

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Kensington High School

4-Digit School Building Code

5700

PDE Designation

CSI

School Street Address

2501 Coral St, Philadelphia, Pa 19125

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 solicited feedback from the whole staff during a half-day PD session. The staff Google Classroom was utilized to collect additional feedback, and a suggestion box was made available to staff to make additional suggestions. All of this information was incorporated in the first draft of the school plan. The principal solicited input from students during town hall assemblies, from faculty in half-day PD sessions, and from parents through the School Advisory Council and the Winter Title I parent meetings. The leadership committee will be accountable for overseeing the plan's implementation, and will track progress toward plan goals in regular leadership and administrative team meetings. Updates will be shared with parents and community members at the fall, winter, and spring Title I meetings as well as SAC meetings.

Committee Members and Positions in School/Community

Name	Position
Jose E. Lebron	Principal
Jamie Clark, Lauren Murphy-Sands	Leadership Team Representative
Sarah Valdez	Math Content Specialist/Teacher Leader
Amanda Schear	Literacy Content Specialist/Teacher Leader
Arthur Kirksey	School-based Climate Representative
Adelaida Mendoza, Norma Gonzalez	Parent
Latoria Williams-Anderson	Community member
Morhaf Yousef	Business partner
Joharis Serrano, Noeliz Soto	Student (required for High Schools)
Melissa Jones	Planning and Evidence-based Support (PESO) member

Luis Rosario	MTSS Specialist/Central Office Climate Supports
Aleida Garcia	Grants Compliance Monitor
Ashley Sobrinski	Central Office Talent Partner
N/A	Central Office Early Literacy/Literacy Support
Kristina Macbury	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?
Students will demonstrate the academic (reading, writing, mathematics, scientific reasoning) and social (pro-social behaviors, including positive discipline and attendance) skills needed for success after high school.	We will monitor our students' Benchmark and Keystone scores, academic course grades, building-wide math and literacy initiative data, attendance and PBIS data, to monitor where we are (or are not) on track to achieve this vision for all our students. We also track our student/family/staff survey data to monitor stakeholders' perceptions of our vision attainment.

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.

The principal solicited input from students during town hall assemblies, from faculty in half-day PD sessions, and from parents through the School Advisory Council and Title I parent meetings. Every effort was made to publicize opportunities for input to all stakeholders, and to incorporate that input in the school plan. The administrative and leadership teams were also deeply invested in addressing stakeholder representation in the development of the plan.

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

Strengths	Supporting Evidence from Needs Assessment
We have very few students with out-of-school suspensions. Based on Qlik data, over the last 3 years we have seen an improvement in the student receiving zero out of school suspensions.	2017-18 SPR (92% of students have zero out of school suspensions). Based on Qlik (Outcome Goal Line Chart) over the years we were at 16-17: 76.0%, 17-18: 87.2% and currently (in progress 18-19): 89.9% of students with zero out of school suspensions.
FAFSA completion rates have increased substantially in the 2018-19 school year	Chief Academic Support Office Report, March 2019, 3rd place district wide with 16.61% growth
Our average daily attendance (ADA), building-wide, is consistently around 85%.	SchoolNet & SIS data (Sept 83.4%, Oct 84.1%, Nov 86.1%, Dec 85.6%, Jan 85.5%, Feb 84.7%, Mar 84.7%)
We offer 3 CTE programs to support students' learning and preparation for careers after high school.	2018-19 master schedule: Sports Marketing and Management, Engineering Technologies, Computer Technology/Computer Systems. According to our SPR, 13% of our students participated in the NOCTI in 2017-18, and 38% of those students scored Advanced on

	<p>the Performance portion of the NOCTI and 15% scored Advanced on the Written portion. For 2018-19, 31 students will be taking the NOCTI exam. We currently have 157 students (31% of our student body) enrolled in CTE classes.</p>
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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
<p>Computational fluency: Our students Benchmark assessment and Keystone scores indicate that our students struggle with basic mathematical functions (addition/subtraction/multiplication/division) and numeracy/number sense. Item analysis of Benchmark data from 2018-19 indicates that students' deficits in computational fluency render them unable to score well on these assessments.</p>	<p>Low Keystone proficiency (Eng - 11%, Alg I - 6%, Bio - 5.3%) Benchmark scores (ELA - 47% proficient, Alg I - 38.2% proficient, Biology - 25.9% proficient)</p>	<p>Students arrive years below grade level, making it impossibly difficult for them to perform well on grade level standards</p>
<p>Literacy: Our building-wide literacy data (STAR assessment, Edgenuity) indicates that our students are reading, on average, 4 or more years below grade level. This is further demonstrated on Benchmark Assessment and Keystone scores. Item analysis of Benchmark data from 2018-19 indicates that students' deficits are widespread, encompassing both literary and expository texts.</p>	<p>Low Keystone proficiency (Eng - 11%, Alg I - 6%, Bio - 5.3%) Benchmark scores (ELA - 47% proficient, Alg I - 38.2% proficient, Biology - 25.9% proficient)</p>	<p>Students arrive reading years behind grade level, making it difficult for them to read grade-level texts</p>

<p>Poverty (including homelessness, transience, hunger, opioids and food insecurity): SDP is designated 100% free/reduced lunch, indicating that a majority of students meet or exceed federal poverty guidelines. At Kensington, we are located in the epicenter of the opioid epidemic, and are active on the Opioid Crisis and Its Impact on District Schools Taskforce.</p>	<p>Parent and student survey data, teacher focus group data. The Pew Charitable Trust's "Poverty in Philadelphia" report (2017) notes that North and lower northeast Philadelphia, where Kensington is located, has the highest concentration of impoverished Hispanic households in the city, and 29% of the impoverished Black households in the city (https://www.pewtrusts.org/-/media/assets/2017/11/pri_philadelphias_poor.pdf).</p>	<p>Un- and under-employment, addiction issues, generational cycles of poverty</p>
<p>Trauma and mental health concerns leading to academic/behavior/attendance issues in school: The SDP Office of Prevention and Intervention has presented a wealth of research documenting the connection between trauma and mental health, as well as the impact of trauma on students' academic achievement, school behavior, and daily attendance.</p>	<p>Parent and student survey data, teacher focus group data. According to the findings of the "Philadelphia Urban ACE (adverse childhood experiences - the accepted metric for measuring trauma) Survey" (2013), Philadelphia as a whole scores with nearly 50% of residents reporting 40 or more ACEs, and 84% reporting at least one ACE. Kensington as a community (zipcode 19125) reports nearly half the neighborhood population (45%) with four or more ACEs. (https://drive.google.com/file/d/0B7fcUpF1415pdGVURFFjTUFTclU/view)</p>	<p>Safety concerns in the community, addiction issues, lack of available resources for treatment/support</p>
<p>Planning for life after high school: parent and survey data indicate that students and their families are unsure how to navigate post-high school planning, including the college admissions and financial aid processes, military enlistment protocols, trade school and vocational options, and career planning for workforce entry and success.</p>	<p>Parent and student survey data. Our SPR report from 2017-18 indicates that only 21% of our graduates successfully matriculate through their first year of college. Only 2% of our students participate and perform successfully on the SAT/ACT, indicating their lack of readiness for post-secondary studies. Our FAFSA completion rate in 2017-18 was 29%, which indicates that less than one third of our students planned to enroll in post-secondary training. Our student survey college readiness rating was only 32%.</p>	<p>Lack of information/understanding about pathways to college and career</p>

	The SPR indicates that our total college/career readiness points earned is only 4.	
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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
We will focus on building students' skills in math and literacy by implementing school-wide initiatives that incorporate diagnostic assessment, foundational skill remediation, and scaffolding to grade level content in order to improve students' computational fluency, reading, and writing, and insure that they graduate with sufficient math and literacy skills to be successful in college and career after high school.	College & Career Readiness
Students will be provided the tools to make sound, actionable plans for their lives after high school graduation, encompassing their goals for college/military/vocational programs/workforce development and building on their identified interests and strengths to insure that every student has a clear set of action steps for each year of high school that will ultimately lead to the realization of their personal post-secondary goals.	College & Career Readiness
We will integrate our new school social worker with our existing leadership and administrative teams to improve student attendance and increase family involvement by implementing specific strategies to mitigate current barriers, including poverty, transportation, economic access, addiction concerns, and mental health issues. They will also work with teaching and non-teaching staff (i.e. nurse, counselors, CRL) to address students' needs beyond the classroom, and to develop and enhance our staff's cultural competence in serving our students. The social worker will also work closely with the deans to support students struggling to comply with behavior norms and expectations, develop reasonable plans to improve student conduct, and develop and implement reentry plans for students who may be removed from school for disciplinary reasons.	Climate

III. Measurable Goal Statements

Priority Statement #1: We will focus on building students' skills in math and literacy by implementing school-wide initiatives that incorporate diagnostic assessment, foundational skill remediation, and scaffolding to grade level content in order to improve students' computational fluency, reading, and writing, and insure that they graduate with sufficient math and literacy skills to be successful in college and career after high school.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
<p>At least 27% (11%) will score Proficient or Advanced on the Algebra I Keystone exam.</p>	<p>Edgenuity Math Description: Edgenuity diagnostic testing adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, Edgenuity diagnostic testing helps teachers understand the root causes behind student challenges in math. The CCSS recommend the use of 8 specific mathematical practices to help students' master the focus, coherence, and rigor needed for mathematical fluency. We will also engage in targeted instructional planning and analysis</p>	<p>Math teachers' unit plans will incorporate and demonstrate evidence of at least 3-4 of the mathematical practices. Students' Q1 Benchmark scores will have an average percent correct of 38%.</p>	<p>Math teachers' unit plans will incorporate and demonstrate evidence of at least 5-6 of the mathematical practices. Students' Q2 Benchmark scores will have an average percent correct of 40%.</p>	<p>Math teachers' unit plans will incorporate and demonstrate evidence of at all 8 mathematical practices. Students' Q3 Benchmark scores will have an average percent correct of 42%.</p>

	around the quarterly benchmarks to ensure that unit plans are aligned to benchmark standards, and that completed benchmarks are analyzed to inform future instruction.			
At least 47% (16%) of students will score at Proficient or Advanced on the English Keystone exam.	Edgenuity Reading Diagnostic Description: Edgenuity diagnostic testing adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, Edgenuity diagnostic testing helps teachers understand the root causes behind student challenges in reading. The CCSS (and corresponding PA Standards) require 3 major shifts (regular practice with complex texts, the use of academic vocabulary, and exposure to quality nonfiction text). We will also engage in targeted instructional planning and analysis	English teachers' unit plans will incorporate and demonstrate evidence of sufficient exposure to the Edgenuity intervention (at least 60 minutes per week). Students' Q1 Benchmark scores will have an average percent correct of 38%.	English teachers' unit plans will incorporate and demonstrate evidence of sufficient exposure to the Edgenuity intervention. Students' Q2 Benchmark scores will have an average percent correct of 44%.	English teachers' unit plans will incorporate and demonstrate evidence of sufficient exposure to the Edgenuity intervention. Students' Q3 Benchmark scores will have an average percent correct of 47%.

	around the quarterly benchmarks to ensure that unit plans are aligned to benchmark standards, and that completed benchmarks are analyzed to inform future instruction.			
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Anticipated Outputs:

100% of math teachers will implement the 8 CCSS-aligned mathematical practices in their lessons by June 4, 2020. Students will demonstrate substantive growth between the pre- and post-assessments in the intervention platform by June 4, 2020. This will represent a substantive shift in our teaching practice and in the ways that administrators evaluate excellence in math lessons.

Monitoring/Evaluation Plan:

Teachers' implementation of the 8 standards of mathematical practice will be monitored monthly by the building administrative team (principal and assistant principals) during regular review of instructional unit (lesson) plans. The Edgenuity progress reports are sent monthly and will be reviewed by the admin team and SBTLs. Benchmark results will be analyzed quarterly (after each benchmark administration) with the SBTLs and Math teachers.

Priority Statement #2: Students will be provided the tools to make sound, actionable plans for their lives after high school graduation, encompassing their goals for college/military/vocational programs/workforce development and building on their identified interests and strengths to insure that every student has a clear set of action steps for each year of high school that will ultimately lead to the realization of their personal post-secondary goals.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 95% (X%) of 12th grade students will be on track for graduation.	Naviance is used to support the counselor/s, teachers, principal and other school staff in guiding students to focus on and begin the process of thinking about their future. Students will be guided	Before the end of November students will complete Naviance lessons: start the FAFSA, Financial Aid offer analyzer, being career ready.	Before the end of April, students will complete the following modules - apply to at least one scholarship and complete the FAFSA	By the end of May - students will apply to college and complete exit survey

	<p>through the steps of creating course plans that match students' interests and fulfill graduation requirements and align to postsecondary goals. Students will use the various aspects of the computer based program to connect personal interest and skills to direct them in conversations about college and/or career pathways. We are implementing the district's assigned credit recovery platform via Edgenuity, which is listed as a verified, evidence-based tool.</p>			
<p>At least 75% (X%) of 9th grade students will earn a minimum of 5 credits (four core plus one more) with As or Bs.</p>	<p>Naviance is used to support the counselor/s, teachers, principal and other school staff in guiding students to focus on and begin the process of thinking about their future. Students will be guided through the steps of creating course plans that match students' interests and fulfill</p>	<p>By the end of November students will start their My Strengths Explorer and create a Raise Me Account completion survey.</p>	<p>By the end of February students will complete their Strengths Explorer.</p>	<p>By the end of April students will complete their Do What You Are Assessment.</p>

	<p>graduation requirements and align to postsecondary goals. Students will use the various aspects of the computer based program to connect personal interest and skills to direct them in conversations about college and/or career pathways. Regular progress monitoring of students' grades by teachers, counselors, and the administrative team at interim and quarterly report card dates.</p>			
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Anticipated Outputs:

100% of seniors will complete the assigned 12th grade Naviance pathway, resulting in the development of a clear graduation and post-secondary plan for each student by May 31, 2020. Counselors and senior teachers will work together to integrate Naviance components during instructional periods to ensure that all students have opportunities to complete the Naviance pathway. These shifts will help both teachers and students feel more confident in their post-secondary plans as they progress through high school.

Monitoring/Evaluation Plan:

Counselors and admin team will monitor quarterly Naviance Scope and Sequence reports to ensure that students are on track with their senior pathways. The admin team will review senior teachers' unit plans monthly to ensure that time for Naviance task completion is included at least twice per month. The credit recovery coordinator will monitor students' progress through the platform monthly.

Priority Statement #3: We will integrate our new school social worker with our existing leadership and administrative teams to improve student attendance and increase family involvement by implementing specific strategies to mitigate current barriers, including poverty, transportation, economic access, addiction concerns, and mental health issues. They will also work with teaching and non-teaching staff (i.e. nurse, counselors, CRL) to address students' needs beyond the classroom, and to develop and enhance our staff's cultural competence in serving our students. The social worker will also work closely with the deans to support students struggling to comply with behavior norms and expectations, develop reasonable plans to improve student conduct, and develop and implement reentry plans for students who may be removed from school for disciplinary reasons.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% (30%) of students will attend school 95% of days or more.	Student Attendance Improvement Plan (SAIP) document identifies reasons for a students' truancy in order to address students' truancy problem and develop a plan to improve future attendance. Our CRL and social worker will track students who need an SAIP and ensure that the appropriate protocols are followed to generate and implement these plans. The to-be-hired social worker will chair the newly formed attendance	The attendance committee will meet with the administrative team quarterly to review the current 3-month data set from Qlik to identify trends. The goal will be an average of 45% of students attending 95% of days or more.	The attendance committee will meet with the administrative team quarterly to review the current 3-month data set from Qlik to identify trends. The goal will be an average of 40% of students attending 95% of days or more.	The attendance committee will meet with the administrative team quarterly to review the current 3-month data set from Qlik to identify trends. The goal will be an average of 35% of students attending 95% of days or more.

	committee to plan incentives around attendance, as well as to monitor students' attendance and plan and implement interventions for students who are frequently absent.			
At least 90% of students will have zero out-of-school suspensions.	<p>PBIS: Description: It is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Student ratings will be collected from teachers weekly and shared with the students. Positive students will earn WINS and Neutral and Concern students will be positively reinforced to help support them in moving up toward a Positive student rating, which may be</p>	<p>The deans and social worker will meet with the administrative team quarterly to review the current 3-month data set from Qlik to identify trends. The goal will be an average of 100% of students will have zero out-of-school suspensions.</p>	<p>The deans and social worker will meet with the administrative team quarterly to review the current 3-month data set from Qlik to identify trends. The goal will be an average of 95% of students will have zero out-of-school suspensions.</p>	<p>The deans and social worker will meet with the administrative team quarterly to review the current 3-month data set from Qlik to identify trends. The goal will be an average of 90% of students will have zero out-of-school suspensions.</p>

	achieved through the use of a behavior plan or contract.			
Anticipated Outputs:				
KHS attendance committee will be formed and 100% of bi-weekly meeting agendas will demonstrate comprehensive supports for students to remove obstacles and recognition for attendance goals.				
30% of students will attend 95% of days or more.				
Monitoring/Evaluation Plan:				
The attendance committee, with the CRL and under the direction of the social worker, will meet monthly to review Qlik data for all grade levels and to analyze trends to inform future work. SAIP plan needs will be evaluated bi-weekly and updated/implemented accordingly.				

IV. Expenditures

Expenditure	Funding Source
School Social Worker	Title 1
9th grade academy assistant principal	Title 1
SEL	Title 1
SBTL - English	Title 1
ESOL program specialist	Title 1
SBTL - Math	Title 1
School-based Face-to-Face Credit Recovery	Operating
Edgenuity: My Path (9-12)	Title 1
Climate Manager	Operating
12+ (transition program)	Operating
City Year (8-person team)	Title 1
Classroom Instruct Secondary (Books & Instructional Aids)	Title 1
Community Relations Liaison	Title 1
Student Climate Staff	Title 1