

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	6030		
Name of School	Roxborough 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, Stepping Stones, IBHS, JJC		
Principal Name	Dr. Chris Shaffer		
Years as Principal	5		
Years as Principal at this School	1		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Dr. Chris Shaffer	Roxborough	cshaffer@philasd.org
Additional Leadership Team Representative	Christine Arnold	Roxborough	carnold@philasd.org
Math Content Specialist/Teacher Leader	Stephanie Henshaw	Roxborough	saberent@philasd.org
Literacy Content Specialist/Teacher Leader	Latifa Roberts	Roxborough	ladavid@philasd.org
Science Content Specialist/Teacher Leader	Erika McFadden	Roxborough	ermcfadden@philasd.org
School-based Climate Representative	Michael Perricone	Roxborough	mcperricone@philasd.org
Parent	Janet McHale	Roxborough HSA-President	
Community member	Jake Rainwater	Epic Church	
Business partner (other than parent or community member)	Steven Rauscher	PAI	
Student (required for High Schools)	Josh Corbin	Roxborough	
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Regional Director	Edward Davies	SDP	eadavies@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	Molly Byer	SDP	mbyer@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)	Tynara Blount	SDP	tblount@philasd.org
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	Blaine Zavod	Roxborough	bzavod@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>Academies @ Roxborough is committed to designing programs and learning opportunities that promote academic and social achievement for all students. We will focus on building a strong college preparatory foundation that will provide students with the necessary skills and tools to achieve success in college or career. Academies @ Roxborough students will be prepared to reach their highest potential and positively contribute to our global society.</p>			

Roxborough 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	62.6%	7.0%	12.3%	23.7%	57.0%	44	80.6%	6.2%	10.3%	24.8%	58.6%	
10th	72.5%	13.1%	7.2%	23.5%	56.2%	45	73.1%	13.5%	8.4%	18.7%	59.4%	
11th	69.1%	14.7%	9.8%	30.8%	44.8%	45	79.9%	14.4%	9.0%	25.1%	51.5%	
12th	54.8%	9.3%	4.7%	25.6%	60.5%	35	66.5%	9.5%	21.0%	17.1%	52.4%	
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	48.9%	25.8%	9.0%	22.5%	42.7%	40	75.6%	23.5%	12.5%	25.7%	38.2%	
10th	51.2%	27.8%	14.8%	21.3%	36.1%	46	70.8%	26.0%	12.7%	27.3%	34.0%	
11th	69.6%	26.4%	13.9%	19.4%	40.3%	45	82.3%	23.3%	18.0%	22.7%	36.0%	
12th	47.8%	14.7%	14.7%	22.7%	48.0%	37	49.4%	20.5%	12.8%	24.4%	42.3%	
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	46.3%	43.1%	27.5%	27.2%	46.6%	42.1%	43.1%	33.2%	All students	81.9%	78.4%	79.3%
90-95% days	13.0%	17.3%	27.9%	30.1%	12.9%	20.6%	17.3%	26.4%	Black/Afr Amer	80.0%	76.4%	76.8%
85-90% days	9.4%	12.5%	14.8%	15.0%	9.3%	10.9%	12.5%	14.2%	Hispanic/Latino	85.7%	81.0%	85.7%
80-85% days	4.7%	6.1%	9.0%	7.8%	4.4%	7.6%	6.1%	7.9%	Asian	100.0%	80.0%	100.0%
<80% days	26.7%	21.0%	20.8%	19.8%	26.9%	18.7%	21.0%	18.4%	White	96.7%	96.8%	94.0%

Roxborough HS - Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #1:					
ELA Framework (Focus: Tier I Academics)			Effective Professional Learning		
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice		
Board Goal 4	We currently don't have the skillsets (and haven't been shown how), in addition to the resources, to implement explicit reading strategies that (a) apply to all content areas, (b) that can help remediate students' low reading levels, and (c) that address students' instructional reading levels in alignment with grade level standards.	% 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		
Board Goal 5	CTE classes need to align with the knowledge and skills assessed on the written components of the NOCTI (in addition to showing their knowledge and skills verbally and physically), and our CTE teachers could benefit from more instructional supports to target students' reading, writing, and math deficits.	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		
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation		
ELA Lesson Plans - 90% of teachers will implement a lesson plan model aligned with the ELA framework that incorporate grade-level tasks, differentiation strategies, and interventions - 90% of teachers will consistently utilize explicit vocabulary instruction and understand the components of grade-level literacy instruction Coaching As a result of a consistent focus on ELA coaching, we will see a culture of literacy coaching as indicated by: - Teacher openness to reflecting on their own practices and mindsets in coaching conversations, and determining action-oriented next steps based on these reflections - Teachers trying new things/taking risks - Each stakeholder receiving coaching has an identified learning goal for themselves and for their students, and these goals inform a collaboratively determined coaching plan - Teachers' individual strengths/expertise known throughout the building and leveraged as part of the coaching model and PD structure			- School administration will review teachers' lesson plans and curriculum implementation on a weekly basis to discern alignment to the ELA framework look fors and district curriculum scope/sequence. - A pre-coaching and post-coaching assessment will be administered to teachers at the beginning, middle, and end of the year to identify trends with Roxborough's culture of coaching - School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback. - At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
The instructional leadership team will determine schoolwide strategies for explicit vocabulary instruction, writing across the curriculum, and/or high leverage OSS practices that apply to all content areas	7/15/21	9/15/2021	Principal, APs, SBTLs	OSS framework, ELA framework	
The instructional leadership team, in coordination with the PFT building committee, will determine a lesson plan model for ELA and SS that aligns with the ELA framework, and incorporates guidance on grade-level tasks, schoolwide instructional strategies, differentiation, and intervention usage	8/1/2021	8/30/2021	Principal, APs, SBTLs, Building Rep	Lesson Plan template	
Literacy coaches will receive professional development on coaching strategies (i.e. having difficult conversations, cognitive coaching, providing effective feedback) and practice coaching techniques with each other	8/1/2021	4/1/2021	Principal, APs	Thanks for the Feedback! The Art and Science of Receiving Feedback; 6 Steps of Effective Feedback	
PD on the ELA framework, lesson planning expectations, and the LN4 feedback tool will occur at the beginning of the year	8/23/2021	8/31/2021	Principal, APs, SBTLs	LN4 ELA Framework Feedback Tool; ELA Framework PD materials, LP template	
PD on the literacy intervention and how best to integrate the intervention into the instructional block will be offered towards the beginning of the year	8/23/2021	9/30/2021	Reading Specialist	Reading intervention	
School administration will review select teachers' lesson plans and curriculum implementation on a weekly basis to discern alignment to the ELA framework look fors and district curriculum scope/sequence	8/23/21	6/1/2022	Principal, APs	Lesson plan look fors	
Coaching norms/expectations will be shared with all teachers receiving ELA coaching so that everyone is clear on the roles/responsibilities of teacher coaches	9/1/2021	9/30/2021	Principal, APs	Coaching plans	
Ensure that all leaders and teachers actively participate in the District's professional learning for ELA framework implementation throughout the year	9/1/21	6/1/2022	Principal, APs	SDP PD calendar	
The instructional leadership team will determine the rubric for showing competency in these strategies and share with teachers	9/15/21	10/30/2021	Principal, APs, SBTLs	Danielson Rubric	
Survey ELA teachers on how best they receive feedback, their comfort levels with receiving coaching, and their self-assessments on the literacy competency areas identified for the year	9/15/2021	9/25/2021	SBTLs	Teacher surveys	
Coaches will review survey data to determine coaching strategies that align with teacher data and triangulate teachers' self-reports on competencies with their knowledge of teacher practices	9/25/21	10/1/2021	SBTLs	Teacher surveys	
The instructional leadership team will plan out the scope/sequence for yearlong PD that align with these competencies	10/15/21	11/15/2021	Principal, APs, SBTLs	PD schedule, school schedule	
Each coach will collaboratively create an individualized coaching plan for each teacher on their caseload based on the survey data	10/15/2021	10/30/2021	SBTLs	Coaching plans	
Weekly coaching will begin with each teacher in a caseload of 3	10/20/2021	6/1/2022	SBTLs	Coaching plans	
Coaches will meet each bi-weekly to set/review their coaching plans, debrief the coaching experience, coach each other, and plan upcoming PD based on teacher needs	10/30/2021	6/1/2022	SBTLs	Coaching plans	
"Expert" teachers for each literacy competency area will be identified and used as resources in monthly professional learning opportunities	10/30/21	5/15/2021	SBTLs	Roxborough rubrics	
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	11/1/2021	11/16/2021	Principal, APs	Coaching plans	
At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	11/30/2021	12/15/2021	Principal (Shaffer), APs	Star data	
Survey ELA teachers again in the middle of the year on their perceptions of the feedback they have received so far, their comfort levels with receiving coaching, and their self-assessments on the literacy competency areas identified for the year	1/1/2022	1/30/2022	SBTLs	Teacher survey	
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	1/10/2022	1/25/2022	Principal, APs	Coaching plans	
At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	1/30/2022	2/15/2022	Principal (Shaffer), APs	Star data	
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	3/10/2022	2/24/2022	Principal, APs	Coaching plans	

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	At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	4/1/2022	4/15/2022	Principal (Shaffer), APs	Star data	
	School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	5/15/2022	6/1/2022	Principal, APs	Coaching plans	
	Survey ELA teachers again at the end of the year on their perceptions of the feedback they have received this year, their comfort levels with receiving coaching, and their self-assessments on the literacy competency areas identified for the year	6/1/2022	6/14/2022	SBTLs	Teacher survey	
	At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	6/1/2022	6/14/2022	Principal (Shaffer), APs	Star data	

Roxborough HS - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #2:						
Math Framework (Focus: Tier I Academics)			Effective Professional Learning			
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 4	We currently don't have the skillsets (and haven't been shown how), in addition to the resources, to implement explicit reading strategies that (a) apply to all content areas, (b) that can help remediate students' low reading levels, and (c) that address students' instructional reading levels in alignment with grade level standards.	% 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			
Math Lesson Plans - Teachers will implement a lesson plan model that aligns with the Math framework that incorporate grade-level tasks, differentiation strategies, and interventions - Teachers will consistently utilize explicit vocabulary instruction and understand the components of grade-level literacy instruction Coaching As a result of a consistent focus on Math coaching, we will see a culture of coaching as indicated by: - Teachers are reflective of their own practices and mindsets (evident through CPT) and determining action-oriented next steps - Teachers are trying new things/taking risks - Each stakeholder receiving coaching has an identified learning goal for themselves and for their students, and these goals inform a collaboratively determined coaching plan - Teachers' individual strengths/expertise are known throughout the building and leveraged as part of the coaching model and PD structure			- School administration will review teachers' lesson plans and curriculum implementation on a weekly basis to discern alignment to the math framework look fors and district curriculum scope/sequence. - A pre-coaching and post-coaching assessment will be administered to teachers at the beginning, middle, and end of the year to identify trends with Roxborough's culture of coaching - School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback. - At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
The instructional leadership team, in coordination with the PFT building committee, will determine a lesson plan model for math and SS that aligns with the math framework, and incorporates guidance on grade-level tasks, schoolwide instructional strategies, differentiation, and intervention usage	8/1/2021	8/30/2021	Principal, APs, SBTLS, Building Rep	Lesson Plan template		
Coaches will receive professional development on coaching strategies (i.e. having difficult conversations, cognitive coaching, providing effective feedback) and practice coaching techniques with each other	8/1/2021	4/1/2021	Principal, APs	Thanks for the Feedback! The Art and Science of Receiving Feedback; 6 Steps of Effective Feedback		
PD on the math framework, lesson planning expectations, and the LN4 feedback tool will occur at the beginning of the year	8/23/2021	8/31/2021	Principal, APs, SBTLS	LN4 math Framework Feedback Tool; math Framework PD materials, LP template		
School administration will review select teachers' lesson plans and curriculum implementation on a weekly basis to discern alignment to the math framework look fors and district curriculum scope/sequence	8/23/21	6/1/2022	Principal, APs	Lesson plan look fors		
Coaching norms/expectations will be shared with all teachers receiving math coaching so that everyone is clear on the roles/responsibilities of teacher coaches	9/1/2021	9/30/2021	Principal, APs	Coaching plans		
Ensure that all leaders and teachers actively participate in the District's professional learning for math framework implementation throughout the year	9/1/21	6/1/2022	Principal, APs	SDP PD calendar		
The instructional leadership team will determine the rubric for showing competency in these strategies and share with teachers	9/15/21	10/30/2021	Principal, APs, SBTLS	Danielson Rubric		
Survey math teachers on how best they receive feedback, their comfort levels with receiving coaching, and their self-assessments on the literacy competency areas identified for the year	9/15/2021	9/25/2021	SBTLS	Teacher surveys		
Coaches will review survey data to determine coaching strategies that align with teacher data and triangulate teachers' self-reports on competencies with their knowledge of teacher practices	9/25/21	10/1/2021	SBTLS	Teacher surveys		
The instructional leadership team will plan out the scope/sequence for yearlong PD that align with these competencies	10/15/21	11/15/2021	Principal, APs, SBTLS	PD schedule, school schedule		
Each coach will collaboratively create an individualized coaching plan for each teacher on their caseload based on the survey data	10/15/2021	10/30/2021	SBTLS	Coaching plans		
Weekly coaching will begin with each teacher in a caseload of 3	10/20/2021	6/1/2022	SBTLS	Coaching plans		
Coaches will meet each bi-weekly to set/review their coaching plans, debrief the coaching experience, coach each other, and plan upcoming PD based on teacher needs	10/30/2021	6/1/2022	SBTLS	Coaching plans		
"Expert" teachers for each competency area will be identified and used as resources in monthly professional learning opportunities	10/30/21	5/15/2021	SBTLS	Roxborough rubrics		
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	11/1/2021	11/16/2021	Principal, APs	Coaching plans		
At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	11/30/2021	12/15/2021	Principal (Shaffer), APs	Star data		
Survey math teachers again in the middle of the year on their perceptions of the feedback they have received so far, their comfort levels with receiving coaching, and their self-assessments on the literacy competency areas identified for the year	1/1/2022	1/30/2022	SBTLS	Teacher survey		
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	1/10/2022	1/25/2022	Principal, APs	Coaching plans		
At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	1/30/2022	2/15/2022	Principal (Shaffer), APs	Star data		
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	3/10/2022	2/24/2022	Principal, APs	Coaching plans		
At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	4/1/2022	4/15/2022	Principal (Shaffer), APs	Star data		
School administration will review coaching plans/logs each quarter to ensure that coaching is meeting indicators of effective coaching/feedback.	5/15/2022	6/1/2022	Principal, APs	Coaching plans		
Survey math teachers again at the end of the year on their perceptions of the feedback they have received this year, their comfort levels with receiving coaching, and their self-assessments on the literacy competency areas identified for the year	6/1/2022	6/14/2022	SBTLS	Teacher survey		

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	At the end of each quarter, school administration will review student progress (i.e. Star) towards end of year goals	6/1/2022	6/14/2022	Principal (Shaffer), APs	Star data	
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Roxborough HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	Lack of a reliable and predictable tiered system of behavioral support for all students, including those transitioning in throughout the year, as well as the lack of a support system for teachers to learn, practice, and refine how they address students' behaviors.	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	Lack of a reliable and predictable tiered system of behavioral support for all students, including those transitioning in throughout the year, as well as the lack of a support system for teachers to learn, practice, and refine how they address students' behaviors.	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

- 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 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 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)

- 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?
Establish TIPS meeting protocols (Meeting cadence & tracking)	7/1/2021	8/23/2021	Climate Manager	TIPS meeting protocols	
Re-visit behavior expectations with students, staff, and families to ensure that there is input from all stakeholders	7/1/2021	8/23/2021	Climate Manager	Behavior flowcharts	
Build a PBIS team that includes the AP of Climate, teachers, climate leaders, staff with behavior and attendance expertise. Include seats at the table for family/community members, students, and STEP/counseling team and ensure the team is representative of the school community	08/23/2021	9/30/2021	Climate Manager, AP of Climate	PBIS team roles/responsibilities	
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.)	08/23/2021	9/1/2021	Climate Manager & PBIS Team	School calendar, incentive funding	
Train all staff on use of problem behavior definitions, staff on usage of behavior flowchart, use of behavior specific praise, praise to corrections ratio, tangible reinforcements (PBIS Rewards)	08/23/2021	9/1/2021	Climate Manager & PBIS Team	PD schedule	
Adopt tier 1 classroom procedures that are formally implementing all core Tier I features, consistent with school wide-expectations (STARR) and there is evidence of inclusive practices.	08/23/2021	6/14/2022	Climate Manager & PBIS Team	STARR expectations, posters, lesson plans	
Conduct monthly data walks with PBIS coach to check for implementation fidelity of Tier 1 classroom practices/language	10/01/2021	6/1/2022	Climate Manager, Behavioral Health Counselor, STEP Clinical Coordinator, AP of Climate	PBIS walkthrough forms	
Develop strategies to incorporate student, family & community voice and involvement	08/23/2021	11/1/2021	Climate Manager & PBIS Team	FACE Liaison	
Train staff on major office discipline data entry into SIS for ODRs and minors	08/23/2021	9/1/2021	Climate Manager & PBIS Team	PD schedule	
Implement Team Initiated Problem Solving (TIPS) meetings at least once a month to review behavior and attendance data, including data from PBIS rewards	09/01/2021	6/14/2022	Climate Manager & PBIS Team	TIPS meeting protocols	
Debrief the monthly TIPS meetings, as well as monthly classroom implementation fidelity checks, with PBIS coach to ensure that PBIS processes are occurring with fidelity	09/15/2021	6/14/2022	Climate Manager and PBIS Coach	TIPS meeting agendas	
Share tier 1 disaggregated discipline and attendance data with school staff each month	10/01/2021	6/1/2022	Climate Manager & PBIS Team	Tier 1 climate data, staff meeting time	
Schedule time for PBIS staff training boosters after winter break	1/5/2022	1/30/2022	Climate Manager & PBIS Team	PD schedule	
Schedule time for PBIS staff training boosters after spring break	3/5/2022	4/1/2022	Climate Manager & PBIS Team	PD schedule	
Fidelity data collection and usage for decision making annually (formal and informal) (TFI)	04/01/2022	5/30/2022	Climate Manager & PBIS Team	TFI	
Designate time & complete the self-assessment survey	04/01/2022	5/30/2022	PBIS Coach, Climate Manager & PBIS Team	PBIS self-assessment survey	

Roxborough HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Common Planning Time (Focus: Tier I Academics)

EBS: Standards Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	We currently don't have the skillsets (and haven't been shown how), in addition to the resources, to implement explicit reading strategies that (a) apply to all content areas, (b) that can help remediate students' low reading levels, and (c) that address students' instructional reading levels in alignment with grade level standards.	% 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
Board Goal 5	CTE classes need to align with the knowledge and skills assessed on the written components of the NOCTI (in addition to showing their knowledge and skills verbally and physically), and our CTE teachers could benefit from more instructional supports to target students' reading, writing, and math deficits.	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

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> - There will be honest conversations in CPT grounded in evidence of students' current achievement levels based on common assessment data, intervention data, and/or Star data, what the grade level expectations are for each content area, how grade-level instructional practices are tied to Roxborough's vision for equity and culturally sustaining practices, and how to collaboratively plan for the bridging of these gaps - CPT teams will implement with 80% fidelity a CPT cycle that includes (a) the identification of student learning goals, (b) collaboratively designing standards-aligned instruction and/or the sharing of instructional strategies, (c) review of student assessment data (CRQs, intervention, Star), and (d) reflections on teacher practice. - 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. - The feasibility of the CPT strategy is attained through (a) sacred and structured time set aside for meaningful, content-specific collaboration, (b) the use of protocols to guide focused discussion, and (c) facilitation of CPT by skilled leaders. - Build on the fidelity of implementing CPT and ground the work in student data 	<ul style="list-style-type: none"> - Student engagement/enthusiasm about the CTE programs and internship opportunities tracked and analyzed through survey or student projects that reflect on their CTE experiences/how they feel personally on their CTE journeys. - Observe CPT meetings to determine if CPT agendas/protocols are being implemented with fidelity and if there is widespread collaboration - In lesson debriefs, probe about use of data to inform instruction - Each quarter, review students' coursemarks data in CTE and non-CTE programs to determine how students' are progressing towards graduation/academic goals
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Identify a book about grade-level instruction to inform CPT discussions	7/1/2021	8/1/2021	Principal, APs	Support from Ln4 PLS	
Create a student survey about CTE enthusiasm	8/1/2021	8/31/2021	Principal, APs	CTE survey	
Schedule the rotation of CPT topics for Q1 to include the book study, agendas that align with schoolwide PD focus areas and strategies, and data analysis cycles that match SDP assessment cycles	8/15/21	8/30/2021	SBTLs	CPT agendas, protocols, PD plan, SDP assessment calendar	
Provide PD to CTE teachers on the soft skills rubric	8/23/2021	10/30/2021	Principal, APs	CTE PD calendar	
Provide PD on planning for grade level, standards-aligned instruction, unit plans, and/or performance tasks	8/23/2021	11/15/2021	Principal, APs, SBTLs	PD calendar	
Share instructional vision with school stakeholders and how CPT will be leveraged to support this vision	8/23/2021	9/30/2021	Principal, APs	PD plan for Roxborough	
In CPT, develop CTE teachers on using learning objectives to create a blueprint to guide development of the lessons	9/1/2021	11/15/2021	SBTLs	CPT agendas, protocols	
Administer CTE survey three times a year (fall, winter, spring)	9/1/2021	5/15/2022	Principal, APs	CTE survey	
Analyze data from CTE survey in CPT alongside advisory board	9/30/2021	5/20/2022	Principal, APs	CTE survey, advisory board meeting	
CTE teachers reflect on CTE survey data and creating next steps to increase student satisfaction with the program	10/1/2021	6/1/2022	Principal, APs	CTE survey	
Design PD on the structure, purpose, and expectations for data dives	10/15/2021	4/1/2022	SBTLs	CPT agendas, protocols	
Present anonymous walkthrough data from look for documents during CPT monthly	10/15/21	5/30/2022	SBTLs	Data from walkthroughs	
Use CRQ data from Alg I, English II, and bio to create department-wide next steps or re-teach plans	10/20/2021	5/30/2022	SBTLs	CRQs	
Implement 3 data dives per quarter (using STAR, CRQ, classroom data, etc)	10/20/2021	6/1/2022	SBTLs	CPT agendas, Student Work Analysis protocols, Star data, CRQ data, intervention data	
Use data from data dives to inform instructional next steps	10/20/2021	6/1/2022	SBTLs	CPT agendas, protocols, Star data, CRQ data, intervention data	
Schedule the rotation of CPT topics for Q2 to include the book study, agendas that align with schoolwide PD focus areas and strategies, and data analysis cycles that match SDP assessment cycles	11/1/21	11/17/2021	SBTLs	CPT agendas, protocols, PD plan, SDP assessment calendar	
The EWI/Grades Monitoring Tool will be used to identify students who are off-track each month during academy meetings. Potential interventions will be discussed in these meetings and progress of existing interventions will be measured.	11/1/2021	6/1/2022	admin/SBTL/academy coordinators/advisors	EWI reports, GMT	
In CPT, norm the rigor of standards-aligned tasks and grading practices across a department (by analyzing each other's tasks and student work)	11/15/2021	4/1/2022	SBTLs	CPT agendas, protocols	
In CPT, develop CTE teachers on creating rigorous lessons that incorporate schoolwide ELA/math strategies	11/15/2021	4/1/2022	SBTLs	CPT agendas, protocols	
Schedule the rotation of CPT topics for Q3 to include the book study, agendas that align with schoolwide PD focus areas and strategies, and data analysis cycles that match SDP assessment cycles	1/10/22	1/25/2022	SBTLs	CPT agendas, protocols, PD plan, SDP assessment calendar	
Schedule the rotation of CPT topics for Q4 to include the book study, agendas that align with schoolwide PD focus areas and strategies, and data analysis cycles that match SDP assessment cycles	3/10/22	3/25/2022	SBTLs	CPT agendas, protocols, PD plan, SDP assessment calendar	
In CPT, develop CTE teachers on providing a variety of ways for a student to achieve mastery in various forms	4/1/2022	6/14/2021	SBTLs	CPT agendas, protocols	

Roxborough 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	Lack of a reliable and predictable tiered system of behavioral support for all students, including those transitioning in throughout the year, as well as the lack of a support system for teachers to learn, practice, and refine how they address students' behaviors.	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

- 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 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.

- 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?
Tier I PBIS, Counseling, and Support Team - Review theme/outline for yearlong calendar of advisory topics and adapt them to fit needs of the school community and the PBIS norms	7/1/2021	8/31/2021	AP of Climate, Climate Manager, Counselors, Behavior Specialist, PBIS Team	SDP CM Resources; Free SEL curricula; Ms. Dunne's Scope & Sequence from Frankford	
Establish Community Meeting/advisory schedule for each grade at the appropriate time and portion of the day (for attendance AND engagement)	8/1/2021	8/31/2021	Roster Chair	School schedule	
Roster students into "pure" advisories to the extent possible	8/1/2021	8/31/2021	Roster Chair	School schedule	
Train staff in Community Meeting/advisory (and its connections to social-emotional learning and college/career advising)	8/23/2021	8/31/2021	AP of Climate	SDP Healing Together resources	
Tier 1 team will review the CM/Advisory plan with staff prior to the first day of school	8/23/2021	8/31/2021	AP of Climate, Climate Manager, Counselors, Behavior Specialist, PBIS Team	Advisory plan	
Implement a 9th and 10th grade orientation to ensure all students understand the attendance, behavioral, academic expectations at Roxborough	8/23/2021	9/30/2021	9th grade AP and 9th grade coordinator	Orientation schedule	
Counselors will push into advisories for each academy to ensure that students know who they are and what the graduation requirements are	9/1/2021	11/1/2021	Counselors and advisors	Advisory schedule	
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	9/15/2021	6/14/2022	Counselors, PBIS team, AP of Climate	CPT schedule	
Quarterly Town Halls to review on-track definition and credit accumulation with students.	9/15/2021	5/1/2022	counselors, advisors, academy coordinators	Town hall meeting schedule	
Establish partnership expectations for IBHS, JJC, SAP, and other outside providers and formulate a meeting cadence with these partners	9/15/2021	11/1/2021	STEP Clinical Coordinator, STEP Case Manager, Counselors	Partner MOUs, meeting schedule	
Establish a multidisciplinary MTSS team to discuss and assess students response to interventions, which will meet as a team on a bi-weekly basis. Counselors will also have MTSS conversations with academy teams once a week.	9/15/2021	5/1/2022	STEP Clinical Coordinator, STEP Case Manager, Counselors	MTSS team meeting schedule; academy MTSS meeting schedule	
Progress monitor implementation each quarter using "check for understanding" survey for staff (make sure this survey is compared/contrasted with other surveys administered to staff to make sure there aren't redundancies)	10/1/2021	6/14/2022	AP of Climate	Check for understanding survey	
Incorporate Student Well-Being Survey, which is a 5 minute survey administered each month in CM	10/1/2021	6/14/2022	AP of Climate	Student well-being survey	
For seniors, implement monthly FEAST days to support their postsecondary plans (i.e. FAFSA completion, CCP application completion, scholarship applications, essay writing, job applications, military admission requirements)	10/1/2021	6/1/2021	Counselors	Seniors' Naviance data, FEAST schedule	
Refer students to STEP caseloads after reviewing students' needs in MTSS meetings	10/15/2021	5/1/2022	STEP Clinical Coordinator, STEP Case Manager	Student referral data, STEP caseload lists	
Make a plan for ongoing coaching and support based on trends in teacher/student needs (using data from the CFU and the well-being surveys)	10/30/2021	5/1/2022	AP of Climate	Support from LN4 climate coach	
Use Check and Reflect quarterly (at interims) in advisory/community meetings	10/30/2021	5/1/2022	counselors and advisors	Check and Reflect resources	
Quarterly Naviance sessions (goal-setting) with the counselor through advisory/community meetings	11/1/2021	5/1/2022	counselors and advisors	Naviance curriculum	

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 4	At least 7% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math assessment in Q1 - At least 17% first time test takers 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% 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 17% 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 15% 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 17% 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 15% 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 17% 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?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 5	At least 40% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 30% 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 33% 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 37% 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 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 Q4
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 43% of all students will attend school 95% of days or more	At least 58% of all students will attend school 95% of days or more in Q1.	At least 53% of all students will attend school 95% of days or more in Q2.	At least 48% of all students will attend school 95% of days or more in Q3.	At least 43% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
90% ATTENDANCE GOAL	At least 56% of all students will attend school 90% of days or more	At least 71% of all students will attend school 90% of days or more in Q1.	At least 66% of all students will attend school 90% of days or more in Q2.	At least 61% of all students will attend school 90% of days or more in Q3.	At least 56% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 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?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GRADUATION GOAL	At least 75% of students will graduate with their 4-year cohort	At least 60% 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 65% 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 70% 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 75% 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?				