## VISION FOR LEARNING

MISSION STATEMENT: The mission of Randolph Career and Technical High School is to prepare our diverse student body for post-secondary students and work-based experiences by offering challenging academic and career programs in a safe, supportive learning environment. VISION STATEMENT: Through programs created to insure college and career readiness, students will be prepared to be compete in and contribute to a 21st century global society.

## STEERING COMMITTEE

| Name | Position | Building/Group |
|---|---|---|
| Dr. Michelle Burns | Principal | Randolph |
| Kristin Williams-Smalley | Assistant Principal | Randolph |
| Miriam Silverman | ELA Specialist | Randolph |
| Charles Sawyer | Climate Manager | Randolph |
| Wanda Merchon | Parent | Randolph |
| Folami Irvine | Community Member | Randolph |
| Brett Goldenhorn | Business Partner | Randolph |
| Mickeem Watson | Student | Randolph |
| Joe Taylor | Planning Support | School District of Philadelphia |
| Jennie Stadelberger | Special Education Case Manager | School District of Philadelphia |
| Shaniece Boyd | Attendance Coach | School District of Philadelphia |
| Kyle Cephas | Climate and Culture Coach | School District of Philadelphia |
| Nate Diehl | Grants Compliance Monitor | School District of Philadelphia |
| Ervin Miller | Talent Partner | School District of Philadelphia |
| Alison Barnes | Professional Learning Specialist | School District of Philadelphia |
| Johanna Agnew | Prevention and Intervention Specialist | School District of Philadelphia |
| Sheree Ellison | Instruction Reform Specialist | School District of Philadelphia |

# ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, evidence-based, and differentiated for all student groups | Mathematics<br><br>English Language Arts<br><br>STEM |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, with a focus on continuing to develop systems around attendance and behavior | Regular Attendance<br><br>School climate and culture<br><br>Career Standards Benchmark |
| We will implement a multi-tiered system of supports for academics with a focus on being more proactive in providing Tier II supports for students based on their academic data | Graduation rate<br><br>Graduation rate<br><br>Career Standards Benchmark |

# ACTION PLAN AND STEPS

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

## Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Algebra 1 | At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). |
| Literature | At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). |
| Biology | At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Create separate CPT schedule for teachers so weekly meeting schedule is maintained | 2020-08-17 - 2020-08-21 | Assistant Principal and SBTL | School Based Teacher Leader Position Funded Through CSI Funds: $122,900 Rationale: The school based teacher leader will lead departmental efforts to analyze student data through the use of data analysis protocols and plan for re-teaching (when needed). |
| Examine prior year data, including STAR, PSAT, Benchmarks, Imagine Math, Achieve 3000, and Carnegie Learning, to develop comprehensive plan for grades 9 & 10. | 2020-08-24 - 2020-09-11 | Instructional Leadership Team | Various Data Reports |
| Create a rolling agenda for each Common Planning Time group that reflects discussions and actions related to the previous meetings and protocols | 2020-08-17 - 2020-08-21 | Assistant Principal and SBTL | Rolling Agendas |
| Identify common assessments (create when needed) that are aligned to the planning and scheduling timeline | 2020-08-24 - 2021-06-11 | Classroom Teachers | Common Assessments, Keystone Released Items |
| Norm around scoring of common assessments | 2020-09-01 - 2020-10-02 | Professional Learning Specialist and Instruction Reform Specialist | Common Assessment Scoring Guide |
| Administer common assessments every other week (contingent upon Chromebooks being returned to Randolph in a working state) | 2020-10-05 - 2021-06-11 | Classroom Teachers | Common Assessments, Chromebooks |
| Teachers will analyze common assessment and standardized test data (STAR, Benchmark, PSAT, etc.) utilizing SDP Data Analysis Protocols and will then use this information to adjust instructional practices and plan accordingly to meet student needs | 2020-10-05 - 2021-06-11 | Teachers and Instructional Leadership Team | Common Assessment Data, Data Analysis Protocols |
| School, network, and district support will provide professional development sessions to teachers as needed during CPT | 2020-09-07 - 2021-06-11 | Instructional Leadership Team, Professional Learning Specialist, Instructional Reform Specialist | PD Materials |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Teachers will analyze student work using the SDP Student Work Protocol | 2020-10-01 - 2021-06-11 | Instructional Leadership Team, Professional Learning Specialist, Instructional Reform Specialist | Teachers will analyze student work using the SDP Student Work Protocol |

**Anticipated Outcome**

All Keystone-content teachers will participate and engage in 1 common planning time meeting per week with checks for engagement documented through deliverables and Exit Tickets

**Monitoring/Evaluation**

Sign-In sheets and agendas will be distributed and collected at all meetings Data analysis protocols will be distributed and collected regularly Rolling Agenda will be reviewed by the leadership team bi-weekly Quarterly, administration will review STAR/Benchmark data to determine whether we are on-track to meet our EOY proficiency goals.

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**Evidence-based Strategy**

Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

**Measurable Goals**

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Algebra 1 | At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). |
| Literature | At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). |
| Biology | At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| All teachers will receive training on the Blended Learning model | 2020-08-24 - 2021-06-11 | Instructional Leadership Team | Chromebooks |
| Teachers will receive refresher training on how to use Achieve 3000 and Imagine Math (Contingent upon Chromebooks being returned in a usable state) | 2020-08-24 - 2021-06-11 | Instructional Leadership Team | Achieve 3000 and Imagine Math |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Establish rotation cycles (stations including small group instruction) for all classes | 2020-10-05 - 2020-10-30 | Instructional Leadership Team | Master Schedule of Chromebook Carts |
| Usage and student performance data for Achieve 3000 and Imagine Math will be reviewed monthly | 2020-10-05 - 2021-06-11 | Teachers | Imagine Math and Achieve 3000 Data Reports |
| Teachers will reflect on blended learning and have opportunities to share and model best practices in this area during CPT | 2020-11-02 - 2021-06-11 | Instructional Leadership Team | PD Materials |

### Anticipated Outcome

Flexible blended learning groupings and activities will be noted in teachers' lesson plans and further outlined in a document created by the Randolph team that will be reviewed/revisited every six weeks

### Monitoring/Evaluation

Usage and student performance data for Achieve 3000 and Imagine Math will be reviewed monthly Instructional leadership team will review lesson plans to check for notes on blended learning activities

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### Evidence-based Strategy

Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198

### Measurable Goals

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

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Engage faculty and staff in creating a coherent schoolwide climate vision in alignment with Restorative Practices | 2020-08-17 - 2020-09-11 | Climate Manager | Climate Manager Position Funded Through CSI Funds: $125,300 Rationale: The climate manager will lead/oversee the implementation of Restorative Practices Tier I implementation (Community Building Circles). Social Worker Position Funded Through CSI Funds: $117,000 Rationale: The social worker will support with the Tier II and Tier III Restorative Practices processes (Harm and Healing Circles and Community Re-Entry Circles). Trauma-Informed Training Funded Through CSI Funds: $20,000 Rationale: By providing our staff with trauma-informed training we are increasing our staff's capacity to help students impacted by trauma move forward towards recovery, healing, and hope while also enabling them to be more successful in school and society. 4 Hour Climate Staff Positions (3) Funded Through CSI Funds: $17,400 x 3 = $52,200 Rationale: Climate support staff will aid in our schoolwide |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| | | | implementation of restorative practices and will recognize students who are doing the right things in our common spaces. |
| Train teachers and staff in Restorative Practices, including sharing schoolwide vision for climate | 2020-08-17 - 2020-09-11 | Climate Manager | Restorative Practices Materials, Projector, PowerPoint |
| Create and implement staff deployment plan aligned to Restorative Practices with a focus on developing staff buy-in for this strategy | 2020-08-24 - 2020-09-30 | Climate Manager | Restorative Practices Materials, Organizational Chart |
| Schedule coaching or ongoing implementation support of Restorative Practices with Learning Network 4 and School District support team | 2020-08-24 - 2020-09-30 | Climate Manager | Restorative Practices Materials |
| Review key data and identify students for Tier II and III interventions | 2020-10-16 - 2021-06-11 | Social Worker | Student Data Reports |
| Implement Tier II and Tier III Restorative Practices processes (Harm and Healing Circles and | 2020-10-19 - 2021-06-11 | Social Worker | Restorative Practices Tier II and III Curriculum |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Community Re-Entry Circles). | | | |
| Award students who are exhibiting positive behaviors in common spaces with Randolph Dollars | 2020-08-31 - 2021-06-11 | 4 Hour Climate Staff | Tokens |
| Staff will receive Trauma 101, 102, and 103 training from our external partner | 2020-10-01 - 2021-01-29 | Dr. Burns/Principal | Lakeside (External Partner) PD Materials |
| Select staff members will receive individualized trauma-informed practices coaching from Lakeside | 2020-11-02 - 2021-02-26 | Charles Sawyer/Climate Manager | Coaching Calendar, Coaching Materials |

### Anticipated Outcome

Tier I Community Building Circles will be implemented monthly across all four grades

### Monitoring/Evaluation

Restorative practices implementation data will be reviewed on a monthly basis by the Climate Team Quarterly, the climate team will review Zero OSS data to determine whether we are on-track to meet our EOY Zero OSS goal.

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### Evidence-based Strategy

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

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| 95% Attendance | At least 30% of students will attend school 95% of days or more. |
| Zero OSS | At least 95% of 9-12th grade students will have zero out-of-school suspensions. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Teachers and staff will be trained in how to administer the universal screener and how to analyze its data | 2020-08-24 - 2020-09-18 | Social Worker | Universal Screener |
| The universal screener will be administered during the first month of the school year | 2020-08-31 - 2020-09-30 | Teachers | Universal Screener |
| Screener data will be reviewed and Tier II/III students will be identified | 2020-09-18 - 2020-10-16 | Social Worker | Universal Screener Data |
| A plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III will be developed | 2020-10-02 - 2020-10-30 | Social Worker | Universal Screener Data |
| Identify and train a new attendance designee in the SAIP Process | 2020-08-24 - 2021-09-10 | Principal and Assistant Principal | Teacher Rosters |
| Students with 3+ unexcused absences will be sent a C-31 letter | 2020-09-14 - 2021-06-11 | Attendance Designee | C-31 Letters, EWI Reports |
| A SAIP meeting will be scheduled for students with 6+ unexcused absences during which SAIPs to overcome barriers will be developed | 2020-09-21 - 2021-06-11 | Attendance Designee | EWI Reports, SAIP Framework |
| Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office. | 2020-09-28 - 2021-06-11 | Attendance Designee | Truancy Paperwork, EWI Report |
| Students with 95% attendance and 90%-94% attendance will be highlighted on the school bulletin board and with be shouted out during Town Halls | 2020-09-30 - 2021-06-11 | Attendance Designee | EWI Report |

### Anticipated Outcome

SAIP meetings will be scheduled on a bi-weekly basis for students 6+ unexcused absences

### Monitoring/Evaluation

SAIPs will be progress monitored every 30 days The attendance designee will review data with other attendance team members monthly

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### Evidence-based Strategy

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

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) | | |
|---|---|---|---|

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| 9th On-Track | At least 60% of first-time 9th grade students will be on-track for graduation. |
| 12th On-Track | At least 75% of 12th grade students will be on-track for graduation. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| 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 | 2020-08-24 - 2020-10-02 | Assistant Principal | Advisory Materials Funded Through CSI Funds: $1,652 Rationale: By purchasing materials for advisories, teachers will have access to ready-made materials to support their efforts to help students remain on-track for graduation. |
| A schedule for Check and Reflect implementation will be created | 2020-08-17 - 2020-09-30 | Assistant Principal | Calendar |
| Check and Reflect reports will be shared and reviewed with students monthly, and students will set SMART goals for themselves during this time based on their data | 2020-10-01 - 2021-06-11 | Teachers | Check and Reflect Reports |
| Teachers will follow-up with students to review their progress in meeting the goals they set for themselves | 2020-10-01 - 2021-06-11 | Teachers | Check and Reflect Reports |
| Teachers will utilize purchased materials along with Naviance during advisory to help students think about what College and Career Pathways they are interested in | 2020-10-01 - 2021-06-11 | Teachers | Naviance, Advisory Materials |

**Anticipated Outcome**

Students will take more ownership of their data and set goals for themselves

**Monitoring/Evaluation**

The leadership team will observe Check and Reflect implementation on a monthly basis to ensure this process is being completed The leadership team will review completed Check and Reflect forms on a monthly basis to ensure this process is being completed

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**Evidence-based Strategy**

Grade Improvement and Credit Recovery

**Measurable Goals**

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| --- | --- |
| 9th On-Track | At least 60% of first-time 9th grade students will be on-track for graduation. |
| 12th On-Track | At least 75% of 12th grade students will be on-track for graduation. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
| --- | --- | --- | --- |
| Teachers will use the Grades Monitoring Tool to identify students who are at-risk of failing | 2020-10-12 - 2021-06-11 | Teachers | Grades Monitoring Tool and Gradebooks |
| Teachers will conference with students who are at-risk of failing and will review expectations and outline how the student can bring their grade up | 2020-10-12 - 2021-06-11 | Teachers | Grades Monitoring Tool and Gradebooks |
| Communication around grade improvement will be made with students and parents around the dates when these opportunities will be offered and the expectations around completing work | 2020-11-16 - 2021-06-11 | Assistant Principal | Grade Improvement Packets, Grade Improvement Calendar |
| Teachers will submit proposed grade improvement packets to the leadership team for review prior to distribution | 2020-11-16 - 2021-06-11 | Assistant Principal | Grade Improvement Packets |
| The roster chair will identify students who have failed at least one course | 2020-08-01 - 2020-10-30 | Roster Chair | Student Transcripts |
| Students will be enrolled in courses they previously failed on Edgenuity | 2020-08-01 - 2020-09-30 | Roster Chair | Edgenuity, Student Transcripts |
| Credit Recovery will reviewed with students during Town Hall, so they understand what it entails, expectations for completion, and how this is tied to passing courses | 2020-11-02 - 2021-06-11 | Assistant Principal | PowerPoint |
| Students who complete Credit Recovery will be acknowledged | 2020-10-01 - 2021-06-11 | Roster Chair | Bulletin Board |

### Anticipated Outcome

All failing students will have the opportunity to improve their grades to move from off-track to on-track by completing Grade Improvement packets

### Monitoring/Evaluation

Teachers will review grade improvement packets and will submit grade change forms to the roster chair on a quarterly basis The roster chair will monitor student progress of credit recovery courses on a bi-weekly basis

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1)<br><br>At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature)<br><br>At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). | Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf | Norm around scoring of common assessments | 09/01/2020 - 10/02/2020 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| (Biology) | | | |
| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1)

At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature)

At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). | Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf | School, network, and district support will provide professional development sessions to teachers as needed during CPT | 09/07/2020 - 06/11/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| (Biology) | | | |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1)<br><br>At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature)<br><br>At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology) | Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf | All teachers will receive training on the Blended Learning model | 08/24/2020 - 06/11/2021 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1)<br><br>At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature)<br><br>At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology) | Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf | Teachers will receive refresher training on how to use Achieve 3000 and Imagine Math (Contingent upon Chromebooks being returned in a usable state) | 08/24/2020 - 06/11/2021 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1)<br><br>At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature)<br><br>At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology) | Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf | Establish rotation cycles (stations including small group instruction) for all classes | 10/05/2020 - 10/30/2020 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 8% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1)<br><br>At least 15% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature)<br><br>At least 8% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology) | Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf | Usage and student performance data for Achieve 3000 and Imagine Math will be reviewed monthly | 10/05/2020 - 06/11/2021 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS) | Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198 | Train teachers and staff in Restorative Practices, including sharing schoolwide vision for climate | 08/17/2020 - 09/11/2020 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS) | Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198 | Schedule coaching or ongoing implementation support of Restorative Practices with Learning Network 4 and School District support team | 08/24/2020 - 09/30/2020 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS) | Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198 | Staff will receive Trauma 101, 102, and 103 training from our external partner | 10/01/2020 - 01/29/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS) | Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198 | Select staff members will receive individualized trauma-informed practices coaching from Lakeside | 11/02/2020 - 02/26/2021 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 30% of students will attend school 95% of days or more. (95% Attendance)<br><br>At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS) | Early Warning Intervention and Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1 | Teachers and staff will be trained in how to administer the universal screener and how to analyze its data | 08/24/2020 - 09/18/2020 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 30% of students will attend school 95% of days or more. (95% Attendance)<br><br>At least 95% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS) | Early Warning Intervention and Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1 | Identify and train a new attendance designee in the SAIP Process | 08/24/2020 - 09/10/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| | Early Warning Intervention and Monitoring | Identify and train a | |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| At least 60% of first-time 9th grade students will be on-track for graduation. (9th On-Track)<br><br>At least 75% of 12th grade students will be on-track for graduation. (12th On-Track) | Check and Connect (Tier 3) Link: https://www.evidenceforpa.org/strategies/6 | 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 | 08/24/2020 - 10/02/2020 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| At least 60% of first-time 9th | Check and Connect (Tier 3) Link: | Check and Reflect | 08/24/2020 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| At least 60% of first-time 9th grade students will be on-track for graduation. (9th On-Track)<br><br>At least 75% of 12th grade students will be on-track for graduation. (12th On-Track) | Grade Improvement and Credit Recovery | Teachers will use the Grades Monitoring Tool to identify students who are at-risk of failing | 10/12/2020 - 06/11/2021 |