Ben Franklin HS - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #2:						
Math Framework (Focus: Tier I Academics)			EBS: Effective Professional Learning			
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 4	We, as instructional leaders, may not have provided enough PD on engaging lesson plans grounded in differentiated student learning goals, and prioritized the intellectual prep process	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
<ul style="list-style-type: none"> - 90% of math lesson plans will demonstrate the alignment between the standards, guided instruction, formative tasks, closing routines, and differentiation pathways within the context of the math framework and SDP's curriculum guides - 75% of teachers will incorporate into the instructional block opportunities for grade-level work in addition to interventions and time for student reflection on their learning - Content-specific PD, CPT, and coaching models align with data on teacher needs in relation to the math Framework - 51% of teacher and student mindsets value math class cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies. 			<ul style="list-style-type: none"> - Conduct monthly lesson plan reviews for math framework, pacing in alignment with SDP curriculum guides, SGI, intervention use, and CRQs. - Conduct pre/post tests of teachers' understanding of and readiness to utilize a more culturally responsive approach, including their needs for professional learning - Each quarter, conduct walkthroughs for math framework look fors and collect teacher feedback on PD needs/supports. - Each quarter, analyze students' Star data to assess progress towards end of year 			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the math framework plan	8/1/2021	8/30/2021	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, math framework		
Provide refresher trainings on the opening routines and formative tasks	8/23/2021	9/30/2021	SBTL, Math Coach	PD schedule		
Orient math teachers to the new math curriculum, and revisit curriculum each quarter	8/23/2021	11/1/2021	Principal, AP, SBTL, ELA coach	PD schedule, SDP math curriculum		
Ensure that all leaders and teachers actively participate in the District's professional learning for math framework implementation.	8/23/2021	5/1/2022	Principal, AP	SDP PD calendar		
Norm feedback on math framework across the leadership team	9/15/2021	10/15/2021	Instructional Leadership Team: Principal/AP, Math Coach/SBTL	Learning walk schedule, Math framework feedback		
In coaching sessions, show non-math teachers how to incorporate math/ELD strategies across content areas	9/20/2021	6/1/2022	Principal, AP, SBTL, EL Point	Coaching plans		
In coaching sessions, work with math teachers on leveraging the new math curriculum	9/20/2021	6/1/2022	Principal, AP, SBTL	Coaching plans		
Collect baseline information on students' strengths and areas of growth using the universal screener	9/30/2021	10/30/2021	Star Champion	Star data		
Norm use of CRQ writing rubric for scoring and instruction	10/1/2021	12/1/2021	Principal, AP, SBTL, math coach	PD schedule		
Conduct monthly lesson plan reviews for math framework, pacing in alignment with SDP curriculum guides, SGI, intervention use, and CRQs.	10/15/2021	5/30/2022	Principal, AP	Lesson plans, SDP look for documents		
On a bi-monthly basis, offer demonstration lessons around a specific standard (through model lessons or instervisitations)	10/30/2021	6/1/2022	Principal, AP, SBTL, math coach	Intervisitation schedule		
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the math framework plan	11/1/2021	11/30/2021	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, math framework		
At the end of each quarter, use the Learning Network 4 Math Framework Feedback Tool to inform feedback and provide support to teachers to improve implemetation of the framework with fidelity	11/1/2021	5/1/2022	Principal, AP, SBTL, ELA coach	LN4 feedback tool		
Each quarter, analyze teachers' PL needs using a variety of different sources (teacher feedback, informal observations, coaching logs, student work samples)	11/1/2021	5/1/2022	Principal, AP, SBTL, ELA coach	teacher feedback, informal observations, coaching logs, student work samples		
Provide PD on addressing unfinished learning through small group instruction	12/1/2021	2/15/2022	Principal, AP, SBTL, ELA coach	Interventions, Achieve the Core		
Create an in-house log of all district PL that was offered throughout the year and who attended in order for teachers to practice lessons with their peers	12/1/2021	6/12/2022	Principal, AP	PD attendance logs		
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the math framework plan	1/15/2022	2/10/2022	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, math framework		
At the beginning of each quarter, create a PD plan for supporting EL students and students with disabilities, in conjunction with the math framework plan	4/1/2022	4/15/2022	Principal, AP, SBTL, EL Point, SWD Point	OSS framework, ELD framework, ELA framework		

Ben Franklin HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Common Planning Time (Focus: Tier I Academics)

EBS: Standards Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	We, as instructional leaders, may not have provided enough PD on engaging lesson plans grounded in differentiated student learning goals, and prioritized the intellectual prep process	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 5	There has been a lack of collaboration between the CTE teachers and the non-CTE teachers in the core program and attentiveness to students' grades, students' experiences, and outcomes across the two programs.	CTE students who pass an industry standards-based competency assessment by end of 12th grade will grow from 49.9% in August 2019 to 80.0% in August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Additional Goal 3	To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans.	At least % of students will graduate with their 4-year cohort	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- General education, EL teachers, SpEd teachers, and CTE teachers will implement CPT cycles that include (a) establishing student learning goals, (b) collaboratively planning and refining grade-level, standards-aligned lessons and/or assessments that are horizontally and vertically aligned, (c) data and student work analysis, (d) reflection on their impact on student learning and the sharing of instructional best practices.
 - The feasibility of the CPT strategy is attained through (a) sacred and structured time set aside each week for meaningful, content-specific collaboration and reflection, (b) the use of protocols to guide focused discussion, and (c) facilitation of CPT by skilled leaders.

- 80% of teachers will rate "proficient" in Planning and Preparation by June 2022
 - The school leadership team will review lesson plans and provide feedback (one department per semester), while also determining if teacher strategies' discussed in CPT are being applied to their instructional practice
 - At the end of every quarter, the school leadership team will review students' Star data, CRQs, intervention data, and CTE coursemarks to assess progress towards end of year goals.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Identify providers (district, CSI, or elsewhere) of PD on writing plans for multiple assessments of standards (tests, quizzes, homework, essays, projects/ PBL, presentations etc.)	8/1/2021	9/30/2021	Principal, AP		
Write a freshman survey about CTE preferences	8/1/2021	10/30/2021	AP	CTE survey	
Create a CPT schedule that allows Gen Ed, Special Ed, ESL, and CTE teachers to collaborate and plan for differentiated instruction and assessments on data	8/1/2021	8/31/2021	Roster Chair, Principal	School schedule	
Communicate the schoolwide instructional vision to school stakeholders and how CPT cycles fit into this plan	8/23/2021	9/30/2021	Principal, AP	CPT schedule, agendas	
SBTLs will facilitate weekly CPT meetings for each department (math and science/ ELA and social studies), focused on standards-aligned objectives, co-planning, and reflection on student data	9/1/2021	6/1/2021	SBTLs	CPT schedule, agendas, protocols	
Each CPT team will establish norms, including maintaining rolling agendas	9/1/2021	9/30/2021	SBTLs	CPT schedule, agendas, protocols	
In CPT, ensure that there is effective collaboration between gen ed and special ed teachers for tiered strategies	9/10/2021	12/15/2022	Principal, AP, SPCM, EL Point	CPT schedule, notes form observations	
Bi-weekly instructional leadership team will identify trends across observations, walkthroughs, and team meetings to identify focus areas for CPT	9/15/2021	6/1/2021	Principal, AP, SBTLs	Informal walkthrough data	
Start identifying and administering CRQs on a bi-weekly to monthly basis	9/15/2021	6/1/2022	SBTLs	CRQs	
Provide detailed PD on guidelines for scoring CRQs (refresher and full training)	9/20/2021	10/30/2021	SBTLs	Rubrics	
Each quarter, provide PD on writing assessment plans that allow for students to demonstrate mastery in multiple modalities	9/30/2021	6/1/2021	SBTLs	Support from the providers identified in row 16	
Each quarter, collaboratively write a department-wide assessment plan that accounts for a variety of ways for a student to achieve mastery in various forms	10/1/2021	6/1/2021	SBTLs	Support from the providers identified in row 16	
During a whole staff PD, every teacher of a selected group of students utilize multiple Q1 data sources from across all content areas and CTE (STAR, coursemarks, tests, essays, etc) to conduct a looking at student work/ case study to identify strengths, next steps, and instructional implications as a school	10/1/2021	11/15/2021	Principal, AP	PD plan, student data across sources	
On at least a quarterly basis, use CRQs to determine what needs to be retaught and how to approach the next lesson or unit	10/15/2021	5/15/2022	SBTLs		
The school leadership team will review lesson plans and provide feedback (one department per semester), while also determining if teacher strategies' discussed in CPT are being applied to their instructional practice	10/15/2021	6/1/2021	Principal, AP, SBTLs	Teacher lesson plans	
In CPT, utilize backwards design to write end of semester/ year learning targets	10/20/21	11/30/2021	SBTLs	Support from the providers identified in row 16	
Work with teachers in CPT to develop small groups based on data	10/30/2021	6/14/2022	SBTLs	Student intervention data, Star data, CRQs	
Administer freshman CTE survey twice a year	11/1/2021	5/2/2022	AP	CTE survey	
In CPT, utilize the grade distribution report and grade impact report with teachers to highlight performance, growth, and instructional next steps if students are at risk of failing	11/1/2021	6/1/2022	Administration	Grade impact report	
On at least a quarterly basis, use CRQs to determine what needs to be retaught and how to approach the next lesson or unit.	11/15/2021	1/31/2022	SBTLs	CRQ data	
During a whole staff PD, every teacher of a selected group of students utilize multiple Q2 data sources from across all content areas and CTE (STAR, coursemarks, tests, essays, etc) to conduct a looking at student work/ case study to identify strengths, next steps, and instructional implications as a school	11/15/2021	1/31/2022	Principal, AP	Student data dashboard	
as a CTE department, analyze freshmen CTE survey results	11/15/2021	6/1/2022	CTE teachers	Survey data	
Incorporate consultancy protocols in CPT to hone strategies, create next steps, and looking at student work protocols	11/15/2021	6/1/2022	SBTLs	Consultancy protocols	

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	Divide the end-of-year targets into quarterly learning expectations	12/1/21	12/20/2021	SBTLs	Support from the providers identified in row 16	
	On at least a quarterly basis, use CRQs to determine what needs to be retaught and how to approach the next lesson or unit.	2/1/2022	3/30/2022	SBTLs	CRQ data	
	During a whole staff PD, every teacher of a selected group of students utilize multiple Q3 data sources from across all content areas and CTE (STAR, coursemarks, tests, essays, etc) to conduct a looking at student work/ case study to identify strengths, next steps, and instructional implications as a school	2/1/2022	3/30/2022	Principal, AP	Student data dashboard	
	During a whole staff PD, every teacher of a selected group of students utilize multiple Q4 data sources from across all content areas and CTE (STAR, coursemarks, tests, essays, etc) to conduct a looking at student work/ case study to identify strengths, next steps, and instructional implications as a school	4/1/2022	6/1/2022	Principal, AP	Student data dashboard	

Ben Franklin HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	As a school community, we have not provided enough relationship building initiatives to proactively identify what students need, connect them to the appropriate supports, and help them feel connected to the school.	At least % of all students will attend school 95% of days or more	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Additional Goal 2	As a school community, we have not provided enough relationship building initiatives to proactively identify what students need, connect them to the appropriate supports, and help them feel connected to the school.	At least % of students will have zero out-of-school suspensions	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- Relationships First values, behavioral expectations, and discipline policy reflect the collective input from school stakeholders (e.g. students, teachers, parents), with the majority of these stakeholders believing that the RF vision is the appropriate, culturally responsive and sustaining approach to climate for the school.
 - The feasibility of the RF model is achieved through the appropriate allocation of time, resources, and data systems for (a) RF teams (including outside partners and counselors) to meet regularly to plan for CBCs, review student data to inform townhall meetings, interventions, and incentives, and implement/monitor student interventions and (b) faculty/staff to build strong relationships with students in the classroom and receive ongoing support to improve their RF practices.
 - Tier 1 RF practices are implemented with 80% integrity not just in the classroom, but also throughout the school (i.e. townhall meetings, cafeteria, hallways, parent interactions)

- Relationship mapping data will be used to determine (a) whether all students have relationships with at least one adult in the building and (b) whether students and faculty/staff believed that these relationships were effectively leveraged in support of the RF vision
 - Agendas from MTSS meetings (look at student data to see if there is movement across tiers), climate meetings, and leadership team meetings will be reviewed each quarter to determine how effective these meetings are in achieving the stated outcomes, and in debriefing any challenges that the climate team might be experiencing with implementing RF that may need to be addressed.
 - The implementation of RF practices will be examined through (a) observations of CBCs, (b) analysis of student referrals to see if teachers utilized restorative strategies before requesting support from the climate team, and (c) observations of how staff interact with students and families in common spaces and parent interactions
 - Survey data from the Districtwide parent survey, the student wellness surveys, and the Big Three survey will be triangulated at the end of the year to determine growth over time in climate indicators for the school
 - Students' attendance and suspension data will be reviewed on a quarterly basis to determine progress towards end of year goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide teachers with readings on Restorative Practices/Relationships First to read over the summer	7/1/2021	8/23/2021	RF Coach	RF readings (support from Kyle)	
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework - include teachers who have bought in to community meetings, if possible	8/1/2021	8/23/2021	Climate Managers McCook and Camper, SDP RF Coach	PD schedule	
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	8/1/2021	8/31/2021	Roster Chair	School schedule	
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	8/1/2021	8/23/2021	School administration and climate managers	Staff and student handbooks	
Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	8/1/2021	8/23/2021	School administration and climate managers	RF team meetings	
Reach out to the incoming 9th graders to form relationships, especially the incoming students who had attendance challenges and ones who worked with IBHS provider	8/1/2021	8/31/2021	Climate managers (Camper and McCook)	9th grade contact logs	
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC) - if possible, include the voices of staff who have bought into the community meeting process	8/23/2021	11/15/2021	Climate managers and counselors	PD schedule	
Establish protocols and processes for the RF Climate Team and MTSS team to discuss and assess students response to interventions	8/23/2021	9/30/2021	Behavioral Health Counselor	Climate team meeting protocols	
Implement CBC in every classroom or advisory for 45 minutes every week	8/31/2021	6/14/2022	All teachers	Advisory schedule	
Establish collaboration norms with IBHS and SAP providers for assessments and referrals, as well as truancy providers	8/31/2021	9/30/2021	Behavioral Health Counselor	MOUs	
Obtain releases of information from outside, Tier 3 providers for continuity of care in the first quarter, and then ongoingly for the rest of the year	8/31/2021	12/1/2021	Counselors		
Identify & Train Youth Leaders in CBC	9/7/2021	11/15/2021	Climate Manager (McCook)	Student leadership criteria	
Meet weekly as an MTSS team and Climate team to do a deep dive into student data, plan interventions, and progress monitor these interventions	9/7/2021	6/14/2022	Climate managers and counselors	MTSS team and climate team meeting agendas and schedule	
Utilize CBCs to welcome chronically truant students back into the class, discuss their barriers to attendance, and collectively problem solve with students to support their regular attendance	10/1/2021	6/14/2022	Climate managers (Camper and McCook)	Truancy data	
Set an ongoing calendar schedule to meet with outside providers including and not limited to; DHS, JPO, and Behavioral Health	10/1/2021	6/14/2022	Behavioral Health Counselor	School calendar	
Utilize SAC meetings to inform the families regarding this climate framework.	10/15/2021	12/15/2021	FACE Liaison	SAC meeting calendar	
Collect input from families on best practices and potential collaborations that could support the framework.	10/15/2021	6/15/2022	FACE Liaison		
Offer the families a workshop to share best practices that could be implemented at home and to briefly inform the families on how the framework and why.	10/15/2021	6/15/2022	FACE Liaison	FACE workshop calendar	
Norm the climate staff on expectations for supporting the success mentoring process	11/1/2021	12/1/2021	Climate managers (Camper and McCook)		
Support youth leaders in facilitating CBCs	11/30/2021	6/14/2022	Climate Manager (McCook)	Youth leadership criteria	

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Each quarter, meet as a leadership team to review meeting agendas, debrief the implementation of Tier 1 practices, and triangulate student data to inform the next quarter's implementation goals	11/30/2021	6/14/2022	climate managers, school administration, counselors, climate support specialist	Leadership team meeting schedule and agendas	
Establish success mentoring between upperclassmen (i.e. the Youth Leaders identified in Q1) and underclassmen in a model similar to the CICO model, focused on attendance goals. Student mentoring will occur in advisory once a week.	12/1/2021	6/14/2022	Climate support specialist; climate support staff	Mentoring guidelines	
Identify incentives for the mentor and mentee in working towards attendance/behavior goals collaboratively	12/1/2021	6/14/2022	Climate support specialist; climate support staff	School incentives	
Make a plan for ongoing support and coaching with the RF coach	1/5/2022	6/14/2022	Climate managers with the RF Coach	RF Coach	
Train staff on RJ equity to liberation module 1	1/5/2022	6/14/2022	Climate managers (Camper and McCook), RF Coach	PD schedule	
Implement monthly debriefs for the mentors to learn from each other their successes/challenges with building relationships with their mentees	1/5/2022	6/14/2022	Climate support specialist; climate support staff	Monthly debrief schedule	
Collaborate with the transition liaison on conducting Tier III circles for students transitioning into the school from placement centers	1/5/2022	6/14/2022	Behavioral Health Counselor	Transition liaison	
Invite youth leaders on the RF team to co-create community meeting lessons to be shared with 9th and 10th grade student advisories to help acclimate them to in-person high school life	12/1/2022	6/14/2022	Climate Manager (McCook)	Youth leadership team	

Ben Franklin HS - Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #5:					
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)					
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice		
Additional Goal 3	To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans.	At least _% of students will graduate with their 4-year cohort	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation		
<ul style="list-style-type: none"> - At least 80% of our seniors will have postsecondary plans in Naviance - At least 65% of our first time 9th graders will have passed four core + 1 more - At least 90% of students will have at least 1 positive adult or peer mentor/advocate for them in the school community - At least 75% of students will independently utilize Check and Reflect to monitor their own academic progress throughout the course of the year, and advisors will effectively guide them to create SMART goals, connect them to supports/resources, and help foster their sense of belonging to the school as a result of monthly PD on topics related to cultural responsiveness, equity, and social justice. - At least 51% of teachers will understand/accept the importance of reflecting on their own teaching practices and how it might affect students' grades/course performance, and develop action plans that are within their locus of control based on their analysis of the Grade Impact Report 			<ul style="list-style-type: none"> - The counselors will review seniors' goals and plans in Naviance by the end of the first quarter, and in quarters 2, 3, and 4, they will monitor seniors' postsecondary plans through senior surveys. - The 9th grade academy teachers will review 9th grade credits/transcripts on a __ basis, with a focus on struggling students. - The MTSS tracker will indicate the interventions put into place for each student, whether students are utilizing C&R, and whether teachers are meeting with students, and this tracker will be monitored on a bi-weekly basis. Student surveys will also indicate the utility of the mentoring they are receiving and will be examined on a monthly basis. - School administrators will track teachers' mindsets and Grade Impact Report action plans through 1 on 1 check-ins on a quarterly basis 		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train staff in Community Meeting/advisory (and its connections to social-emotional learning and college/career advising)	8/23/2020	8/30/2020	Counselors, Climate Manager	Advisory PD plan	
School administrators will analyze the results from the LN4 culturally responsive teaching/learning survey to determine trends at Ben Franklin HS, which will inform the Big Three initiative for the school year	7/1/2021	8/30/2021	AP Thompson, Principal Borelli	BFHS CRT survey data	
School administrators will create small and diverse cohorts of teachers who will participate in equity-oriented PD together each quarter	7/1/2021	8/30/2021	AP Thompson, Principal Borelli	Teacher groups	
To guide teachers in creating supporting, culturally responsive, anti-racist relationships with students and in helping them cultivate student-student relationships, school administrators will create a quarterly PD calendar of topics related to educational equity and relationship building.	7/1/2021	8/30/2021	AP Thompson, Principal Borelli	PD calendar	
Establish advisory schedule for each grade at the appropriate time and portion of the day (for attendance AND engagement)	8/1/2021	8/31/2021	Roster chair	Advisory schedule	
Tier I Team - Review & utilize available resources to create a yearlong calendar of CM topics that are adapted to fit needs of the school community and the schoolwide climate approach	8/1/2021	9/30/2021	Counselors, Climate Manager	Advisory calendar	
The criteria for "target students" who will be assigned advocates/case managers will be finalized and understood by the MTSS team	8/23/2021	9/30/2021	AP Thompson, Counselors	MTSS criteria	
A plan for student work in Naviance (either in advisory or in ELA) will be established	8/23/2021	9/30/2021	Counselors	Naviance scope and sequence	
Students will indicate postsecondary interests in Naviance by Quarter 1	8/31/2021	11/15/2021	Counselors	Naviance scope and sequence	
The teachers of 9th Grade Academy will meet bi-weekly, led by Assistant Principal with a focus on building community/student support among the 9th grade (transitioning from middle school, understanding GPAs, credit requirements, accessing extracurriculars, CTE programs, etc)	9/7/2021	10/30/2021	AP Thompson	9th grade academy team	
The grades monitoring tool will be run each week to progress monitor 9th grade on-track rates	9/7/2021	6/14/2022	AP Thompson	GMT and 9th grade academy team meetings	
The identified student mentors will be trained in the expectations for the student-student mentoring relationships	9/7/2021	10/7/2021	LN4 CCR Coach; Tyler Wims	Mentoring plan	
The 9th grade students will be oriented to the 9th grade on-track expectations at the beginning of quarter 1, and why it's important to stay on track	9/7/2021	10/1/2021	9th Grade Academy	9th grade orientation	
Teachers will be recruited to sponsor/support extra-curricular tutoring, clubs, and enrichment opportunities to support academic achievement and on-track for graduation rates.	9/15/2021	10/30/2021	Climate Managers and Climate Staff	EC funding	
During bi-weekly 9th grade MTSS meetings there will be an analysis of GMT and Grade Impact Report to analyze on/off track data in order to identify ""target"" students who need individualized supports/advocates. Advocates will be assigned to those target students.	9/27/2021	6/14/2022	AP Thompson, Counselors	MTSS team protocols, GMT, Grade Impact Report	
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/1/2021	6/1/2022	Counselors, Climate Manager	CPT calendar, advisory plan	
Advocates will provide bi-weekly case management of individual and/or small groups of students using Check & Reflect as one of the primary interventions. Check & Reflect includes student goal setting, action planning, and reflection around course performance and credit attainment.	10/1/2021	6/14/2022	Counselors	Check and Reflect case management plan	
The MTSS tracker will indicate the interventions put into place for each student, whether students are utilizing C&R, and whether teachers are meeting with students, and this tracker will be monitored on a bi-weekly basis to facilitate conversations on which interventions seem to be working for students and why.	10/10/2021	6/14/2022	Counselors; Climate Managers; School Admin	MTSS tracker	
Counselors will push into students' classes at interims and end of quarter to remind students about accessing Check and Reflect	10/15/2021	6/14/2022	Counselors	Check and Reflect	
At least once a quarter, there will be one townhall meeting held per grade level to share "data races" with students on the various data points/competitions that influence their on-track goals (e.g., attendance, suspensions/referrals, course performance).	11/1/2021	6/1/2022	Climate Managers and Climate Staff	Townhall meeting schedules	
Each quarter, teacher cohorts will participate in PD facilitated by various District and school-based personnel. The PD will focus on culturally responsive relationship building during the first few months, which will include a focus on privilege, social justice, and equity.	11/1/2021	6/1/2022	AP Thompson, Principal Borelli	SDP PD calendar	
Implement the "check for understanding" survey and student wellness survey to identify implementation next steps for the advisory model	11/15/2021	12/15/2021	Counselors, Climate Manager	SDP check for understanding survey and student wellness survey	
Quarterly, 12th grade parent meetings will be held to address status of graduation and college/career readiness planning. During this time, EC tutoring, enrichment, and credit recovery opportunities will be disseminated to parents.	11/30/2021	6/14/2022	Counselors	12th grade parent meeting schedule	
The counselors will review seniors' goals and plans in Naviance by the end of the first quarter, and in quarters 2, 3, and 4, they will monitor seniors' postsecondary plans through senior surveys.	11/30/2021	6/14/2022	Counselors	Postsecondary plans in Naviance	
Teachers will analyze their Grade Impact Reports and determine action plans at the end of each quarter	11/30/2021	6/14/2022	Counselors and Climate Managers	Grade Impact Report	
School administrators will track teachers' mindsets and Grade Impact Report action plans through 1 on 1 check-ins on a quarterly basis	11/30/2021	6/14/2022	Principal Borelli and AP Thompson	1 on 1 conferences with teachers	

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The equity assessment will be administered in the middle of the year and at the end of the year to track growth over time.	12/1/2021	6/14/2022	AP Thompson, Principal Borelli	Equity assessment	
The 9th grade students will be reminded of the 9th grade on-track expectations at the beginning of quarter 3	2/1/2022	4/1/2022	9th Grade Academy	9th grade orientation	

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	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 4	At least 8% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q1 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q1	- At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q2 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q2	- At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q3 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q3	- At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q4 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 5	At least 62% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 47% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q1	At least 52% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q2	At least 57% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q3	At least 62% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q4
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	At least 30% of all students will attend school 95% of days or more	At least 45% of all students will attend school 95% of days or more in Q1.	At least 40% of all students will attend school 95% of days or more in Q2.	At least 35% of all students will attend school 95% of days or more in Q3.	At least 30% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
90% ATTENDANCE GOAL	At least 37% of all students will attend school 90% of days or more	At least 52% of all students will attend school 90% of days or more in Q1.	At least 47% of all students will attend school 90% of days or more in Q2.	At least 42% of all students will attend school 90% of days or more in Q3.	At least 37% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 87% of students will have zero out-of-school suspensions	At least 96% of students will have zero out-of-school suspensions in Q1.	At least 93% of students will have zero out-of-school suspensions in Q2.	At least 90% of students will have zero out-of-school suspensions in Q3.	At least 87% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				
GRADUATION GOAL	At least 63% of students will graduate with their 4-year cohort	At least 48% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 53% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 58% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 63% of first time 12th grade students will be on-track for graduation in Q4, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.
	Actual Performance				
	Met Target?				
(ELL GOAL)	At least 15% of EL students at Level 3+ in grades 10-11 will score proficient on the Literature Keystone	At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q1	At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q2	At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q3	At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				