

| 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 | 5060 | | |
| Name of School | Jules E. Mastbaum Area Vocational Technical High School | | |
| Neighborhood Network | Network 4 | | |
| Assistant Superintendent | Ryan Scallon | | |
| ESSA Federal Designation | CSI | | |
| Admission Type | Citywide | | |
| District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program) | CTE | | |
| Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.) | IBHS, Congreso, Relationships First (2021-2022) | | |
| Principal Name | David Lon | | |
| Years as Principal | 2 | | |
| Years as Principal at this School | 2 | | |
| Planning Team | | | |
| Team Member Title | Team Member Name | Organization | Email Address |
| Principal | David Lon | Mastbaum | dllon@philasd.org |
| Additional Leadership Team Representative | William Brown | Mastbaum | wbrown@philasd.org |
| Additional Leadership Team Representative | Karen Dignetti | Mastbaum | kdignetti@philasd.org |
| Math Content Specialist/Teacher Leader | Sridevi Somireddy | Mastbaum | ssomireddy@philasd.org |
| Literacy Content Specialist/Teacher Leader | Catherine McPhilemy | Mastbaum | cmcphilemy@philasd.org |
| Science Content Specialist/Teacher Leader | Dr. Michael Riley | Mastbaum | wriley@philasd.org |
| School-based Climate Representative | Wayne Diggs | Mastbaum | wwdiggs@philasd.org |
| Parent | Lauren Dickson | | |
| Community member | Antonia Sullivan | | |
| Business partner (other than parent or community member) | Keith Henderson | PECO | |
| Student (required for High Schools) | Nataly Valentin | | |
| Planning and Evidence-based Support (PESO) member | Dr. Katie Pak | SDP | kpak@philasd.org |
| Special Education Case Manager | Zanetta Smith | SDP | zsmith@philasd.org |
| Network Attendance Coach | Shirley Carroll | SDP | scarroll@philasd.org |
| Network Culture and Climate Coach | Kyle Cephas | SDP | kcephas@philasd.org |
| Grants Compliance Monitor | Patty Nelson | SDP | pnelson@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) | Jason Harrigan | SDP | |
| Relationships First Coach (if applicable) | NA | | |
| Youth Court Coach (if applicable) | NA | | |
| Community School Coordinator (if applicable) | NA | | |
| Multilingual Manager | Anthony Capone | SDP | acapone@philasd.org |
| EL Point Person | NA | | |
| Special Education Compliance Monitor | TBD | TBD | TBD |
| 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>We encounter our students as they are and accompany them on their journey.</p> <p>On this journey, we work as a team to afford our students the civil right of an excellent education in a safe and nurturing school environment. Accordingly, we train our students in unique career and technical based skill, we instruct them with broad academic proficiencies, we guide them in developing leadership capacity, and we validate their personal identity. If our students experience obstacles to learning, we collaborate as a team to remove these obstacles and clear their path to learning.</p> <p>Our students are builders and so are we. When they leave our care, they leave on a clearly defined path towards a skilled career or college.</p> | | | |

| Jules E. Mastbaum 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 | 66.5% | 11.7% | 8.3% | 15.9% | 64.1% | 46 | 64.3% | 8.5% | 10.6% | 18.3% | 62.7% | |
| 10th | 68.3% | 11.4% | 8.1% | 17.1% | 63.4% | 44 | 71.8% | 7.7% | 9.2% | 22.3% | 60.8% | |
| 11th | 70.2% | 7.1% | 9.4% | 21.2% | 62.4% | 36 | 63.4% | 20.5% | 12.8% | 21.8% | 44.9% | |
| 12th | 87.3% | 3.6% | 15.5% | 27.3% | 53.6% | 37 | 83.7% | 15.7% | 9.3% | 32.4% | 42.6% | |
| 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 | 81.7% | 28.1% | 8.4% | 20.2% | 43.3% | 48 | 79.6% | 25.6% | 14.8% | 18.8% | 40.9% | |
| 10th | 62.2% | 29.5% | 16.1% | 27.7% | 26.8% | 46 | 61.9% | 28.6% | 17.0% | 28.6% | 25.9% | |
| 11th | 71.9% | 25.3% | 16.1% | 24.1% | 34.5% | 49 | 68.3% | 22.6% | 16.7% | 19.0% | 41.7% | |
| 12th | 57.9% | 30.1% | 23.3% | 16.4% | 30.1% | 45 | 62.0% | 36.3% | 22.5% | 21.3% | 20.0% | |
| 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 | 46.8% | 37.6% | 21.5% | 24.1% | 46.3% | 34.5% | 37.6% | 30.4% | All students | 86.7% | 77.1% | 76.8% |
| 90-95% days | 13.3% | 25.1% | 29.4% | 33.2% | 13.6% | 28.2% | 25.1% | 28.4% | Black/Afr Amer | 85.8% | 75.3% | 67.6% |
| 85-90% days | 8.8% | 12.1% | 20.2% | 19.0% | 8.2% | 12.7% | 12.1% | 16.3% | Hispanic/Latino | 85.9% | 77.1% | 84.0% |
| 80-85% days | 5.5% | 7.7% | 10.5% | 8.7% | 5.1% | 8.9% | 7.7% | 9.3% | Asian | 100.0% | 88.9% | 100.0% |
| <80% days | 25.5% | 17.5% | 18.5% | 15.0% | 26.8% | 15.6% | 17.5% | 15.5% | White | 100.0% | 97.1% | 83.3% |

| Jules E. Mastbaum 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 | School level changes to responsive lesson planning expectation would be ones that the school leadership would have to focus on/prioritize on, and this hasn't gotten attention and would be something that school leaders would need to norm | % of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026. | EP 01: Align curriculum, assessments, and instruction to the PA Standards | | | |
| Anticipated Outputs (link out to EP Look Fors) | | | Monitoring/Evaluation | | | |
| <ul style="list-style-type: none"> - The ELA department will have clear norms for addressing unfinished learning within the Tier 1 instructional space - The majority of teachers' lesson plans for Tier 1 instruction will include standards-aligned objectives, components of the ELA framework that engage students in their learning, checks for understanding, small groups based on trends in student data, and plans for addressing unfinished learning - Coaching models, PD plans, and CPT will align with teachers' needs in relation to the ELA framework, and at least 70% of teachers provide feedback that PD and/or coaching positively impacted their practice | | | <ul style="list-style-type: none"> - During quarterly lesson plan reviews based on ELA Framework Feedback Tool, the % of teachers meeting expectations increases each quarter - Each quarter, review and triangulate the students' goals with their actual STAR performance, CRQs, and other assessment data - Observation data will be collected and analyzed to determine if teachers are demonstrating growth in engaging students in learning and questioning and discussion techniques as a result of coaching - survey teachers once per quarter on the impact/ effectiveness of PD and coaching | | | |
| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? | |
| implement and refine coaching cycles on the framework | 8/1/2021 | 11/26/2021 | | feedback from surveys; observation data; walkthrough data | N | |
| determine structure of lesson plan and provide examples or sample templates | 8/21/2021 | 5/1/2022 | McPhilemy SBTL/ Lon Principal | schedule time to meet; sample templates | N | |
| Conduct needs assessments using data from staff surveys to identify areas of PL most needed and desired by educators and efficacy of PD quarterly | 8/23/2021 | 6/1/2022 | McPhilemy SBTL /Zwolak EL Point Person | staff survey; results | N | |
| provide PD cycle on use of complex texts and high level tasks | 8/31/2021 | 10/15/2021 | McPhilemy/SBTL | Time to develop PD and allow teachers to engage with complex texts | N | |
| complete one instructional round and one informal feedback session for each ELA teacher | 9/15/2021 | 10/31/2021 | McPhilemy SBTL/ Lon Principal | Template for providing feedback | N | |
| incorporate vocabulary building strategies from the ELD Framework | 9/20/2021 | 11/26/2021 | Zwolak/EL Point | ELD Framework | N | |
| Through January, engage in CRQ cycles of teach, test, reteach, retest as necessary | 9/20/2021 | 1/1/2022 | McPhilemy/SBTL | scheduled time to analyze data | N | |
| Use CRQs to identify target reteach areas (Monthly in Cpt) | 10/4/2021 | 1/1/2021 | McPhilemy/SBTL | scheduled CPT | N | |
| Analyze CRQ data on a quarterly basis | 10/21/2021 | 5/1/2022 | McPhilemy/SBTL | data; tracker | N | |
| Celebrate student growth on Star exam after each assessment window (Quarterly after Each Assessment) | 10/21/2021 | 5/22/2022 | McPhilemy/SBTL | Celebrating for students meeting their STAR goal scores | N | |
| Create coaching cycle schedule around ELA Framework/Provide ongoing feedback on implementation of framework through informal walks and coaching | 10/21/2021 | 5/22/2021 | McPhilemy SBTL Lon/Princpal | data from walkthroughs; master schedule | N | |
| Explicitly teach students how to access Star scores | 10/21/2021 | 10/1/2021 | McPhilemy/SBTL | laptops | N | |
| Set goals with students before each Star assessment (Quarterly before Each Assessment) | 10/21/2021 | 5/22/2022 | McPhilemy SBTL/ZWOLAK EL Point Person | goal setting norms or expectations | N | |
| Conduct teacher survey on efficacy of PD once per quarter | 11/1/2021 | 6/1/2021 | McPhilemy/SBTL | survey | N | |
| Write teacher survey on efficacy of PD | 11/1/2021 | 6/1/2021 | McPhilemy/SBTL | planning time | N | |
| Implement the examination of student work within PLCs or CPT agenda | 11/1/2021 | 6/1/2021 | McPhilemy SBTL/ Zwolak EL Point Person | looking at student work protocols | N | |
| incorporate the 12 high leverage practices from the OSS Special Education Framework into instruction | 12/6/2021 | 4/29/2022 | Dignetti/AP | OSS Framework | N | |

Jules E. Mastbaum 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 | School level changes to responsive lesson planning expectation would be ones that the school leadership would have to focus on/prioritize on, and this hasn't gotten attention and would be something that school leaders would need to norm | % of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026. | EP 01: Align curriculum, assessments, and instruction to the PA Standards |
| | | | |
| | | | |
| | | | |

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

| | |
|---|---|
| <ul style="list-style-type: none"> - The math department will have clear norms for addressing unfinished learning within the Tier 1 instructional space - The majority of teachers' lesson plans for Tier 1 instruction will include standards-aligned objectives, components of the math framework that engage students in their learning , checks for understanding, small groups based on trends in student data, and plans for addressing unfinished learning - Coaching models, PD plans, and CPT will align with teachers' needs in relation to the math framework, and at least 70% of teachers provide feedback that PD and/or coaching positively impacted their practice | <ul style="list-style-type: none"> - During quarterly lesson plan reviews based on math Framework Feedback Tool, the % of teachers meeting expectations increases each quarter - Each quarter, review and triangulate the students' goals with their actual STAR performance, CRQs, and other assessment data - Observation data will be collected and analyzed to determine if teachers are demonstrating growth in engaging students in learning and questioning and discussion techniques as a result of coaching - survey teachers once per quarter on the impact/ effectiveness of PD and coaching |
|---|---|

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|--|------------------------|-----------------------------|----------------------|---|----------|
| write the year's PD plan-- topics, dates, cycles, format | 7/1/2021 | 8/20/2021 | Brown/AP | master schedule, school year calendar | N |
| Engage in cycles of assessment, reteaching/ feedback, and re-testing with CRQs (same standard) | 8/1/2021 | 4/29/2022 | Somireddy/Math SBTL | standards, common assessments | N |
| plan the model for using CRQs most effectively | 8/1/2021 | 11/26/2021 | Brown/AP | scheduled time to meet | N |
| incorporate the 12 high leverage practices from the OSS Special Education Framework into lesson/ unit planning | 8/1/2021 | 4/29/2022 | Dignetti/AP | OSS framework | N |
| provide PD on how to incorporate vocabulary building strategies from the ELD Framework | 8/1/2021 | 11/26/2021 | Zwolak/EL Point | ELD framework, PD plan | Y |
| Create coaching cycle schedule around Math Framework | 8/1/2021 | 10/15/2021 | Brown/AP | math framework, master schedule | N |
| Conduct needs assessments using data from staff surveys to identify areas of PL most needed and desired by educators. | 8/1/2021 | 10/1/2021 | Brown/AP | data from surveys | |
| Offer multiple opportunities for feedback and reflection on PD | 8/1/2021 | 4/29/2022 | Brown/AP | surveys | |
| Provide multiple cycles of coaching on how to implement data driven instruction in 1. CRQ 2. Star 3. Intervention 4. Grade level common assessments | 8/1/2021 | 4/29/2022 | Somireddy/Math SBTL | PD plan | |
| Provide new teacher onboarding and training on the math framework | 8/23/2021 | 12/23/2021 | Somireddy/Math SBTL | handbook, key documents, master schedule, grading policy, math framework | N |
| Create common formative and summative assessments to monitor progress towards expected student outcomes | 9/1/2021 | 4/29/2022 | Somireddy/Math SBTL | standards, framework, curriculum | N |
| provide ongoing PD by modelling aspects of the framework (routines and best practices) | 9/1/2021 | 5/1/2022 | Somireddy/Math SBTL | standards, framework, curriculum | Y |
| provide ongoing PD on the components of the Math Framework (Opening Routine, Formative Task, Guided Instruction, Inclusive Student Activity, Reflective Closure) | 9/1/2021 | 4/29/2022 | Somireddy/Math SBTL | standards, framework, curriculum | Y |
| provide ongoing PD on concrete lesson level instructional strategies for vocabulary in math | 9/1/2021 | 10/29/2021 | Somireddy/Math SBTL | standards, framework, curriculum | Y |
| provide PD on checks for understanding | 9/1/2021 | 10/29/2021 | Somireddy/Math SBTL | standards, framework, curriculum | Y |
| provide PD on data driven instruction and PD on star data /how to set the goals and progress monitoring | 9/1/2021 | 5/10/2022 | Somireddy/Math SBTL | standards, framework, curriculum | Y |
| provide PD on Quality Teaching for English Learners (QTEL) | 9/1/2021 | 11/26/2021 | Zwolak/EL Point | standards, framework, curriculum | Y |
| use "LN 4 Math Framework Feedback Tool" walkthrough sheets for feedback and coaching at least every 6 weeks | 9/1/2021 | 4/29/2022 | Brown/AP | LN 4 Math Framework Feedback Tool | N |
| conduct instructional rounds with admin team (fall) | 9/1/2021 | 11/26/2021 | Brown/AP | standards, framework, curriculum | N |
| implement and refine coaching cycles on the framework | 9/20/2021 | 11/26/2021 | Brown/AP | math framework, PD plan, calendar | N |
| provide PD on questioning and prompts for discussion (Teacher talk moves) | 10/1/2021 | 12/1/2021 | Somireddy/Math SBTL | standards, framework, curriculum | Y |
| Implement the examination of student work within PLCs or CPT agenda | 10/4/2021 | 4/29/2022 | Somireddy/Math SBTL | protocol, CPT | N |
| analyze grade level common assessments and CRQs to verify that they are standards aligned | 10/4/2021 | 4/29/2022 | Somireddy/Math SBTL | assessments, standards | N |
| as a department, norm and creates a plan for how to best address unfinished learning | 10/15/2021 | 12/20/2021 | Brown/AP | standards, framework, curriculum | N |
| use STAR data to identify instructional next steps and areas of unfinished learning | 11/30/2021 | 4/29/2022 | Somireddy/Math SBTL | STAR data; scheduled meeting time; protocol or process for analyzing data | N |
| conduct instructional rounds with admin team and teachers (winter/spring) | 1/1/2022 | 4/29/2022 | Brown/AP | LN 4 Math Framework Feedback Tool | N |

Jules E. Mastbaum 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 | There is not a clear administrative and teacher leader monitoring plan for CTE. This includes management of CTE Common Planning Time, and an observation/coaching model that is aligned to NOCTI goals. | 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 | School level changes to responsive lesson planning expectation would be ones that the school leadership would have to focus on/prioritize on, and this hasn't gotten attention and would be something that school leaders would need to norm | % 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>CTE CPT</p> <ul style="list-style-type: none"> - The adoption of the school's vision for CTE will include elements of the Math Framework and the ELA Framework that apply to the CTE programs as well as real world learning opportunities - The appropriateness of the CTE CPT strategy will be developed through ongoing PD that increase CTE teachers' capacities to plan and teach their content effectively, and through the identification of data sources (NOCTI? Union tests? internship activities, PALS) that should focus the work of the CTE teachers. - A designated school leader (CTE SBTL) will be appointed to help design the CTE vision for the school (including connections to internships), facilitate CPT meetings for CTE meetings, and develop CTE teachers' pedagogical content knowledge, in order to increase the feasibility of CTE collaboration <p>Core Content CPT</p> <ul style="list-style-type: none"> - The school's vision for instruction, and how CPT is used to support this vision, is understood and accepted by 80% of the stakeholders (i.e. content teachers, special education teachers, EL teachers) affected by this strategy - CPT members adopt with 80% fidelity a CPT cycle of learning that includes (a) establishing student learning goals, (b) collaboratively planning and refining grade-level, standards-aligned lessons that incorporate real world learning opportunities (esp through the building of background knowledge) and/or assessments that are horizontally and vertically aligned, (c) data and student work analysis, (d) reflection on their impact on student learning and the sharing of instructional best practices. - The feasibility of the CPT strategy is attained through the use of protocols to guide focused discussion so that data (e.g., Star, CRQ, Intervention) is analyzed in a meaningful way <p>For all teachers</p> <ul style="list-style-type: none"> - The concepts and skillsets developed through the staff equity circles will be evident in CPT discussions as inequities are grappled with in these teacher groups, and CPT discussion norms will align with the norms for Courageous Conversations about Race | <ul style="list-style-type: none"> - Informal classroom/CPT observations will occur each week (2-3 per week per administrator) to determine the extent to which teachers are adopting elements of the ELA and math frameworks, including in the CTE classrooms. These walkthroughs will align with Mastbaum's Instructional Values. - School administrators will review Mastbaum's Scoreboard of Instructional Values to analyze trends in teacher performance on a bi-weekly basis in instructional leadership team meetings. - Teacher surveys will be administered once a quarter to determine their perceptions of the CPT strategy (e.g., is the time being used effectively, are the protocols for analyzing student data the right protocols). |
|---|--|

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|--|------------------------|-----------------------------|---|---|----------|
| CTE SBTL will look through the ELA and Math Mini Lessons on PDE's website to determine which to leverage for Mastbaum and how to incorporate these into CPT discussion. | 7/1/2021 | 8/23/2021 | CTE SBTL, ELA SBTL, Math SBTL | https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/ELAMiniLessons/Pages/default.aspx and https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/MathCharts/Pages/default.aspx | N |
| The leadership team will revise Mastbaum's instructional values for the 21-22 school year | 7/1/2021 | 8/23/2021 | Lon | instructional values; handbook | N |
| The identified CTE SBTL will check in with school administration on a weekly basis | 8/1/2021 | 6/14/2022 | Lon | scheduled meeting time | N |
| The leadership team will receive training on protocols to use to analyze data (Star, CRQs, Interventions) in CPT discussions | 8/7/2021 | 8/31/2022 | PAI; Office of Academic Supports; PESO | PD plan, protocols | N |
| The CTE SBTL will be included as part of the instructional leadership team on a bi-weekly basis to join the academic conversations around teacher trends in relation to the ELA and Math frameworks | 8/23/2021 | 6/14/2022 | TBD CTE SBTL | scheduled meeting time | N |
| The ELA/Math SBTLs will co-lead the CTE CPT meetings for the first quarter in collaboration with the CTE SBTL, which will include sustained PD on the ELA and math instructional framework strategies | 8/23/2021 | 11/15/2021 | McPhilemy/Somireddy | math and ELA frameworks | N |
| CTE teachers will receive PD on the components of the ELA and math frameworks that should be incorporated into CTE lesson planning, as well as the PDE mini lessons that bridge ELA/math with CTE | 8/23/2021 | 8/31/2021 | McPhilemy/Somireddy | math and ELA frameworks | N |
| A CPT schedule for the week will be established, where one CPT is task driven and the second CPT is academically driven. These expectations will be shared with all teachers at the beginning of the year. | 8/23/2021 | 8/31/2021 | Lon/TBD CTE SBTL | master schedule; CPT schedule | N |
| The leadership team will introduce the revised instructional values to the whole staff | 8/23/2021 | 8/31/2022 | McPhilemy/Somireddy/Riley | scheduled meeting time | N |
| Equity circles will be re-introduced to teachers and begin during the first week of PD | 8/23/2021 | 8/30/2021 | Lon | scheduled meeting time, equity circle books | N |
| The leadership team will align CPT agendas with one instructional practice aligned to the values each month | 9/14/2021 | 6/1/2022 | McPhilemy/Somireddy/Riley | agendas, instructional values | N |
| Informal classroom/CPT observations will occur each week (2-3 per week per administrator) to determine the extent to which teachers are adopting elements of the ELA and math frameworks, including in the CTE classrooms. These walkthroughs will align with Mastbaum's Instructional Values. | 10/1/2021 | 6/14/2022 | Admin | frameworks, observation schedule | N |
| School administrators will review Mastbaum's Scoreboard of Instructional Values to analyze trends in teacher performance on a bi-weekly basis in instructional leadership team meetings. | 10/1/2021 | 6/1/2022 | Admin | scoreboard | N |
| Quarterly assessments will be designed for the CTE teachers that align with NOCTI expectations in collaboration with Mastbaum's Career Awareness Specialist | 10/1/2021 | 6/1/2022 | SDP Career Awareness Specialist; CTE SBTL | scheduled meeting time, vision for assessments | N |
| The leadership team will norm classroom walkthroughs aligned to the instructional values and CPT focus areas on a monthly basis | 10/1/2021 | 6/1/2022 | Admin and SBTLs | rubric or guide for norming | N |

Jules E. Mastbaum Area Vocational Technical High School [5060] 2021-2022 School Plan

| | | | | | | |
|--|--|------------|-----------|---------------------------|-----------------------------------|---|
| | The leadership team will revise a lesson planning model that is responsive to student data and unfinished teaching/learning | 10/1/2021 | 11/1/2021 | McPhilemy/Somireddy/Riley | sample models | N |
| | Expectations for administering common assessments will be introduced to teachers | 10/1/2021 | 11/1/2021 | McPhilemy/Somireddy/Riley | scheduled time to discuss | N |
| | At least once a quarter, Star data will be analyzed in CPT discussions to inform intervention plans for students | 11/1/2021 | 12/1/2021 | McPhilemy/Somireddy/Riley | scheduled meeting time, star data | N |
| | The revised lesson planning model will be introduced to teachers and how this will inform CPT discussions | 11/1/2021 | 12/1/2021 | McPhilemy/Somireddy/Riley | scheduled time to discuss | N |
| | Expectations for analyzing common assessment data on a bi-weekly basis and incorporating analyses into lesson planning | 11/1/2021 | 12/1/2021 | McPhilemy/Somireddy/Riley | scheduled time to discuss | N |
| | Teacher surveys will be administered once a quarter to determine their perceptions of the CPT strategy (e.g., is the time being used effectively, are the protocols for analyzing student data the right protocols). | 11/15/2021 | 6/14/2022 | Admin | surveys | N |
| | The CTE SBTL will be the main facilitator of CTE CPT meetings while the ELA/math SBTLs join as a source of support, which will include sustained PD on the ELA and math instructional framework strategies | 11/30/2021 | 1/30/2022 | TBD CTE SBTL | CPT | N |
| | Leads for courageous conversations about race will be identified for each CPT grouping (or the literature circle leads will be tapped to serve as these CPT leads?) | 10/1/2021 | 6/1/2022 | Lon | teacher leaders | N |
| | | | | | | |
| | | | | | | |

Jules E. Mastbaum HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

PBIS - Currently Implementing (Focus: Tier I Climate Framework)

| Select Any Applicable Goals | Why Statement | Goal Statement | Essential Practice |
|-----------------------------|---|--|--|
| Additional Goal 1 | There is a historical culture of suspension (as a way to calm the building) and a lack of restorative practices and positive incentivisation as a result of limited modeling from the leadership team on what it looks like to have a safe environment and to build relationships with students. Working on rebuilding trust with students and community due to historical precedent of asking students to return back to neighborhood schools rather than remaining at Mastbaum as a special admit school. | At least _% of all students will attend school 95% of days or more | EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services. |
| Additional Goal 2 | There is a historical culture of suspension (as a way to calm the building) and a lack of restorative practices and positive incentivisation as a result of limited modeling from the leadership team on what it looks like to have a safe environment and to build relationships with students. Working on rebuilding trust with students and community due to historical precedent of asking students to return back to neighborhood schools rather than remaining at Mastbaum as a special admit school. | At least _% of students will have zero out-of-school suspensions | EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services. |
| | | | |
| | | | |

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

| | |
|---|--|
| <ul style="list-style-type: none"> - PBIS values, behavioral expectations, and discipline policy reflect the collective input from school stakeholders (e.g. students, teachers, parents), with the majority of these stakeholders believing that the PBIS vision is the appropriate, culturally responsive and sustaining approach to climate at the school - The feasibility of the PBIS model is achieved through the appropriate allocation of time, resources, and documentation systems for (a) PBIS teams to meet regularly to plan PBIS Initiatives, review student data, and implement/monitor student interventions (including Youth Court, CICO) and (b) faculty/staff to teach/reinforce positive behavioral norms in the classroom and receive ongoing support to improve their PBIS practices. - Tier 1 PBIS practices are implemented with 80% fidelity not just in the classroom, but also throughout the school (i.e. townhall meetings, cafeteria, hallways, parent interactions), leading to growth in teacher performance in Domain 2d of the Danielson Framework - The implementation of PBIS will include student leadership opportunities (i.e. student ambassadors, leaders in training, leadership within student clubs) | <ul style="list-style-type: none"> - Staff survey will be administered to determine their perceptions of the PBIS model, whether their inputs were incorporated into the PBIS model, and if the PBIS model is the right fit for the school - The Shop Battle Scoreboard, which tracks attendance, positive citizenship, and participation in student clubs, will be shared with students on a bi-weekly basis - Major and minor referrals will be analyzed in SIS during monthly TIPS meetings to determine which teachers are reporting infractions and may need additional PBIS coaching support - PBIS rewards will also be monitored in monthly TIPS meetings to determine if Tier 1 PBIS practices are being implemented consistently and fairly - The PBIS coach will work with the PBIS team to monitor the effectiveness of the monthly TIPS meetings and also conduct data walkthroughs for implementation fidelity checks - At the end of every quarter, the school leadership team will review attendance and suspension data to evaluate progress towards end of year goals and also debrief with the PBIS team their perceptions of the PBIS model (i.e. appropriateness, culturally responsiveness, etc) |
|---|--|

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|------------------------|-----------------------------|---|---------------------------------------|----------|
| Expand the PBIS team to include a teacher rep, student rep, and parent representative | 8/1/2021 | 8/31/2021 | Diggs (Climate Manager) | rosters and parent volunteers | N |
| Development of at least monthly Team Initiated Problem Solving meetings | 8/1/2021 | 8/31/2021 | Diggs (Climate Manager) with PBIS Coach | master schedule | N |
| Contact 8th grade feeder patterns to receive lists of IBHS students | 8/1/2021 | 8/31/2021 | Hayword (STEP Clinical Coordinator) | contact list | N |
| Train staff on PBIS practices as needed: how to follow the behavior flowchart, how to use of problem behavior definitions, how to teach behavior expectations, how to use language with the appropriate praise to corrections ratio, and how to use tangible reinforcements in a consistent/fair manner | 8/23/2021 | 11/1/2021 | Diggs (Climate Manager), Russell (Climate Support Specialist), Brown (Climate Support Specialist) | PD materials and guides | Y |
| Train staff on major office discipline data entry into SIS | 8/23/2021 | 8/30/2021 | Trainer (Dean) | PD materials and guides | Y |
| Establish collaboration norms with IBHS, SAP, and truancy providers | 8/23/2021 | 9/30/2021 | Counselor | scheduled meeting time | N |
| Re-visit behavior expectations with students, staff, and families (separate orientations to the PBIS framework for 9th and 10th grades; virtual parent workshops to present the behavior flowchart) | 8/31/2021 | 9/15/2021 | Diggs (Climate Manager) | scheduled meeting time | N |
| Each month, plan school-wide calendar of incentives (i.e monthly incentives for attendance; weekly incentives for Paw Mart; quarterly incentives for bigger rewards) | 8/31/2021 | 6/14/2022 | Diggs (Climate Manager) | LCA- PAI/Shop Battles Scoreboard | N |
| Solicit stakeholder (i.e. students) feedback on the adoption of Tier 1 PBIS classroom procedures | 9/1/2021 | 9/30/2021 | Diggs (Climate Manager), Trainer (Dean) | survey or focus group | N |
| Student ambassadors and Leaders in Training will be identified and trained on their roles/responsibilities | 9/1/2021 | 10/1/2021 | Brown (AP), Diggs (Climate Manager) | time for training, clear expectations | N |
| Obtain releases of information from outside, Tier 3 providers for continuity of care | 9/1/2021 | 12/1/2021 | Counselor | contacts | N |
| Set an ongoing calendar schedule to meet with outside providers including and not limited to; DHS, JPO, and Behavioral Health | 9/1/2021 | 10/1/2021 | Counselor | scheduled meeting time | N |
| The Shop Battle Scoreboard, which tracks attendance, positive citizenship, and participation in student clubs, will be shared with students on a bi-weekly basis. Through this process, PBIS rewards will be given to the student, teachers, and support associated with the shop that wins each competition. | 9/15/2021 | 6/14/2022 | PAI Coach, Principal Lon | scoreboard | N |
| Implement multidisciplinary MTSS team to discuss and assess students response to Tier II and Tier III interventions (including Youth Court and CICO) | 9/30/2021 | 6/14/2022 | Hayword (STEP Clinical Coordinator), Bacon (Counselor), Roster Chair | scheduled meeting time, agendas | N |
| Share tier 1 disaggregated attendance and climate data with school staff | 10/1/2021 | 6/1/2022 | Trainer (Dean) | data | N |
| Student ambassadors and Leaders in Training will help run PBIS initiatives (the school store) and provide input on PBIS initiatives | 10/1/2021 | 6/14/2022 | Brown (AP), Diggs (Climate Manager), Climate Support Staff | students volunteers | N |
| Ensure that the TIPS team is collecting data on PBIS fidelity and usage. - Major and minor referrals will be analyzed in SIS during monthly TIPS meetings to determine which teachers are reporting infractions and may need additional PBIS coaching support - PBIS rewards will also be monitored in monthly TIPS meetings to determine if Tier 1 PBIS practices are being implemented consistently and fairly - Data walkthroughs and fidelity checks | 10/1/2021 | 6/1/2022 | Diggs (Climate Manager) with PBIS Coach | monitoring process | N |
| Establish a collaboration between the PBIS coach and the FACE Liaison to facilitate workshops related to the school PBIS settings and climate. | 10/1/2021 | 11/1/2021 | FACE Liaison and PBIS Coach | contacts | N |
| Complete annual Tiered Fidelity Inventory | 5/1/2022 | 6/14/2022 | Diggs (Climate Manager) with PBIS Coach | inventory | N |

Jules E. Mastbaum Area Vocational Technical High School [5060] 2021-2022 School Plan

| | | | | | | |
|--|---|-----------|------------|---|------------|---|
| | Designate time & complete the self-assessment survey for all staff | 5/1/2022 | 6/14/2022 | Diggs (Climate Manager) with PBIS Coach | assessment | N |
| | Staff survey will be administered to determine their perceptions of the PBIS model, whether their inputs were incorporated into the PBIS model, and if the PBIS model is the right fit for the school | 12/1/2021 | 12/20/2022 | Diggs (Climate Manager) with PBIS Coach | survey | |

Jules E. Mastbaum HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

| Select Any Applicable Goals | Why Statement | Goal Statement | Essential Practice |
|-----------------------------|--|---|--|
| Additional Goal 3 | To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans. | At least % of students will graduate with their 4-year cohort | EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services. |
| | | | |
| | | | |

| Anticipated Outputs (link out to EP Look Fors) | Monitoring/Evaluation |
|--|--|
| <ul style="list-style-type: none"> - The majority of the adults at the school can articulate the "why" behind Healing Together, the vision of this initiative, and the socioemotional + college/career readiness components of this initiative - Faculty/staff will work together to adapt Healing Together to meet the needs the needs of students and adults at the school and as a result, buy-into the appropriateness of this strategy - The feasibility and sustainability of Healing Together will be achieved through clear systems/structures that allot sufficient time, material resources, and human capital resources to this strategy - 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. - The community meetings/advisory time will result in a sense of classroom identity, school identity, an orientation to helping students succeed on their paths to graduation, and partnerships with various school stakeholders involved in helping students achieve their postsecondary plans | <ul style="list-style-type: none"> - Faculty/staff understanding of the advisory model will be monitored using the "check for understanding" survey each quarter, and will be triangulated by an analysis of changing student needs (assessed through the "student wellness" survey administered through advisory once a month) - School leaders/counselors will visit advisory periods at least once a month to monitor the implementation of the advisory expectations - 9th grade and 12th grade on track rates will be reviewed each quarter to assess progress towards end of year goals |

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|------------------------|-----------------------------|---------------------------------|------------------------------|----------|
| Retrain staff in Community Meeting/advisory (and its connections to social-emotional learning and college/career advising) | 8/23/2021 | 8/30/2021 | AP Dignetti and Counselor Bacon | PD plan, time to meet | Y |
| The counseling team - Review & utilize available resources to create a yearlong calendar of CM topics that are adapted to fit needs of the school community and the schoolwide climate approach | 8/23/2021 | 9/30/2021 | AP Dignetti and Counselor Bacon | calendar | N |
| Incorporate Student Well-Being Survey, which is a 5 minute survey administered each month in CM | 9/1/2021 | 6/14/2022 | AP Dignetti and Counselor Bacon | survey | N |
| Increase freshmen and senior involvement in extra-curricular activities by consistently advertising EC opportunities during town hall and community meetings, daily announcements. | 9/1/2021 | 6/14/2022 | Lon and Counselors | flyers, announcements | N |
| Student leadership groups at Tiers I, II, and III that support monthly school beautification and pride projects (i.e. student created school spirit posters, murals) | 9/1/2021 | 6/14/2022 | Student Leadership Sponsors | art supplies | N |
| Check and Reflect will be introduced to staff so that they understand its functions, the data it provides, and how to hold conversations with students using this tool | 9/15/2021 | 10/1/2021 | Counselors | check and reflect | N |
| A schedule for Check and Reflect implementation will be created | 9/15/2021 | 10/1/2021 | Counselors | calendar | N |
| Check and Reflect reports will be shared and reviewed with students monthly, during which students will set SMART goals for themselves and during which faculty will encourage students to participate in extracurricular activities. | 9/15/2021 | 10/1/2021 | Counselors | check and reflect reports | N |
| Monthly school event (Homecoming, Winter Carnival) or town hall with guest speakers (workforce development guest speakers, alumni panels) will be scheduled throughout the year. | 9/15/2021 | 10/1/2021 | Dignetti | calendar, event planners | N |
| Tier 1 team will review the CM/Advisory plan with staff prior to the first day of school | 9/30/2021 | 10/15/2021 | AP Dignetti and Counselor Bacon | plan, meeting time | N |
| Invite upper class students to co-create community meeting lessons to be shared with 9th and 10th grade student advisories to help acclimate them to in-person high school life | 10/1/2021 | 12/15/2021 | AP Dignetti and Counselor Bacon | schedule, student volunteers | N |
| Student advisory council (representatives from every advisory from 9-12) - meet monthly with leadership team to provide input on school initiatives and provide advice on community meeting/advisory topics | 10/1/2021 | 6/1/2022 | Principal Lon | scheduled meeting time | N |
| Revisit Community Meeting calendar monthly during Common Planning Time and revise as needed | 11/1/2021 | 6/1/2022 | AP Dignetti and Counselor Bacon | CPT, calendar | N |
| Progress monitor implementation using "check for understanding" survey | 11/1/2021 | 11/30/2021 | AP Dignetti and Counselor Bacon | survey | N |
| Special attention will be paid to African American males who may benefit from academic, attendance, or behavioral mentoring. These students will be selected based on their Keystone data, attendance data, or suspension data, and they will be placed into mentoring groups for weekly check-ins at the start of the 2nd quarter. | 11/1/2021 | 6/14/2022 | AP Dignetti and Counselor Bacon | rosters and student data | N |

Jules E. Mastbaum Area Vocational Technical High School [5060] 2021-2022 School Plan

| | Goal Statement | Q1 Target | Q2 Target | Q3 Target | Q4 Target |
|----------------------|--|--|--|--|--|
| BOARD GOAL 4 | At least 6% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology) | - At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q1 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q1 | - At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q2 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q2 | - At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q3 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q3 | - At least 12% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q4 - At least 15% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q4 |
| | Actual Performance | | | | |
| | Met Target? | | | | |
| BOARD GOAL 5 | At least 69% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment | At least 54% 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 59% 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 64% 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 69% 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 37% of all students will attend school 95% of days or more | At least 52% of all students will attend school 95% of days or more in Q1. | At least 47% of all students will attend school 95% of days or more in Q2. | At least 42% of all students will attend school 95% of days or more in Q3. | At least 37% of all students will attend school 95% of days or more in Q4. |
| | Actual Performance | | | | |
| | Met Target? | | | | |
| 90% ATTENDANCE GOAL | At least 52% of all students will attend school 90% of days or more | At least 67% of all students will attend school 90% of days or more in Q1. | At least 62% of all students will attend school 90% of days or more in Q2. | At least 57% of all students will attend school 90% of days or more in Q3. | At least 52% of all students will attend school 90% of days or more in Q4. |
| | Actual Performance | | | | |
| | Met Target? | | | | |
| ZERO SUSPENSION GOAL | At least 87% of students will have zero out-of-school suspensions | At least 96% of students will have zero out-of-school suspensions in Q1. | At least 93% of students will have zero out-of-school suspensions in Q2. | At least 90% of students will have zero out-of-school suspensions in Q3. | At least 87% of students will have zero out-of-school suspensions in Q4. |
| | Actual Performance | | | | |
| | Met Target? | | | | |
| GRADUATION GOAL | At least 94% of students will graduate with their 4-year cohort | At least 79% 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 84% 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 89% 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 94% of first time 12th grade students will be on-track for graduation in Q4, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing. |
| | Actual Performance | | | | |
| | Met Target? | | | | |
| (ELL GOAL) | At least 15% of EL students at Level 3+ in grades 10-11 will score proficient on the Literature Keystone | At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q4 |
| | Actual Performance | | | | |
| | Met Target? | | | | |