

KENSINGTON HS

2501 Coral St

CSI School Plan | 2020 - 2021

VISION FOR LEARNING

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.

STEERING COMMITTEE

Name	Position	Building/Group
José Lebrón	Principal	Kensington High School
Jamie Clark	Additional Leadership Team Representative	Kensington High School
Sarah Valdez	Math Content Specialist/Teacher Leader	Kensington High School
Amanda Schear	Literacy Content Specialist/Teacher Leader	Kensington High School
Victoria Erickson	Science Content Specialist/Teacher Leader	Kensington High School
Melissa DeJesus	School-based Climate Representative	Kensington High School
Beatrice Butler	Parent	n/a
Dr. José Carrera	Community Member	Urban Worship Center
Morhaf Yousef	Business partner (other than parent or community member)	Quick Stop
Felix Castillo	Student (required for High Schools)	Kensington High School
Joe Taylor	Planning and Evidence-based Support (PESO) member	School District of Philadelphia
Ellen Levin	Special Education Case Manager	Kensington High School
Shaniece Boyd	Network Attendance Coach	School District of Philadelphia
Kyle Cephas	Network Culture and Climate Coach	School District of Philadelphia
Vania Calderon	Grants Compliance Monitor	School District of Philadelphia
Ervin Miller	Central Office Talent Partner	School District of Philadelphia
Alison Barnes	Network Professional Learning Specialist	School District of Philadelphia
Johanna Agnew	Prevention and Intervention Liaison	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will identify and address individual student learning needs by creating robust MTSS processes for academics that enable us to catch students who are struggling academically using a variety of data and to provide them with personalized interventions that will be monitored and tracked.	Mathematics Literacy STEM
We will foster a culture of high expectations for success for all students and educators by ensuring that lesson plans and instruction contain appropriate accommodations/differentiation in a way that maintains rigor and communicates to students that they are being held to high standards.	Graduation rate Career Standards Benchmark

Priority Statement**Outcome Category**

We will implement a multi-tiered system of supports for attendance and behavior by developing more robust teams and processes for these areas with clearly defined roles spread across several team members.

Regular Attendance
School climate and culture

ACTION PLAN AND STEPS**Evidence-based Strategy**

Reducing Behavior Problems and Preventing Dropout (Tier 2) Link:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS Goal	At least 95% of 9-12th grade students will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School ratings plan implemented by teachers, monitored by SBTL: Math, and monitored by Head Dean. Once a week, teachers attend PLCs and review student ratings data (concern, neutral, positive) on Google forms. These ratings influence positive WINs and action planning for students who are concerns.	2020-08-31 - 2021-06-11	Nick Niedosik, Head Dean	Social Worker Position Funded Through CSI Funds: \$117,000 Rationale: The social worker will lead small group and 1-on-1 therapeutic meetings with Tier II and Tier III students. Trauma-Informed Training Funded Through CSI Funds: \$20,000 Rationale: By providing our staff with trauma-informed training we are increasing our staff's capacity to help students impacted by trauma move forward towards recovery, healing, and hope while also enabling them to be more successful in school and society. 5 Hour Climate Staff Position Funded Through CSI Funds: \$28,200 x 0.42 (Split Funded) = \$11,844 Rationale: Climate support staff will aid in our schoolwide implementation of restorative practices.
WIN incentive program for positive/neutral students implemented by WIN team	2020-08-31 - 2021-06-11	Derek Cichminski, WIN program coordinator	fundraising supplies to support materials purchases for incentives
Behavior contracts (MTSS-aligned) assigned to frequent concern students; assigned and monitored by Head Dean.	2020-08-31 - 2021-06-11	Nick Niedosik, Head Dean	Behavior Contracts

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Student ratings data analyzed in grade level teams during half/full PD days throughout the school year	2020-08-31 - 2021-06-11	Nick Niedosik, Head Dean	Ratings data
Students with consistent behavioral issues who don't respond to Tier II behavior contracts will meet with the counselor for small group and/or 1-on-1 sessions	2020-08-24 - 2021-06-11	Social Worker	Behavior Contracts, SIS Data, Ratings Data
Select teachers and staff will receive individualized Trauma-Informed Practices coaching sessions from Lakeside	2020-08-24 - 2021-06-11	José Lebrón, Principal	Lakeside (External Partner), time set aside for PD
Select teachers and staff will receive individualized Trauma-Informed Practices coaching sessions from Lakeside	2020-11-02 - 2021-02-26	José Lebrón, Principal	Lakeside (External Partner), Coaching Schedule
Climate staff will ensure that students uphold school norms and expectations in the common spaces	2020-08-31 - 2021-06-11	5 Hour Climate Staff	School Expectations Posters

Anticipated Outcome

Climate staff and teachers will implement with greater fidelity systems for identifying students who are compliant and chronically non-compliant with the student code of conduct, and will develop individualized plans to support those students in getting back on track in order to avoid suspension.

Monitoring/Evaluation

Climate team will prepare a monthly report, including Qlik data and interventions they've enacted, to be submitted to the administrative team, which will then review the data with the leadership team. Teachers will review students' ratings with them weekly. Student ratings will be posted weekly as well so that all stakeholders have access to this data. MTSS Behavior Plans will be implemented for students who are at-risk of suspension or chronically in disciplinary trouble.

Evidence-based Strategy

Early Warning Intervention and Monitoring System (Tier 2) Link: <https://www.evidenceforpa.org/strategies/1>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance Goal	At least 25% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Attendance secretary to track student attendance, monitor frequent absentees, and make parent contact.	2020-08-31 - 2021-06-11	Attendance secretary	Training for attendance secretary
Counselors to work with secretaries and attendance coach to complete SAIP (MTSS-aligned) plans.	2020-08-31 - 2021-06-11	Attendance secretary	Training for attendance secretary and counselor for SAIP plans
Social worker to conduct home visits for truant students in order to support their return to or ascertaining whether or not they've enrolled elsewhere and completing the necessary paperwork. Mentoring and/or support groups may be offered, when appropriate and available.	2020-08-31 - 2021-06-11	Social Worker	Congresso to help with home visits
Assistant principal to monitor committee work and the development of a schedule of incentives to encourage improved attendance for all students.	2020-08-31 - 2021-06-11	Assistant Principal	Incentives
Developing a robust attendance team in order to support our 95% attendance goal.	2020-08-24 - 2021-06-11	Counselor	Attendance coach to support and inform the committee's work
Social worker, counselors, FACE liaison, and BCA to work together to publish schedule of SAC meetings and incentivize parent and community members' attendance.	2020-08-24 - 2021-06-11	Social Worker	SAC meeting schedule, Parent incentives to come to meetings
Principal to address SAC regarding school goals and to solicit their input in strategies for supporting those goals.	2020-08-31 - 2021-06-11	Principal	FACE liaison
Admin and counseling teams to provide support to SAC in implementing their ideas and strategies to support school goals.	2020-08-31 - 2021-06-11	Counselor	FACE Liaison
School staff to work with SAC to develop community partnerships for fundraising to support SAC initiatives.	2020-08-31 - 2021-06-11	Social Worker	SAC meeting agendas

Anticipated Outcome

Greater student attendance and engagement in the learning environment. All teachers will maintain and increase contact with parents. The attendance committee will work to develop and strengthen the SAC to increase parent participation and involvement in the life of the school.

Monitoring/Evaluation

The attendance committee, with 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. SAC meetings will be held at least quarterly, and the attendance committee will track and monitor increases in parent engagement in the school community.

Evidence-based Strategy

Small, Personalized Communities for At-Risk Students (Tier 2) Link:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS Goal	At least 95% of 9-12th grade students will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Restorative practices Harm and Healing Circles will be implemented by climate team, led by social worker, when students commit lower level infractions that can be resolved through mediation	2020-08-31 - 2021-06-11	Elizabeth Vaden, Social Worker	Social Worker Position Funded Through CSI Funds: \$117,000 Rationale: The social worker will lead small group and 1-on-1 therapeutic meetings with Tier II and Tier III students.
Therapeutic 1:1 counseling (MTSS-aligned) with students, as needed, provided by social worker and/or counselors	2020-08-31 - 2021-06-11	Elizabeth Vaden, Social Worker	N/A
Therapeutic group counseling with students, as needed (i.e anger management, grief group), provided by social worker, counselors, and/or partner agencies.	2020-08-31 - 2021-06-11	Joacy Mendonça, Head Counselor	N/A
Counselor/social worker/climate staff designed behavior plans (MTSS-aligned) to support students in changing/modifying their behavior in school, and for those students who are returning from suspensions, a supportive re-entry plan will be developed with their families.	2020-08-31 - 2021-06-11	Elizabeth Vaden, Social Worker	N/A

Anticipated Outcome

The school will develop and improve systems to support students' diverse mental and social-emotional health needs, leading to a safer, more cohesive school community with fewer serious disciplinary incidents. If/when a serious incident does occur, appropriate wrap around supports and restorative practices will be implemented to ensure that the impacted students reintegrate successfully in the school community. Staff will have greater collaboration with students and their family to develop and implement a re-entry plan to support their success when returning from suspension in 100% of suspension cases.

Monitoring/Evaluation

Counseling team will prepare a monthly report, including Qlik data and interventions they've enacted, to be submitted to the administrative team, which will then review the data with the leadership team. MTSS Behavior Plans will be implemented for students who are at-risk of suspension or chronically in disciplinary trouble.

Evidence-based Strategy

9th Grade Academy (Tier 3) Link:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Talent_Development_071607.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
9th On-Track Goal	At least 50% of first time 9th grade students will be on-track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All freshmen to complete assigned Naviance tasks	2020-08-31 - 2021-06-11	9th grade AP	laptops, Naviance
All freshmen assigned a staff member mentor to support their 9th grade transition year.	2020-08-31 - 2021-06-11	9th grade AP	Staff member assignments
College and Career Coordinator, in conjunction with counseling team, to provide opportunities for freshmen to explore varied post-secondary options via college trips, college and trade fairs, etc.	2020-08-31 - 2021-06-11	College and Career Coordinator	Trip resources
Social worker to provide additional support for students facing external barriers (i.e. poverty, family crisis, etc.) to school engagement and success.	2020-08-31 - 2021-06-11	Social Worker	SW resources

Anticipated Outcome

Freshmen will complete the assigned 9th grade Naviance pathway, resulting in the development of a clear graduation and post-secondary plan for each student. The 9th Grade Academy will work together to integrate Naviance components during instructional periods to ensure that all students have opportunities to complete the Naviance pathway by April 30, 2021. This shift in practice will make students feel more invested in their high school plan as they will see its relevance to their lives after graduation. Additionally, teachers will feel confident that their students are prepared for success in the

following grades because they have a strong academic plan.

Monitoring/Evaluation

Counselors and admin team will monitor quarterly Naviance Scope and Sequence reports to ensure that students are on track with their freshmen pathways. The admin team will review freshmen teachers' unit plans monthly to ensure that time for Naviance task completion is included at least twice per month. Teachers will engage in monthly progress monitoring of students' grades. Teachers and counselors will monitor grades at interim and quarterly report card dates. The counselors and administrative team will monitor students' grades and credit acquisition progress at quarterly report card dates.

Evidence-based Strategy

Check & Connect (Tier 3) Link: <https://www.evidenceforpa.org/strategies/6>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
9th On-Track Goal	At least 50% of first time 9th grade students will be on-track for graduation.
12th On-Track Goal	At least 68% of 12th grade will be on track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Counselor completes transcript audits x3 (beginning, middle, end of year) with students, including referrals for credit recovery and summer school, as needed and with appropriate follow up to monitor student compliance.	2020-08-31 - 2021-06-11	Counselor	Social Studies Teacher Positions (1.3) Funded Through CSI Funds: \$122,900 x 1.3 = \$159,770 Rationale: The social studies teachers will administer the Check and Reflect reports to 10th-12th grade students twice a quarter.
Students complete Check & Reflect reports at each interim and report card date in advisories and Social Studies classes.	2020-08-31 - 2021-06-11	Social Studies Teachers and Advisor	Check & Reflect from SIS
9th grade teachers review GMT bi-weekly; counselors and 9th grade teachers review Freshmen Tracking Document quarterly. Social Studies teachers review GMT bi-weekly and discuss with 10th-12th grade students.	2020-08-31 - 2021-06-11	9th grade AP and Social Studies Teachers	GMT, tracking documents for every grade level
Freshman Academy team and senior class advisors create and implement a schedule of freshman/senior incentives to promote on-track status, including opportunities for parents to engage with and celebrate their students' successes.	2020-08-31 - 2021-06-11	9th grade AP and principal	incentives

Anticipated Outcome

Each student will have the opportunity to engage with a supportive adult through advisory in order to manage the 9th grade and 12th grade transition and overcome potential obstacles to academic success

Monitoring/Evaluation

Advisors will maintain an active file documenting all contact with advisees, including quarterly check & reflect reports and regular conferences; administrators will meet quarterly with advisors to review their notes and discuss students' needs and progress.

Evidence-based Strategy

Naviance (Tier 4) Link: <https://www.evidenceforpa.org/strategies/228>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
12th On-Track Goal	At least 68% of 12th grade will be on track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All seniors to complete assigned Naviance tasks	2020-08-31 - 2021-06-11	Counselor	Laptops, Naviance
All seniors assigned a staff mentor to support the development of their individual post-secondary plan (college, career, military, trade school, etc.), in conjunction with the counseling team.	2020-08-31 - 2021-06-11	Counselor	Naviance Reports
College and Career Coordinator, in conjunction with counseling team, to provide opportunities for seniors to explore varied post-secondary options via college trips, college and trade fairs, etc.	2020-08-31 - 2021-06-11	Counselor	Trip resources
Social worker to provide additional support for senior students facing external barriers (i.e. poverty, family crisis, etc.) to graduation	2020-08-31 - 2021-06-11	Social Worker	none

Anticipated Outcome

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, 2021. 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

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. If students fall behind in Naviance, the counselor will be contacted to arrange supplemental support to ensure completion of Naviance goals. The credit recovery coordinator will monitor students' progress through the platform monthly, and assign interventions as needed.

Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Goal	At least 10% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).
ELA Goal	At least 10% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor).
Biology Goal	At least 10% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ongoing teacher coaching around strategies to support diverse learners (i.e. ESOL, SpEd)	2020-08-31 - 2021-06-11	ESOL Specialist	School Based Teacher Leader Position Funded Through CSI Funds: \$122,900 Rationale: The School Based Teacher Leader will lead departmental efforts to analyze student data through the use of data analysis protocols and plan for re-teaching (when needed). ESOL Specialist Position Funded Through CSI Funds: \$122,900 Rationale: The ESOL specialist will support efforts across all departments to analyze ESOL student data through the use of data analysis protocols and support lesson

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			planning for ESOL students. Math Teacher Position Funded Through CSI Funds: $\$122,900 \times 0.19 = \$23,351$ Rationale: The math teacher purchase will allow for reduced class sizes and will enable teachers to take part in departmental Common Planning Time meetings, during which they will analyze student data through the use of data analysis protocols and plan for re-teaching (when needed). Instructional Materials Funded Through CSI Funds: $\$1,375$ Rationale: Purchasing supplementary instructional materials will provide our teachers with more resources to provide on grade level instruction.
Weekly content PLCs led by SBTLs to support high quality instruction, including accommodations for all three tiers of support and effective use of the double block period in English 1 and 2 and double block in Algebra I.	2020-08-31 - 2021-06-11	Amanda Schear, SBTL-Literacy Sarah Valdez, Math SBTL	Math Framework Online interventions, constructed response protocols, and general CPT protocols.
Supportive PD, implementation monitoring, and data analysis re: Constructed Response initiative and district benchmark assessments provided by SBTLs during CPT.	2020-08-31 - 2021-06-11	Amanda Schear - SBTL-Literacy Sarah Valdez, Math SBTL	CPT Protocols for Data Analysis
Data analysis to monitor students' progress with SBTLs, including student work analysis.	2020-08-31 - 2021-06-11	Amanda Schear -SBTL-Literacy Sarah Valdez, Math SBTL	CPT Protocols for Data Analysis and Student Work Analysis
Train all ELA and Algebra teachers in schoolwide norms/expectations for implementing online adaptive interventions during the instructional blocks, including	2020-08-24 - 2020-09-30	Amanda Schear -SBTL-Literacy Sarah Valdez, Math SBTL	Chromebooks, online interventions, vendor-provided PD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
norms for student usage and passage rates.			
SBTLs will monitor implementation of the interventions within the instructional blocks	2020-09-01 - 2021-06-11	Amanda Schear -SBTL- Literacy Sarah Valdez, Math SBTL	Intervention reports, unit plans, informal observations and walkthrough
SBTLs will work with teachers on analyzing the intervention data to plan for reteaching concepts in ELA and Algebra I.	2020-09-30 - 2021-06-11	Amanda Schear -SBTL- Literacy Sarah Valdez, Math SBTL	Intervention reports
ESOL Specialist will co-plan with teachers to ensure instruction is appropriately differentiated	2020-09-14 - 2021-06-11	ESOL Specialist	Lesson Plans
Math and ELA Teachers will implement online interventions during 90 minute instructional blocks to increase student opportunities to receive personalized instruction	2020-10-01 - 2021-05-28	Math and ELA Teachers	Online Intervention Programs

Anticipated Outcome

Math teachers will implement 3 of the CCSS-aligned mathematical practices (Model with mathematics; Use appropriate tools strategically; Attend to precision) in their lessons by June 2021. Benchmark constructed response - English and Biology teachers (and supporting LS teachers) will bring student work samples from the weekly constructed response practice tasks to Content-Focused PLC meetings for review, analysis, and discussion. English and Algebra teachers will implement the intervention in their lessons by June 11, 2021. Students will demonstrate substantive growth between the pre- and post-assessments in the intervention platform. This will require that teachers shift their planning practice to incorporate regular use of the online intervention; administration will also shift their evaluations to monitor compliance with this expectation.

Monitoring/Evaluation

Teachers' implementation of the intervention will be monitored monthly by the building administrative team (principal and assistant principals) during regular review of instructional unit (lesson) plans. Program progress reports are sent monthly and will be reviewed by the admin team and SBTLs and the Early Intervention/Monitoring process will be utilized to identify students in need of deeper interventions/remediation. Benchmark results will be analyzed quarterly (after each benchmark administration) with the SBTLs and English, Science, and Algebra teachers.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 95% of days or more. (95% Attendance Goal)	Reducing Behavior Problems and Preventing Dropout (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	Select teachers and staff will receive individualized Trauma-Informed Practices coaching sessions from Lakeside	10/01/2020 - 01/29/2021
At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 95% of days or more. (95% Attendance Goal)	Early Warning Intervention and Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	Counselors to work with secretaries and attendance coach to complete SAIP (MTSS-aligned) plans.	08/31/2020 - 06/11/2021
At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 10% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Math Goal)	Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Train all ELA and Algebra teachers in schoolwide norms/expectations for implementing online adaptive interventions during the instructional blocks, including norms for student usage and passage rates.	08/24/2020 - 09/30/2020
At least 10% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (ELA Goal)			
At least 10% of students will score at Proficient or Advanced on the			

**Measurable
Goals**

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

Biology
Keystone
exam by
the end of
their 10th
grade year.
(Biology
Goal)
