

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	5700		
Name of School	Kensington 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.)	City Year, 12+, Urban Worship Center, GEAR UP, Quik Stop, Rock to the Future, Education Works, IBHS, Congreso		
Principal Name	Dr. José Lébron		
Years as Principal	36		
Years as Principal at this School	6		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Dr. José Lébron	Kensington HS	jlebron@philasd.org
Additional Leadership Team Representative	Jamie Clark	Kensington HS	jalclark@philasd.org
Math Content Specialist/Teacher Leader	Sarah Valdez	Kensington HS	savaldez@philasd.org
Literacy Content Specialist/Teacher Leader	Amanda Schear	Kensington HS	aschear@philasd.org
Science Content Specialist/Teacher Leader	Victoria Erickson	Kensington HS	verickson@philasd.org
School-based Climate Representative	Kristine Hershman	Kensington HS	khershman@philasd.org
Parent	Beatrice Butler	n/a	
Community member	Dr. José Carrera	Urban Worship Center	
Business partner (other than parent or community member)	Morhaf Yousef	Quick Stop	
Student (required for High Schools)	Siana Paredes-Santos	KHS	
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Regional Director	Heather Brahan	SDP	hbrahan@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	Vania Calderon	SDP	vcalderson@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)	Deauntra Thompson-Smith	SDP	dthompsonsmith@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	Licinio Ferreira	Kensington HS	lferreira@philasd.org
Special Education Compliance Monitor	Ally Fedorka	Kensington HS	afedorka@philasd.org
School Improvement Facilitator	Annette Schaffer	PDE	AnnetteS@cciu.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>Our goal is to prepare our students for post-high school success in the 21st-century global society, whether their chosen path includes college enrollment, military enlistment, apprenticeship appointments, or full-time employment. As we move towards the future, our mission is to prepare and motivate empowered students with perseverance and a desire to succeed. We will establish an inclusive environment that emphasizes academic excellence and community service in order to support our students as they become responsible, successful citizens in our global society.</p>			

Kensington HS - ADDITIONAL DATA ANALYSIS												
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	47.5%	5.4%	10.7%	23.2%	60.7%	37	44.2%	5.7%	5.7%	26.4%	62.3%	
10th	24.5%	5.7%	2.9%	5.7%	85.7%	33	44.9%	3.0%	13.6%	15.2%	68.2%	
11th	63.1%	12.9%	10.0%	21.4%	55.7%	45	69.0%	11.3%	8.8%	17.5%	62.5%	
12th	73.3%	10.6%	1.5%	33.3%	54.5%	46	71.7%	13.6%	6.1%	24.2%	56.1%	
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	52.5%	24.2%	16.1%	22.6%	37.1%	50	46.7%	17.9%	14.3%	19.6%	48.2%	
10th	43.4%	22.6%	12.9%	30.6%	33.9%	39	41.5%	18.0%	9.8%	27.9%	44.3%	
11th	54.1%	28.3%	15.0%	18.3%	38.3%	36	57.8%	32.8%	11.9%	23.9%	31.3%	
12th	60.0%	25.9%	14.8%	14.8%	44.4%	45	54.3%	26.0%	12.0%	24.0%	38.0%	
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	37.9%	24.6%	18.9%	24.7%	37.1%	24.6%	24.6%	23.2%	All students	93.9%	91.6%	92.5%
90-95% days	12.2%	23.9%	19.7%	17.3%	12.3%	25.7%	23.9%	19.4%	Black/Afr Amer	89.1%	88.9%	86.8%
85-90% days	7.3%	10.6%	11.8%	11.8%	7.2%	9.0%	10.6%	12.9%	Hispanic/Latino	95.5%	92.4%	94.4%
80-85% days	5.3%	7.1%	9.7%	8.9%	4.9%	6.9%	7.1%	8.1%	Asian	100.0%	100.0%	100.0%
<80% days	37.3%	33.8%	39.8%	37.3%	38.5%	33.8%	33.8%	36.5%	White	95.8%	95.8%	96.4%

Kensington 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	Teachers need to receive ongoing professional development and real-time coaching around implementing the standards and frameworks (Math, ELA, SpEd) with differentiation to support students' learning needs and to address their present levels of performance, as indicated through STAR testing, while using supplemental intervention programs to address skill gaps and provide scaffolding to reach grade level content.	% 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

Lesson planning and instruction include at least 60% of the look fors of the ELA Framework, where differentiation for students needs (OS/ ELL differentiation) are also evident throughout the instructional block and where pacing meets the District's curricular expectations.

Components of the ELA Framework/ effective ELA instruction are also evident across 50% of content areas that include literacy (i.e. CTE, SS).

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.

Each quarter, school administration will review STAR data to assess whether they are making progress towards end of year goals.

Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)

Observations and learning walks (with ELA framework tool) will align to the PL focus areas and be used to monitor the implementation of these focus areas at the middle and end of the quarters.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)	7/1/2021	8/1/2021	School administration, LN4 support	Teaching/learning surveys from LN4 and KHS	N
In alignment with LN4 ELA Framework PD, identify the Quarter 1 literacy strategies that will inform Quarter 1 PD at Kensington	8/1/2021	8/23/2021	AP: C&I, SDP LN4 PLS	LN4 ELA Framework PD resources	N
Ensure that teachers and leaders attend District PD on the implementation of the ELA framework.	8/23/2021	6/14/2022	AP:C&I, SDP LN4 PLS	SDP PD Calendar	Y
ELA teachers will begin to implement the components of the ELA Framework identified in the PD plan	9/7/2021	6/14/2022	AP:C&I, ELA teachers	ELA lesson plans	N
Weekly instructional team meetings led by SBTL and AP:C&I to support the development of high quality, standards-aligned objectives and learning activities, including EL accommodations and effective use of the double block period in English I and II	9/7/2021	6/14/2022	AP:C&I	ELA CPT agendas, District YAG, Books and Instructional Aids	N
Instructional leadership team will monitor teachers' unit plans each month to ensure alignment to the District's ELA curriculum scope/sequence	9/27/2021	6/14/2022	Principal, AP:C&I	ELA unit plans	N
Each quarter, the ESOL specialist will identify a cohort of teachers to coach around strategies to support diverse learners (i.e. ESOL, SpEd) based on results from the Grade Monitoring Tool, which shows grades for different student subgroups in individual classes.	10/1/2021	6/14/2022	EL Point	GMT	N
Each month, the ESOL Specialist will co-plan with teachers in his coaching cohort to ensure instruction is appropriately differentiated.	10/11/2021	6/14/2022	EL Point		N
School leaders will conduct learning walks at the middle and end of Quarter 1, using look fors that align with the Quarter 1 PD focus areas	10/15/2021	11/15/2021	School administration, SBTL	LN4 ELA Framework Feedback Tool	N
The assistant principal will meet with the SPECM least once a month to monitor her coaching progress with her ELA special education teachers and help her problem solve any coaching challenges she might have.	10/18/2021	6/14/2022	Assistant Principal, SPECM		N
The principal will meet with the ESOL specialist at least once a month to monitor his coaching progress and help him problem solve any coaching challenges he might have.	10/18/2021	6/14/2022	Principal, EL Point		N
After each learning walk, school leaders will analyze learning walk data to (a) determine the next quarter's PD plan and (b) share feedback with teachers	10/20/2021	11/20/2021	School administration, SBTL	LN4 ELA Framework Feedback Tool	N
Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	11/15/2021	12/15/2021	School administration, SBTL	Star, classroom observations, coaching logs	N
In alignment with LN4 ELA Framework PD, identify the Quarter 2 literacy strategies that will inform Quarter 2 PD at Kensington	12/1/2021	12/20/2021	AP:C&I, SDP LN4 PLS	LN4 ELA Framework PD resources	N
Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)	12/1/2021	12/20/2021	School administration, LN4 support	Teaching/learning surveys from LN4 and KHS	N
School leaders will conduct learning walks at the middle and end of Quarter 2, using look fors that align with the Quarter 2 PD focus areas	1/5/2022	1/30/2022	School administration, SBTL	LN4 ELA Framework Feedback Tool	N
In alignment with LN4 ELA Framework PD, identify the Quarter 3 literacy strategies that will inform Quarter 3 PD at Kensington	1/30/2022	2/10/2022	AP:C&I, SDP LN4 PLS	LN4 ELA Framework PD resources	N
Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	1/30/2022	2/10/2022	School administration, SBTL	Star, classroom observations, coaching logs	N
School leaders will conduct learning walks at the middle and end of Quarter 3, using look fors that align with the Quarter 3 PD focus areas	2/28/2022	3/28/2022	School administration, SBTL	LN4 ELA Framework Feedback Tool	N
In alignment with LN4 ELA Framework PD, identify the Quarter 4 literacy strategies that will inform Quarter 4 PD at Kensington	4/1/2022	4/10/2022	AP:C&I, SDP LN4 PLS	LN4 ELA Framework PD resources	N

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	Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	4/1/2022	4/10/2022	School administration, SBTL	Star, classroom observations, coaching logs	N
	School leaders will conduct learning walks at the middle and end of Quarter 4, using look fors that align with the Quarter 4 PD focus areas	5/2/2022	5/30/2022	School administration, SBTL	LN4 ELA Framework Feedback Tool	N
	Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)	5/15/2022	5/30/2022	School administration, LN4 support	Teaching/learning surveys from LN4 and KHS	N
	Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	5/30/2022	6/14/2022	School administration, SBTL	Star, classroom observations, coaching logs	N

Kensington 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	Teachers need to receive ongoing professional development and real-time coaching around implementing the standards and frameworks (Math, ELA, SpEd) with differentiation to support students' learning needs and to address their present levels of performance, as indicated through STAR testing, while using supplemental intervention programs to address skill gaps and provide scaffolding to reach grade level content.	% 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			
75% of students identified as Strategic or Intensive on the Q1 STAR assessment will make at least one year's growth by the Q4 STAR assessment as determined by STAR's Grade Equivalence metric (EP 1.2)			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 SBTs and the Early Intervention/Monitoring process will be utilized to identify students in need of deeper interventions/remediation.			
Math teachers will implement the intervention in their lessons by June 11, 2022. 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. (EP 1.7, 1.9)			Each quarter, school administration will review STAR data to assess whether they are making progress towards end of year goals.			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)	7/1/2021	8/1/2021	School administration, LN4 support	Teaching/learning surveys from LN4 and KHS	N
	In alignment with LN4 Math Framework PD, identify the Quarter 1 math strategies that will inform Quarter 1 PD at Kensington	8/1/2021	8/23/2021	SBTL, SDP LN4 PLS	LN4 math Framework PD resources	N
	Ensure that teachers and leaders attend District PD on the implementation of the Math framework.	8/23/2021	6/14/2022	SBTL, SDP LN4 PLS	SDP PD Calendar	Y
	Math teachers will begin to implement the components of the Math Framework identified in the PD plan	9/7/2021	6/14/2022	SBTL, ELA teachers	Math lesson plans	N
	Weekly instructional team meetings led by SBTs to support the development of high quality, standards-aligned objectives and learning activities, including EL accommodations and effective use of the double block period in Algebra I and II	9/7/2021	6/14/2022	SBTL	Math CPT agendas, District YAG, Books and Instructional Aids	N
	Instructional leadership team will monitor teachers' unit plans each month to ensure alignment to the District's Math curriculum scope/sequence	9/27/2021	6/14/2022	Principal, AP	Math unit plans	N
	Each quarter, the ESOL specialist will identify a cohort of teachers to coach around strategies to support diverse learners (i.e. ESOL, SpEd) based on results from the Grade Monitoring Tool, which shows grades for different student subgroups in individual classes.	10/1/2021	6/14/2022	EL Point	GMT	N
	Each month, the ESOL Specialist will co-plan with teachers in his coaching cohort to ensure instruction is appropriately differentiated.	10/11/2021	6/14/2022	EL Point		N
	School leaders will conduct learning walks at the middle and end of Quarter 1, using look fors that align with the Quarter 1 PD focus areas	10/15/2021	11/15/2021	School administration, SBTL	LN4 Math Framework Feedback Tool	N
	The assistant principal will meet with the SPECM least once a month to monitor her coaching progress with her Math special education teachers and help her problem solve any coaching challenges she might have.	10/18/2021	6/14/2022	Assistant Principal, SPECM		N
	The principal will meet with the ESOL specialist at least once a month to monitor his coaching progress and help him problem solve any coaching challenges he might have.	10/18/2021	6/14/2022	Principal, ESOL Coordinator		N
	After each learning walk, school leaders will analyze learning walk data to (a) determine the next quarter's PD plan and (b) share feedback with teachers	10/20/2021	11/20/2021	School administration, SBTL	LN4 Math Framework Feedback Tool	N
	Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	11/15/2021	12/15/2021	School administration, SBTs	Star, classroom observations, coaching logs	N
	In alignment with LN4 Math Framework PD, identify the Quarter 2 literacy strategies that will inform Quarter 2 PD at Kensington	12/1/2021	12/20/2021	SBTL, SDP LN4 PLS	LN4 Math Framework PD resources	N
	Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)	12/1/2021	12/20/2021	School administration, LN4 support	Teaching/learning surveys from LN4 and KHS	N
	School leaders will conduct learning walks at the middle and end of Quarter 2, using look fors that align with the Quarter 2 PD focus areas	1/5/2022	1/30/2022	School administration, SBTL	LN4 Math Framework Feedback Tool	N
	In alignment with LN4 ELA Framework PD, identify the Quarter 3 literacy strategies that will inform Quarter 3 PD at Kensington	1/30/2022	2/10/2022	SBTL, SDP LN4 PLS	LN4 Math Framework PD resources	N
	Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	1/30/2022	2/10/2022	School administration, SBTs	Star, classroom observations, coaching logs	N
	School leaders will conduct learning walks at the middle and end of Quarter 3, using look fors that align with the Quarter 3 PD focus areas	2/28/2022	3/28/2022	School administration, SBTL	LN4 Math Framework Feedback Tool	N
	In alignment with LN4 Math Framework PD, identify the Quarter 4 literacy strategies that will inform Quarter 4 PD at Kensington	4/1/2022	4/10/2022	SBTL, SDP LN4 PLS	LN4 Math Framework PD resources	N
	Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	4/1/2022	4/10/2022	School administration, SBTs	Star, classroom observations, coaching logs	N
	School leaders will conduct learning walks at the middle and end of Quarter 4, using look fors that align with the Quarter 4 PD focus areas	5/2/2022	5/30/2022	School administration, SBTL	LN4 Math Framework Feedback Tool	N
	Conduct LN4 and KHS surveys on teacher feedback on PL opportunities, staff mindsets and skillsets re: culturally responsive pedagogies (summer, mid-year, end of year)	5/15/2022	5/30/2022	School administration, LN4 support	Teaching/learning surveys from LN4 and KHS	N
	Each quarter, the instructional team will triangulate various data sources (i.e. Star, classroom observations, coaching logs) to determine areas of strengths and areas to improve, as it aligns with the District's instructional expectations	5/30/2022	6/14/2022	School administration, SBTs	Star, classroom observations, coaching logs	N

Kensington 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 5	Students in grades 9-12 will engage in regular reflection (via Advisory) around their progress towards meeting their grade level goals in academics (earning passing grades in all core classes), completing their assigned Naviance tasks (for post-secondary preparedness), and for CTE students, achieving mastery of their PALs (to prepare for success on their summative NOCTI assessments) so that they maintain an 'on track' status at each grade level and are prepared to graduate with the skills necessary to be successful in the postsecondary path of their choosing.	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			
Board Goal 4	Teachers need to receive ongoing professional development and real-time coaching around implementing the standards and frameworks (Math, ELA, SpEd) with differentiation to support students' learning needs and to address their present levels of performance, as indicated through STAR testing, while using supplemental intervention programs to address skill gaps and provide scaffolding to reach grade level content.	% 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			
<p>Constructed Response Questions - English, Math and Science 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.</p> <p>Data Analysis of interventions - In CPT, teachers will engage with data analysis and student work analysis protocols to evaluate students' progress as indicated by both intervention and benchmark testing data, and will collaboratively plan for instructional adjustments, as indicated by these analyses</p> <p>CPT discussions will include an explicit focus on standards-aligned instruction and differentiation strategies from the OSS/ELL frameworks, where teachers will use the collaboration time with special education and ELL teachers effectively to co-plan for differentiated instruction that merge OSS/ELL strategies with the ELA/Math framework expectations, and monitor the learning of students' with diverse needs.</p> <p>In terms of fidelity, CTE teachers will engage in CPT in order to both meet SDP deadlines and also collaborate on curricular innovation (based on real world needs and student needs), and collect/analyze student data at least once a semester (EP 1:10, EP 2:3)</p> <p>The collaboration that occurs in CPT among CTE teachers will also be the same type of collaboration that exists in the core academic programs (i.e. penetration), and routines in the academic content courses will be evident in the CTE Programs as well. (EP 2:1, EP 2:5)</p>			<p>Constructed Responses will be analyzed biweekly with the SBTLs and English, Science, and Math teachers.</p> <p>Data Analysis - We will engage in data analysis and student work analysis protocols regularly, in line with the implementation of district-mandated interventions and assessments.</p> <p>Observations and learning walks will align to the CPT focus areas and be used to monitor the implementation of these focus areas at the middle and end of the quarters.</p> <p>The CTE team will meet quarterly with administration to review PALs progressions for each of their students in order to present a comprehensive picture of students' progression to NOCTI-readiness.</p> <p>Each quarter, school administration will review STAR data and CTE coursemarks data to assess whether they are making progress towards end of year goals.</p>			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Revisit weekly meeting schedule of CPT and MTSS meetings based on SDP guidance, with a clear cycle of meetings that include: (1) Collaborative Lesson Planning, (2) Data Analysis, (3) The MTSS Process, (4) Sharing of Best Practices, and (5) Creating Common Assessments	8/1/2021	8/31/2021	LN4 PLS with SBTLs	SDP CPT Protocols and MTSS Guidance	N	
The CTE team, in collaboration with CTE community partners, SAC, students, OAC, and staff, will refine the CTE vision to also include the academic components of the ELA and Math vision of the school	8/1/2021	9/20/2021	CTE Teachers	CTE program materials	N	
SBTLs will support the CTE team in designing CPT meeting agendas in support of this CTE vision	9/1/2021	6/14/2022	CTE Teachers, SBTL	CTE CPT agendas	N	
CTE CPT collaboration in Quarter 1 will focus on integrating the Q1 instructional strategies identified for ELA/math teachers into their PALs curriculum planning	9/15/2021	11/15/2021	CTE Teachers, SBTL	PALs, KHS PD calendar, CPT meeting agendas		
Administration, with CTE and non-CTE teachers, will review PALs progressions for each of their students in order to present a comprehensive picture of students' progression to NOCTI-readiness, in addition to coursemarks and Star data to review progress towards end of year goals	9/15/2021	11/15/2021	School administration, SBTL	PALs, Star, Coursemarks		
Weekly instructional team meetings/coaching led by SBTLs to support the development of high quality, standards-aligned objectives and learning activities, including EL accommodations and effective use of the double block period in English 1 and 2 and double block in Algebra I.	9/15/2021	6/14/2022	SBTL	CPT protocols, meeting agendas	N	
During every other instructional team meeting, teachers will engage in data analysis to monitor students' progress in meeting grade-level standards, including student work analysis.	9/15/2021	6/14/2022	SBTL	Student work analysis protocols	N	
Instructional leadership team will monitor teachers' unit plans each month to ensure that they are incorporating interventions within the instructional blocks and that the individualized learning pathways support the standards-aligned instructional focus areas for that unit.	9/15/2021	6/14/2022	SBTL	SDP curriculum look fors	N	
The CTE team, with support during their CPT, will develop a set of materials 'branding' the KHS CTE programs for use in recruiting (i.e. high school and new hire fairs) and school-based (i.e. freshmen orientation) events to ensure that our school's CTE vision is communicated clearly and consistently.	9/20/2021	11/15/2021	CTE Teachers	CTE program materials	N	
The coaches will provide supportive PD and data analysis guidance regarding the standards-aligned Constructed Response initiative and district progress monitoring tools/benchmark assessments during bi-weekly instructional team meetings.	10/1/2021	6/14/2022	SBTL	Additional guidance from network around restructured CRQ initiative	N	
CTE CPT collaboration in Quarter 2 will focus on integrating the Q2 instructional strategies identified for ELA/math teachers into their PALs curriculum planning	11/30/2021	1/30/2022	CTE Teachers, SBTL	PALs, KHS PD calendar, CPT meeting agendas		
Administration, with CTE and non-CTE teachers, will review PALs progressions for each of their students in order to present a comprehensive picture of students' progression to NOCTI-readiness, in addition to coursemarks and Star data to review progress towards end of year goals	11/30/2021	1/30/2022	School administration, SBTL	PALs, Star, Coursemarks		
CTE CPT collaboration in Quarter 3 will focus on integrating the Q3 instructional strategies identified for ELA/math teachers into their PALs curriculum planning	2/1/2022	3/30/2022	CTE Teachers, SBTL	PALs, KHS PD calendar, CPT meeting agendas		

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	Administration, with CTE and non-CTE teachers, will review PALS progressions for each of their students in order to present a comprehensive picture of students' progression to NOCTI-readiness, in addition to coursemarks and Star data to review progress towards end of year goals	2/1/2022	3/30/2022	School administration, SBTL	PALS, Star, Coursemarks	
	CTE CPT collaboration in Quarter 4 will focus on integrating the Q4 instructional strategies identified for ELA/math teachers into their PALS curriculum planning	4/1/2022	6/14/2022	CTE Teachers, SBTL	PALS, KHS PD calendar, CPT meeting agendas	
	Administration, with CTE and non-CTE teachers, will review PALS progressions for each of their students in order to present a comprehensive picture of students' progression to NOCTI-readiness, in addition to coursemarks and Star data to review progress towards end of year goals	4/1/2022	6/14/2022	School administration, SBTL	PALS, Star, Coursemarks	

Kensington HS - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
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			
<p>- 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. (EP 11.1, 11.2, 11.11)</p> <p>- The majority of the adults at the school can articulate the "why" behind advisory, and the socioemotional + college/career readiness components of advisory</p> <p>- Faculty/staff will work together to adapt advisory to meet the needs the needs of students and adults at the school and as a result, buy-into the appropriateness of this strategy</p> <p>- There will be implementation with fidelity of at least 75% of the components of community meeting/advisory, which include time each day for (a) greeting, (b) share related to SEL or CCR, (c) activity related to SEL or CCR, and (d) a closing/challenge.</p>			<p>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.</p> <p>Counselors and admin team will monitor quarterly Naviance Scope and Sequence reports to ensure that students are on track to graduation. The admin team will review freshmen and senior teachers' unit plans monthly to ensure that time for Naviance task completion is included at least once 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.</p> <p>Each month, in grade-group and whole staff meetings, GMT data will be reviewed and discussed. Each quarter, the school leadership team will review on-track data in Qlik to assess whether the school is on track to meeting their end of year goals.</p>			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Establish Community Meeting/advisory schedule for each grade at the appropriate time and portion of the day (for attendance AND engagement)	8/1/2021	8/30/2021	Roster Chair	Master schedule		
Train staff in Community Meeting/advisory (and its connections to social-emotional learning and college/career advising). The Tier 1 team will review the CM/Advisory plan with staff prior to the first day of school	8/23/2021	8/30/2021	Hershman (Climate Manager), Counselors, Cephas (LN4 CCC)	Advisory expectations		
Tier I Team - Review & utilize available resources to create a yearlong calendar of CM/advisory topics that are adapted to fit needs of the school community and the schoolwide SEL curriculum	8/23/2021	9/30/2021	Hershman (Climate Manager), Counselors, and SBTLs , STEP Clinical Coordinator, LN4 CCR Coach, LN4 Climate and Culture Coach, 12+	Advisory calendar and resources from SDP		
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.	8/31/2021	9/30/2021	Counselor	Transcript audits/reviews	N	
Ensure that all freshmen and seniors are assigned a staff mentor to either support their 9th grade transition year or support the development of their individual post secondary plans in conjunction with the counseling team	8/31/2021	10/30/2021	9th grade AP, 12th grade Counselor, 12+	Mentorship model/log		
Students complete monthly Student Wellbeing Survey through the Student Portal during advisory as needed	9/1/2021	6/7/2022	Advisors	SDP Student Wellbeing Survey	N	
College and Career Coordinator, in conjunction with counseling team, will provide quarterly opportunities for freshmen and monthly opportunities for seniors to explore varied post-secondary options via college trips, college and trade fairs, etc.	9/30/2021	11/30/2021	College and Career Coordinator, 12+	CCR opportunities	N	
Climate team will review Student wellbeing Survey data monthly	10/1/2021	6/14/2022	Climate Team	SDP wellbeing survey	N	
Social worker will provide additional support for 9th grade and senior students facing external barriers (i.e. poverty, family crisis, etc.) to school engagement and graduation on an as needed basis.	10/1/2021	6/14/2022	STEP Clinical Coordinator		N	
Students complete Check & Reflect reports at each interim and report card date in advisories.	10/13/2021	11/15/2021	Advisors	Check and Reflect reports	N	
All freshmen and seniors will be guided in completing assigned Naviance tasks in accordance with the District schedule through their Social Studies classes.	10/13/2021	6/14/2022	9th grade AP, 9th & 12th grade counselors, College and Career Coordinator, Social Studies Teachers	Naviance scope and sequence	N	
Ensure that freshmen and seniors are receiving ongoing mentoring supports	10/30/2021	6/14/2022	9th grade AP, 12th grade Counselor, 12+	Mentorship model/log	N	
Revisit Community Meeting/advisory calendar during Common Planning Time and revise as needed	11/1/2021	6/14/2022	Hershman (Climate Manager), Counselors, and SBTLs , STEP Clinical Coordinator, LN4 PLS and CCC, Advisors	CPT schedule, advisory calendar		
Progress monitor implementation using "check for understanding" survey	12/1/2021	12/20/2021	Hershman (Climate Manager), Counselors, Cephas (LN4 CCC), Rideout (LN4 CCR)	SDP check for understanding survey		
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.	12/1/2021	1/15/2022	Counselor	Transcript audits/reviews	N	
Teachers to view Grade Monitoring Tool (GMT) quarterly; counselors and teachers review Tracking Documents. Teachers to monitor trends and support students' toward attaining and maining on track status. Awards ceremonies to occur after quarterly grades to promote on-track status, including opportunities for parents to engage with the celebrations.	12/1/2021	12/20/2021	Teachers, AP, Principal, Counselors	GMT	N	
College and Career Coordinator, in conjunction with counseling team, will provide quarterly opportunities for freshmen and monthly opportunities for seniors to explore varied post-secondary options via college trips, college and trade fairs, etc.	12/1/2021	1/30/2022	College and Career Coordinator, 12+	CCR opportunities		
Make a plan for ongoing coaching and support based on trends in teacher/student needs	1/5/2022	1/30/2022	Hershman (Climate Manager), Counselors, Cephas (LN4 CCC), Rideout (LN4 CCR)	LN4 culture and climate coach; P&I		
Students complete Check & Reflect reports at each interim and report card date in advisories.	1/15/2022	1/30/2022	Advisors	Check and Reflect reports		
College and Career Coordinator, in conjunction with counseling team, will provide quarterly opportunities for freshmen and monthly opportunities for seniors to explore varied post-secondary options via college trips, college and trade fairs, etc.	2/1/2022	3/30/2022	College and Career Coordinator, 12+	CCR opportunities		

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Teachers to view Grade Monitoring Tool (GMT) quarterly; counselors and teachers review Tracking Documents. Teachers to monitor trends and support students' toward attaining and maintaining on track status. Awards ceremonies to occur after quarterly grades to promote on-track status, including opportunities for parents to engage with the celebrations.	2/28/2022	3/28/2022	Teachers, AP, Principal, Counselors	GMT	N
Students complete Check & Reflect reports at each interim and report card date in advisories.	3/15/2022	3/20/2022	Advisors	Check and Reflect reports	
College and Career Coordinator, in conjunction with counseling team, will provide quarterly opportunities for freshmen and monthly opportunities for seniors to explore varied post-secondary options via college trips, college and trade fairs, etc.	4/1/2022	6/14/2022	College and Career Coordinator, 12+	CCR opportunities	
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.	5/1/2022	5/30/2022	Counselor	Transcript audits/reviews	N
Students complete Check & Reflect reports at each interim and report card date in advisories.	5/20/2022	6/14/2022	Advisors	Check and Reflect reports	
Teachers to view Grade Monitoring Tool (GMT) quarterly; counselors and teachers review Tracking Documents. Teachers to monitor trends and support students' toward attaining and maintaining on track status. Awards ceremonies to occur after quarterly grades to promote on-track status, including opportunities for parents to engage with the celebrations.	6/1/2022	6/10/2022	Teachers, AP, Principal, Counselors	GMT	N

Kensington HS - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #5:						
Social-Emotional Learning (Focus: Tier I Climate Framework)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	Students and families will deepen their connection to the school community through a variety of innovative, supportive, and culturally responsive engagement opportunities, held at varying times to accommodate diverse schedules, including extracurricular clubs for students, community building and informational meetings for parents, and schoolwide assemblies that showcase student achievements and welcome families to join in the celebration of students' schoolbased accomplishments.	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	Students and families will deepen their connection to the school community through a variety of innovative, supportive, and culturally responsive engagement opportunities, held at varying times to accommodate diverse schedules, including extracurricular clubs for students, community building and informational meetings for parents, and schoolwide assemblies that showcase student achievements and welcome families to join in the celebration of students' schoolbased accomplishments.	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			
<p>Student attendance will consistently improve so that we remain on-track to meet our 95% and higher attendance goal each quarter. In order to promote greater student attendance and engagement in the learning environment, the attendance committee will work to develop and strengthen the SAC to increase parent participation and involvement in the life of the school. (EP 11:1, 11:2, 11:3, 11:11)</p> <p>The implementation of a multilevel system of supports focused on a schoolwide approach to SEL will reduce student suspensions (EP 11:1, EP 11:8)</p> <p>Members of the equity committee will collaborate to help implement a vision for culturally responsive, anti-racist teaching practices into the classroom, which will foster student engagement and learning. (EP 11:5, EP 11:6)</p>			<p>The attendance team will review Early Warning Indicator reports each month to monitor students' attendance in the 95%+, 90-94%, determine strategies for reinforcing/fostering 95% attendance, and enact interventions for students with less than 95% attendance. SAIP teams will monitor the effectiveness of the SAIP interventions every 30 days. SAIP plan needs will be evaluated every month and updated/implemented accordingly.</p> <p>SAC meetings will be held at least quarterly, and the attendance committee will track and monitor increases in parent engagement in the school community.</p> <p>For students who need additional behavioral support, they will either participate in restorative conferences that help the mediate lower-level infractions, assigned to adult mentors (i.e. climate staff), or they will have MTSS-aligned behavior contracts assigned to them and monitored by the Climate Manager on an as needed basis.</p> <p>The equity committee will plan monthly check-ins with interested faculty and staff to share ideas for the incorporation of anti-racist, culturally responsive teaching strategies into their content areas and brainstorm solutions to implementation challenges.</p>			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.	8/1/2021	8/23/2021	LN4 Climate and Culture Coach and potentially a SEL coach	SDP SEL Scope/Sequence Docs		
Start to create an SEL team with school administrators in August, and add to this team in September: Principal, Climate Manager/Staff, Teacher, SBTL, Dean/Assistant Principal, Counselor, Family Liaison, Student, Parent/Guardian	8/1/2021	9/30/2021	Ms. Hershman (Climate Manager), Dr. Lebron (Principal)	SEL team roles and responsibilities		
SEL Leadership Team will attend the one-day, annual Schoolwide SEL Symposium in August, which includes in-depth training on: SEL framework; scope and sequence of schoolwide SEL implementation; Community Meeting; integration of SEL strategies and academic content; and use of data to monitor and improve SEL programming	8/15/2021	8/30/2021	Ms. Hershman (Climate Manager), Dr. Lebron (Principal), Dean	SEL symposium		
All staff members follow the designated PD schedule to participate in the following professional development sessions, facilitated by one of the SEL Team members: SEL Fundamentals (August) SEL and Academic Integration (August) Implementing SEL Daily (August) Community Meeting 101 (August) Trauma-Informed SEL (November) Sustaining Community Meetings (December) Understanding Emotions (February) Viewing Behavior as Communication (March) Using SEL to Advance Racial Equity in the Classroom (April) Growing Through Self-Assessment (May) Each session requires one hour of PD time and one half-hour of pre-work	8/23/2021	6/1/2021	Hershman (Climate Manager) and Cephas (LN4 CCC)	PD plan and schedule		
This equity committee will help operationalize the school's vision for culturally responsive and anti-racist teaching and how they connect to each content area and the development of teaching units of standards-aligned instruction.	9/1/2021	6/14/2022	Dr. Lebrón	Book Studies/Literature Circles	N	
School climate staff will be deployed throughout the building to ensure that positive, Tier 1 behavioral norms are reinforced throughout the building.	9/1/2021	9/15/2022	Climate Manager, Climate Support Staff, Dean	Climate staff deployment plan	N	
At the beginning of the year, the attendance committee will work together to publish schedule of SAC meetings and incentivize parent and community members' attendance. This SAC will help determine strategies and supports for the school's attendance goal.	9/1/2021	6/14/2022	Climate Manager, FACE Liaison, Ms. Valdez (SBTL)	SAC meetings, attendance data	N	
Principal will address SAC regarding school goals, particularly around attendance, and to solicit their input in strategies for supporting those goals at the start of each quarter.	9/1/2021	6/14/2022	Principal	SAC meetings, attendance data	N	
For those students who are returning from suspensions, a supportive re-entry plan will be developed with their families in order to set them up for success, prevent future suspensions, and reduce possibilities for dropout.	9/15/2021	6/14/2022	Climate Manager, Dean, STEP Clinical Coordinator	Re-entry planning process	N	
Students who need more intensive, individualized support because they aren't responding to Tier II behavior contracts will meet with the social worker, counselors, and/or partner agencies for therapeutic small group (e.g., anger management, grief group) and/or 1-on-1 sessions once a week. The social worker and counselors will also serve as advocates for the students.	9/15/2021	6/14/2022	Climate Manager, STEP Clinical Coordinator, Counselors	Behavior contracts	N	
Social worker will conduct home visits for truant students (when students are at 10+ absences) 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.	9/15/2021	6/14/2022	STEP Clinical Coordinator	Home visit criteria	N	

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Attendance team and attendance coach to create SAIP (MTSS-aligned) plans every time a student gets to 6+ absences by discerning the root causes behind attendance issues and identifying interventions that meet these barriers.	9/15/2021	6/14/2022	Climate Manager	SAIP plans	N
Once a week, teachers will attend PLCs and review student ratings data (concern, neutral, positive) on Google forms. These ratings influence positive WINS and action planning for students might need intensive, individualized support because they have fallen off track and face significant challenges to success.	10/1/2021	6/14/2022	Sarah Valdez, Climate Manager, Dean	Student ratings trackers	N
SEL team meets monthly to review the current successes and areas of growth, using this interactive rubric or this printable rubric.	10/1/2021	6/1/2022	Hershman (Climate Manager)	SEL meeting schedule	
Student ratings data analyzed in grade level teams during half/full PD days throughout the school year to determine schoolwide trends in behavior and schoolwide initiatives to address trends, which the climate staff may support.	11/1/2021	6/14/2022	Dr. Lebrón	Student ratings data trackers	N
Schools schedule and invite families to attend one one asynchronous module, quarterly, which provides up-to-date information and strategies for social-emotional learning and development at home. Modules provided by the Office of School Climate and Culture in collaboration with FACE.	11/2/2021	6/14/2022	FACE Liaison	https://schoolguide.casell.org/resource/tool-staff-family-and-community-partner-survey-on-sel-implementation/	
Explicit teaching of SEL competencies and integration of SEL and academics are discussed monthly in Common Planning Time	11/30/2021	6/14/2022	Hershman (Climate Manager), and SBTLs , STEP Clinical Coordinator		
Integrate SEL into academic teaching	11/30/2021	6/14/2022	Hershman (Climate Manager), and SBTLs , STEP Clinical Coordinator, LN4 PLS and CCC		
SEL Leadership Team, appointed designee, or administrator conducts beginning-of-year walkthrough in December using this tool.	12/1/2021	12/20/2021	Hershman (Climate Manager), and SBTLs , STEP Clinical Coordinator, LN4 PLS and CCC	https://schoolguide.casell.org/uploads/sites/2/2020/10/indicators-of-Schoolwide-SEL-Observation-Protocol-5.8.20-FINAL.pdf	
Students will be selected to participate in the SEL planning process and share ideas with leadership team	1/5/2022	5/1/2022	Counselors		
SEL Leadership Team, appointed designee, or administrator conducts mid-year walkthrough in February using this tool.	2/2/2022	2/20/2022	Hershman (Climate Manager), and SBTLs , STEP Clinical Coordinator, LN4 PLS and CCC	https://schoolguide.casell.org/uploads/sites/2/2020/10/indicators-of-Schoolwide-SEL-Observation-Protocol-5.8.20-FINAL.pdf	
All staff participate in professional development module on SEL and equity. In this session, all staff will complete a self-check using this tool for Middle and Secondary settings	4/1/2022	6/1/2022	Hershman (Climate Manager); Clark (AP), Schear (AP:C&I)	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj78a5n8Y_vAhXEGFKFhflqCrcQFjABegQIAhAD&url=https%3A%2F%2Fdigitalcommons.georgiasouthern.edu%2Fcgi%2Fviewcontent.cgi%3Ffilename%3D6%26article%3D1688%26context%3Dnyar_savannah%26type%3Dadditional&usq=AOvVaw0p_hCOH_Tw9XOeVikxH9Z	
SEL Leadership Team will complete this school-wide assessment	4/1/2022	6/1/2022	Hershman (Climate Manager); Clark (AP), Schear (AP:C&I)	https://www.cce.org/uploads/files/02-CCF-BuildingforEquityTools_School-Self-Assessment-Tool.pdf	
The SEL Leadership Team will share their assessment results with the district's SEL leaders who will provide tools, lessons, and specific resources to improve school-wide equity.	4/1/2022	6/1/2022	Hershman (Climate Manager); Clark (AP), Schear (AP:C&I)		
SEL Leadership Team, appointed designee, or administrator conducts end-of-year walkthrough in May, (prior to the Practice Continues Improvement meeting) using this tool.	5/1/2022	5/30/2022	Hershman (Climate Manager), and SBTL , STEP Clinical Coordinator, LN4 PLS and CCC	https://schoolguide.casell.org/uploads/sites/2/2020/10/indicators-of-Schoolwide-SEL-Observation-Protocol-5.8.20-FINAL.pdf	

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	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 4	At least 84% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 7% 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 9% 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 7% 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 9% 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 7% 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 9% 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 7% 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 9% 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 44% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 32% 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 36% 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 40% 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 44% 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 25% of all students will attend school 95% of days or more	At least 40% of all students will attend school 95% of days or more in Q1.	At least 35% of all students will attend school 95% of days or more in Q2.	At least 30% of all students will attend school 95% of days or more in Q3.	At least 25% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
90% ATTENDANCE GOAL	At least 34% of all students will attend school 90% of days or more	At least 49% of all students will attend school 90% of days or more in Q1.	At least 44% of all students will attend school 90% of days or more in Q2.	At least 39% of all students will attend school 90% of days or more in Q3.	At least 34% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 95% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 97% of students will have zero out-of-school suspensions in Q2.	At least 96% of students will have zero out-of-school suspensions in Q3.	At least 95% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				
GRADUATION GOAL	At least 74% of students will graduate with their 4-year cohort	At least 59% 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 64% of first time 12th grade students will be on-track for graduation in Q2, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 69% of first time 12th grade students will be on-track for graduation in Q3, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 74% 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 9% of EL students at Level 3+ in grades 10-11 will score proficient on on the Literature Keystone	At least 9% 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 9% 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 9% 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 9% 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?				