

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	8040		
Name of School	Arts Academy at Benjamin Rush		
Neighborhood Network	Network 1		
Assistant Superintendent	Debora Borges-Carrera		
ESSA Federal Designation	Non-Designated		
Admission Type	Special Admit		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	N/A		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A		
Principal Name	Lori DeFields		
Years as Principal	8		
Years as Principal at this School	7		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Lori DeFields	SDP	ldefields@philasd.org
Additional Leadership Team Representative	Antoinette Davis	SDP	aldavis@philasd.org
Math Content Specialist/Teacher Leader	Jonathon Goulet	SDP	jgoulet@philasd.org
Literacy Content Specialist/Teacher Leader	Sonny Bavaro	SDP	sbavaro@philasd.org
Science Content Specialist/Teacher Leader	Michael Piechoski	SDP	mpiechoski@philasd.org
School-based Climate Representative	Stanley Johnson	SDP	SJohnson@philasd.org
Parent	Joann Taweel	SDP	Jazzysixx@hotmail.com
Community member	Dr. Mary Murphy	Glen Foerd	drmarymargaret@aol.com
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	Brenda Rodriguez	SDP	7507449@philasd.org
Planning and Evidence-based Support (PESO) member	Cari Cantor	SDP	ccantor@philasd.org
Special Education Case Manager	Jennifer Clements	SDP	Jlpolter@philasd.org
Network Attendance Coach	Katie Rendon	SDP	karendon@philasd.org
Network Culture and Climate Coach	Stephanie Overton	SDP	soverton@philasd.org
Grants Compliance Monitor	Marie Levine	SDP	mlevine@philasd.org
Central Office Talent Partner	Laurese Harper	SDP	lharper@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Nureen Ignacio	SDP	nsheikh@philasd.org
Prevention and Intervention Liaison	Jami Williams	SDP	jdwilliams@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	TBD	SDP	TBD
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	N/A	N/A	N/A
EL Point Person	Antoinette Davis	SDP	aldavis@philasd.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>Rush Arts is based on the belief that the arts provide an opportunity to develop intellectual growth and personal creativity as part of a rigorous academic curriculum. We emphasize the building of a reflective community of learners who are adaptive critical thinkers and creators while preparing our students for college and professional careers. Transdisciplinary teaching and learning are applied in every classroom. Rush Arts prepares students to become active members of a democratic society by fostering a culture of respect for the various views of our diverse student population and encouraging student voice in the pursuit of social justice.</p>			

Board Goal 4: Students who are proficient on all three Keystones (Algebra, Literature, and Biology) by end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.				
% Pro/Adv on Algebra 1 Keystone				
	2016-17	2017-18	2018-19	2018-19 Status
Schoolwide	65.1%	74.3%	70.7%	On-Track
Black/African American	55.2%	64.3%	48.3%	On-Track
Hispanic/Latino	45.0%	72.7%	62.5%	On-Track
White	69.0%	79.7%	76.5%	On-Track
Asian	88.9%	80.0%	100.0%	On-Track
American Indian				
Native Hawaiian/Pacific Isl				
Multiracial	85.7%	68.8%	100.0%	On-Track
Special Education	25.0%	25.0%	37.5%	On-Track
English Learner	100.0%	50.0%		Off-Track
Economically Disadvantaged	65.1%	74.3%	59.1%	On-Track
% Pro/Adv on Biology Keystone				
	2016-17	2017-18	2018-19	2018-19 Status
Schoolwide	76.4%	76.4%	75.7%	On-Track
Black/African American	82.8%	67.9%	62.1%	On-Track
Hispanic/Latino	50.0%	86.4%	75.0%	On-Track
White	77.1%	76.8%	81.2%	On-Track
Asian	88.9%	100.0%	60.0%	On-Track
American Indian				
Native Hawaiian/Pacific Isl				
Multiracial	100.0%	68.8%	80.0%	On-Track
Special Education	45.5%	37.5%	37.5%	On-Track
English Learner	0.0%	50.0%		On-Track
Economically Disadvantaged	76.4%	76.4%	68.2%	On-Track
% Pro/Adv on Literature Keystone				
	2016-17	2017-18	2018-19	2018-19 Status
Schoolwide	84.9%	84.1%	76.1%	On-Track
Black/African American	89.3%	66.7%	66.7%	On-Track
Hispanic/Latino	70.0%	90.9%	68.8%	On-Track
White	86.6%	89.7%	80.0%	On-Track
Asian	100.0%	100.0%	80.0%	On-Track
American Indian				
Native Hawaiian/Pacific Isl				
Multiracial	71.4%	75.0%	80.0%	On-Track
Special Education	44.4%	40.0%	37.5%	On-Track
English Learner	0.0%	50.0%		On-Track

	Board Goal 4: Students who are proficient on all three Keystones (Algebra, Literature, and Biology) by end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.			
Economically Disadvantaged	84.9%	84.1%	65.9%	On-Track
Directions		Data Analysis on Board Goal 4		
What is the most significant schoolwide data trend you see here (Example: "We see a 2-point increase from 17-18 to 18-19.")	<i>The school has maintained or exceeded at least 70% of students performing at Proficient or Advanced on all three Keystone subject assessments, while expanding the admission criteria for incoming students.</i>			
What is the most significant data trend you see when you examine subgroups? (Example: "We saw a 10-point YOY drop for Latino students from 17-18 to 18-19.")	<i>Black/African American students have had significant decreases in achievement in all three content area assessments (22.6% in Literature (16-17 to 18-19), 20.7% in Biology(16-17 to 18-19), and 16% in Algebra I (17-18 to 18-19)).</i>			
Select your priority "What Statement"	<i>Black/African American students have had significant decreases in achievement in all three content area assessments (22.6% in Literature (16-17 to 18-19), 20.7% in Biology(16-17 to 18-19), and 16% in Algebra I (17-18 to 18-19)).</i>			

ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)

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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	93.1%	50.0%	29.7%	15.5%	4.7%	54	98.1%	50.3%	21.0%	21.0%	7.6%	
10th	98.4%	54.1%	25.4%	16.6%	3.9%	54	98.9%	60.7%	21.9%	16.9%	0.5%	
11th	96.6%	58.0%	18.9%	18.9%	4.2%	49	99.3%	63.3%	17.0%	15.0%	4.8%	
12th	90.0%	57.6%	16.7%	18.8%	6.9%	56	94.4%	53.6%	24.5%	15.2%	6.6%	
Based on your school's Reading Assessment data, what do you consider to be strengths? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?						Based on your school's Reading Assessment data, what do you consider to be concerns? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?						
Finding 1	Our participation rate ranges from 90 to 98% in all STAR reading assessments.						Finding 1	There is a disproportionality in the % of Tier 1 (at or above proficiency) for black and latino students.				
Finding 2	7.6% or fewer students are in the intense intervention category in all STAR reading assessments. In 9th grade that category decreased from 7.6% to 4.7%						Finding 2	There are fewer 12th grade students who participate, but the students in SYOP are not tested.				
Finding 3	50 to 63.3% of all students are at or above proficiency in all STAR reading assessments.						Finding 3	In 10th grade, the number of students in the intense intervention category increased to 3.9% from 0.5%.				

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	99.4%	80.4%	3.8%	10.8%	5.1%	50	98.8%	83.5%	8.2%	6.3%	1.9%	
10th	94.0%	85.5%	6.9%	7.5%	0.0%	51	98.4%	85.7%	8.8%	5.5%	0.0%	
11th	93.9%	77.7%	9.4%	7.2%	5.8%	49	98.0%	80.0%	6.9%	8.3%	4.8%	
12th	69.4%	91.0%	8.1%	0.0%	0.9%	62	72.5%	88.8%	5.2%	5.2%	0.9%	
Based on your school's Math Assessment data, what do you consider to be strengths? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?						Based on your school's Math Assessment data, what do you consider to be concerns? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?						
Finding 1	Between 78.5% and 90.7% of all students are at or above proficiency in all STAR math assessments.						Finding 1	There is a disproportionality between our female and male students (-0.4%).				
Finding 2							Finding 2	There is a disproportionality among our student racial groups (-0.1% African American, -0.8% Multi-racial, -1.2% White).				
Finding 3							Finding 3	The number of students needing intensive intervention has increased from the Fall to the Winter in 9th (+3.2%) and 11th (+1.0%) grade.				

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		March 2020		Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
					Jan 2021	Jan 2020	March 2020	March 2019				
95%+ days	92.1%	75.0%	68.0%	67.9%	91.9%	71.6%	75.0%	67.0%	All students	98.9%	98.9%	98.4%
90-95% days	5.8%	17.9%	25.4%	24.0%	6.1%	20.7%	17.9%	25.6%	Black/Afr Amer	99.2%	100.0%	98.4%
85-90% days	1.1%	4.5%	4.3%	4.6%	0.8%	4.2%	4.5%	5.3%	Hispanic/Latino	98.2%	96.4%	98.1%
80-85% days	0.3%	1.2%	1.1%	1.7%	0.5%	2.2%	1.2%	1.0%	Asian	95.1%	100.0%	100.0%
<80% days	0.8%	1.4%	1.1%	1.7%	0.8%	1.4%	1.4%	1.1%	White	99.7%	99.4%	98.3%
Based on your school's Climate data, what do you consider to be strengths? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?						Based on your school's Climate data, what do you consider to be concerns? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?						
Finding 1	92.1 % of all students attend 95% or more days of school.						Finding 1	There does not appear to be a significant disproportionality in student groups as it pertains to suspensions.				
Finding 2	There does not appear to be a significant disproportionality in student groups as it pertains to suspensions.						Finding 2					
Finding 3							Finding 3					

Course Mark Distribution in Major Subjects (Click for link to data)

ELA	2020-21, Q2					2019-20, Q2					2018-19, Q2				
	A's	B's	C's	D's	F's	A's	B's	C's	D's	F's	A's	B's	C's	D's	F's
ELA	54.8%	20.0%	12.5%	11.4%	1.4%	50.0%	29.8%	13.2%	6.2%	0.8%	45.5%	31.0%	14.3%	8.4%	0.8%

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Math	46.3%	28.7%	13.3%	7.6%	4.1%	41.0%	36.3%	17.0%	4.6%	1.3%	43.4%	34.8%	15.7%	5.7%	0.4%		
Soc St	51.6%	24.7%	12.7%	8.8%	2.2%	51.8%	31.5%	12.5%	3.3%	0.9%	51.1%	32.8%	11.0%	4.4%	0.7%		
Science	55.2%	23.8%	10.7%	7.4%	2.9%	47.2%	33.7%	16.0%	2.5%	0.6%	53.6%	33.8%	8.9%	3.0%	0.6%		
Based on your school's Course Mark data, what do you consider to be strengths? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?								Based on your school's Course Mark data, what do you consider to be concerns? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?									
Finding 1	The majority (averaging 70%) of all students earn As and Bs in all courses.								Finding 1	Our black and multi racial students earn the most Fs.							
Finding 2	Very few students earn Fs in any course.								Finding 2	The amount of students receiving F's has increased over the last three school years.							
Finding 3									Finding 3								

SDP District Wide Survey Data (Click for link to data)

Survey Response Rate									
Response Rate	2019-2020			2018-2019					
	Student	Household	Teacher	Student	Household	Teacher			
	95.3%	18.4%	100.0%	92.2%	27.6%	76.7%			
Survey Responses									
Topic	Subtopic	Response From...	Districtwide Average (19-20)	School Average (19-20)	Districtwide Average (18-19)	School Average (18-19)			
School Climate	Overall Score	SPT	6.8	7.7	6.5	7.6			
	Belonging	S	7.2	7.6	6.9	7.6			
	Safety	SP	8.1	9.2	7.8	9.2			
	Bullying	SP	7.5	8.2	7.4	8.2			
	Respect	T	8.0	8	7.7	i.s.			
	School Challenges	T	6.3	7.9	6.2	i.s.			
	Student Centered Learning	T	6.6	6.5	6.3	i.s.			
	Discipline	T	6.0	6.3	5.9	i.s.			
	Classroom Challenges	T	5.4	7.2	5.4	i.s.			
	External Challenges	T	4.6	7.2	4.4	i.s.			
Attendance	T	5.8	7.3	5.1	i.s.				
Instruc	Overall Score	SPT	7.6	7.7	7.5	7.5			
	Teaching and Learning	SP	7.8	7.9	7.7	7.9			
	Engagement	T	7.2	7.2	7.2	i.s.			
Leadership	Overall Score	PT	7.8	8.4	7.6	8.4			
	Leadership	P	7.8	8.2	7.8	8.5			
	Classroom Decision Making	T	8.0	8.4	8	i.s.			
	Inclusive Leadership	T	7.4	8.4	6.9	i.s.			
	Expectations and Feedback	T	7.9	8.5	7.5	i.s.			
Parent / Community Ties	Overall Score	PT	6.4	6	6.3	5.9			
	Communication Quality	P	8.1	8.4	8.1	8.4			
	School Relationship	P	7.8	7.7	7.8	8.1			
	Involvement	P	5.1	5.9	5.3	5.5			
	Communication	T	4.6	2	4.2	i.s.			
Professional Capacity	Overall Score	T	6.2	5.5	5.9	i.s.			
	Innovation	T	7.6	7.8	7.4	i.s.			
	Quality of PD	T	5.8	5.2	5.6	i.s.			
	PD Consistency	T	6.4	5.6	6.2	i.s.			
	PD Delivery	T	5.6	4.6	5.3	i.s.			
	Peer Collaboration	T	5.8	4.2	4.9	i.s.			
Based on your school's Districtwide Survey data, what do you consider to be strengths?				Based on your school's Districtwide Survey data, what do you consider to be concerns?					
Finding 1	95.3% of our students actually took the survey.				Finding 1	The amount of our Household survey data dropped in the last year.			
Finding 2	100% of our teachers took the survey.				Finding 2	Less than 30% of our Households have completed the survey.			
Finding 3	In most categories our survey responses are more favorable as compared to the district.				Finding 3	Communication is the area that needs the most improvement according to the survey.			

On-Track Status (Click for link to data)

Grade	2020-21 in Progress				2019-20				2018-19				
	On-Track	Firmly	At-Risk	Off-Track	On-Track	Firmly	At-Risk	Off-Track	On-Track	Firmly	At-Risk	Off-Track	
9th	96.2%	56.0%	40.3%	3.8%	98.9%	69.9%	29.0%	1.1%	99.3%	61.4%	37.9%	0.7%	
10th	92.4%	64.7%	27.7%	7.6%	98.7%	64.2%	34.4%	1.3%	98.8%	61.2%	37.6%	1.2%	
11th	87.8%	61.5%	26.4%	12.2%	99.4%	70.1%	29.3%	0.6%	98.6%	63.1%	35.5%	1.4%	
12th	98.7%	71.1%	27.7%	1.3%	98.5%	68.6%	29.9%	1.5%	100.0%	66.7%	33.3%	0.0%	
Based on your school's On-Track data, what do you consider to be strengths?						Based on your school's On-Track data, what do you consider to be concerns?							
Finding 1	The number of students firmly on track in 10th and 12th grades has increased.						Finding 1	The number of students on track has decreased from 2018 to 2021 in all grade levels.					

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Finding 2	We consistently have 87% or more of our students On-Track.	Finding 2	We have a large number of students at risk.
Finding 3	There is little to no disproportionality in terms of race.	Finding 3	

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Post-Secondary Outcome Data (Click for link to data)			
Post-Secondary Outcome Measure	2019-2020	2018-2019	2017-2018
4-year Graduation Rate	98.5%	98.6%	99.3%
College Matriculation Rate	66.9%	78.0%	79.6%
Persistence Rate	Not Applicable Yet	86.5%	89.8%
ACT/SAT Met Benchmark	37.2%	39.7%	41.9%
AP/IB/NOCTI/Dual Enroll Benchmark: SPR Aligned	27.7%	16.3%	4.7%

Based on your school's Post-Secondary Outcome data, what do you consider to be strengths?		Based on your school's Post-Secondary Outcome data, what do you consider to be concerns?	
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Finding 1	Our 4 year graduation rate is steady.	Finding 1	With 99.3% graduating, only 79.6% matriculate to college.
Finding 2		Finding 2	Our college matriculation rate has decreased over time as well as our persistence rate.
Finding 3		Finding 3	Students who have met the ACT/SAT benchmark has decreased.

WHY Planning	
Board Goals and What Statements	Board Goal 4: % 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.
	Board Goal 4 What Statement
	<i>Black/African American students have had significant decreases in achievement in all three content area assessments (22.6% in Literature (16-17 to 18-19), 20.7% in Biology(16-17 to 18-19), and 16% in Algebra I (17-18 to 18-19)).</i>
Other Data Points	Board Goal 4:
	Additional Data Points to Consider
	Math: There is a disproportionality among our student racial groups (-0.1% African American, -0.8% Multi-racial, -1.2% White).
	Reading: There is a disproportionality in the % of Tier 1 (at or above proficiency) for black and latino students.
	Math: The number of students needing intensive intervention has increased from the Fall to the Winter in 9th (+3.2%) and 11th (+1.0%) grade.
	Course Mark: Our black and multi racial students earn the most Fs.
	Course Mark: The amount of students receiving F's has increased over the last three school years.
5 Whys: Board Goal 4	
Original What statement:	Black/African American students have had significant decreases in achievement in all three content area assessments (22.6% in Literature (16-17 to 18-19), 20.7% in Biology(16-17 to 18-19), and 16% in Algebra I (17-18 to 18-19)).
Why does this problem exist?	Not all teachers are providing differentiated instruction to address the multiple ways students learn.
Why does this problem exist?	There are biases that exist to prevent teachers from learning more about the cultures and needs of their students.
Why does this problem exist?	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.
Why does this problem exist?	
Why does this problem exist?	

Why statements	Why does the problem exist?
	Final Why Statement: Board Goal 4
	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.
	Additional Whys for Consideration
	There are inconsistent grading practices among the staff that are impacting student outcomes.
	Tier 2 processes are more effective than Tier 1 (in class) supports.

PRIORITY AREAS (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

Essential Practices		Rating	Definition of Rating
Instruction	1 EP 01: Align curriculum, assessments, and instruction to the PA Standards	Exemplary	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. Materials and resources are used in all classrooms and programs and continuously revised by educators and support staff to ensure alignment with student needs.
	2 EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3 EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4 EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5 EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6 EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7 EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8 EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9 EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10 EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11 EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12 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.	Operational	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13 EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family and Community Engagement	14 EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15 EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Not Yet Evident	The school lacks established strategies and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.
Professional Development	16 EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17 EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18 EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Priority Ratings of Essential Practices							
Not Yet Evident	1	Emerging	3	Operational	13	Exemplary	1

Board Goal	Why Statement	Selected Essential Practice
Board Goal 4: % 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.	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

BUDGET PLANNING

Based on the identified priority areas and aligned root-causes, what are the key resources needed to support you in meeting your goals? Ensure that each budget item is complete with a clear rationale for why that resources is needed and how it will help you address the goal and priority area.

Board Goal 4

Goal Statement 4:	% 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.
Why Statement 4:	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their
Essential Practice 4:	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor s
Schoolwide Goal 4:	% of students proficient on all Keystones by end of 11th grade will grow to %
Subgroup Goal 4:	% of students proficient on all Keystones by end of 11th grade will grow to % for subgroups

Budget Item <i>(This language should match what is listed in SMS.)</i>	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Cost	Funding Source	Was this item allocated in the final budget?
1.4 Math Teacher		9-11	If we provide high quality instruction, then we will be providing the necessary instruction and support for students who are not proficient or advanced on Keystone exams.	126,000	Split Sources	Yes
English / Social Studies Teacher		9-11	This teacher will provide the necessary instruction in ELA for students who are not proficient or advanced.	126,000	Title 1	Yes
Parent book lending library		9-12	If we provide our families with a lending library supplied with books on topics to support both academic and socio-emotional issues, then they will be able to support their students' academic achievement.	3,749	Title 1	Yes

Additional Goal 1

Additional Goal 1:	% of Black/African American students on track
Subgroup Goal 1:	
Linked to Board Goal:	Board Goal 4: % 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.
Essential Practice:	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually,

Budget Item <i>(This language should match what is listed in SMS.)</i>	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Cost	Funding Source	Was this item allocated in the final budget?
4 Noon Time Aides		9-12	If we provide training on Relationships First to our climate staff, then they will promote a positive, welcoming, and supportive environment where our students will feel connected and result in improved outcomes.	91,800	Operating	Yes
Extra Curricular		9-12	If we provide after school enrichment activities for students as well as rehearsals and performance opportunities, then our students will feel connected and result in improved outcomes.	25,810	Operating	Yes
Climate Manager		9-12	If we provide training on Relationships First to our Climate Manager, then they will turnaround training to the climate staff, as well as promote a positive, welcoming, and supportive environment where our students will feel connected and result in improved outcomes, and the Climate Manager will monitor the implementation of the approaches and student data.	127,800	Operating	Yes

Additional Goal 2

Additional Goal 2:	
Subgroup Goal 2:	
Linked to Board Goal:	Choose the Board Goal best aligned to your Additional Goal
Essential Practice:	

Budget Item <i>(This language should match what is listed in SMS.)</i>	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Cost	Funding Source	Was this item allocated in the final budget?

Additional Goal 3						
Additional Goal 3:						
Subgroup Goal 3:						
Linked to Board Goal:	Choose the Board Goal best aligned to your Additional Goal					
Essential Practice:						
Budget Item <i>(This language should match what is listed in SMS.)</i>	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Cost	Funding Source	Was this item allocated in the final budget?

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% 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.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

There is a clear structure for schoolwide and classroom data teams that outlines processes for ongoing data use. The MTSS team members establish guidance/expectations for Tier 1 interventions that are culturally sustaining and Tier 1 data analysis that critically examine trends for marginalized student groups in the Tier 1 setting. Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction.

Student performance will be monitored through ongoing and consistent engagement in data protocols and identified students will be tracked in the MTSS process to ensure improvement. If additional support is necessary, they will be reported to the MTSS team for Tier 2 or 3 supports.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide an initial PD to staff on protocols and expectations for Tier 1 supports	8/15/21	8/30/21	Principal	School developed PD materials	Y
Provide ongoing PD to staff on protocols and expectations for Tier 1 supports at least quarterly	9/1/21	6/30/2022	Principal	School developed PD materials	Y
Provide quarterly PD to staff on reports and protocols on universal screener	9/1/21	6/30/2022	Champion	SDP provided PD materials	Y
Administer the screener quarterly	9/1/21	6/30/2022	Teachers		
Engage in a universal screener data analysis quarterly	9/1/21	6/30/2022	Teachers and Champion	SDP screener data protocol	
Provide interventions and support to identified students	9/1/21	6/30/2022	Teachers	student performance and climate data	
Modify Tier 1 instructional practices as needed by identification of subgroup performance	9/1/21	6/30/2022	Teachers	student performance and climate data	
Progress Monitor using the GMT to track student's classroom grades & achievement (at least twice a quarter)	9/1/21	6/30/2022	Leadership and Teachers	Grade Monitoring Tool	
Identified students will be reported to appropriate leadership (Climate Manager, Principal, Counselor)	9/1/21	6/30/2022	Teachers	student performance and climate data	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Culturally Responsive Pedagogy

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% of Black/African American students on track	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Board Goal 4	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% 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.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Teacher and student mindsets value class cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies. CRP discussions/PDs include courageous conversations about issues of equity and/or racial biases and opportunities for planning/refining culturally responsive instruction for the academic success of all students. Leadership and staff

Culturally Responsive Pedagogy will be monitored through monthly observations and coaching. Surveys of students and staff will be administered twice a year to determine the impact of the practices on student engagement and performance (in conjunction with their outcome data) in order to modify if necessary.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Equity Designee, Principals, APs, and SBTLs will attend network PDs monthly.	8/1/21	6/30/2022	Principal	Network provided training materials	
Turnaround training to school staff from the network PDs monthly	9/1/21	6/30/2022	SBTL	Network provided training materials, CRT book	Y
Observation of Equity Framework Indicators (using the Danielson CRT exemplar) at least weekly	10/1/21	6/30/2022	Principal	Danielson CRT exemplar	
Provide feedback of observation within a week of the observation.	10/1/21	6/30/2022	Principal	observation notes	
Identified teachers will be provided support such as coaching, being provided a mentor, peer observations, action plans, etc. as needed.	10/1/21	6/30/2022	Principal and SBTL	observation notes	
Schools will administer a beginning of the year survey to students and staff on culturally responsive practices.	9/1/21	10/31/2021	Principal	survey	
Schools will administer an end of the year survey to students and staff on culturally responsive practices.	5/1/22	6/30/2022	Principal	survey	
The school will conduct a curriculum audit in all content areas.	9/1/21	6/30/2022	Leadership Team	Curriculum, unit plans, assessments, assignments	
Highlight SDP provided Equity trainings for staff that would like to participate monthly through Department Google Classrooms.	9/1/21	6/30/2022	Race Relations Advocates	Cornerstone	
The United Minority Council and SPIRIT council meet weekly to identify and address cultural, diversity and minority issues.	9/1/21	6/30/2022	Climate Manager and Race Relations Advocates		
The student led committees meet at least monthly at the All Councils Meeting with leadership to develop and facilitate trainings for the school regularly	9/1/21	6/30/2022	Principal, Climate Manager, Student Activities Director, and Race Relations Advocates		
School meets with parents monthly during SAC meetings to engage them as active stakeholders in the schools' culture and the equity work it promotes.	9/1/21	6/30/2022	Principal		
Conduct a CR teaching book study with faculty	9/1/21	6/30/2022	Principal and Race Relations Advocates	CR book- TBD	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% of Black/African American students on track	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Board Goal 4	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% 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.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Stakeholders collaboratively develop, publicize, and model codes of conduct that support a positive and sustained school climate. Policies, mission, and vision statements that promote social, emotional, ethical, and civic, as well as intellectual, skills and dispositions are developed and institutionalized.

Evaluation will occur at trainings to monitor whether they need to be modified and revised. The Relationships First approach will be monitored through the RF team meetings and feedback from implementation. The RF coach will monitor and support the approach at least quarterly.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC) weekly during advisory.	June 2021	8/1/2021	Cathy Bateman / Roster Chair	Enrollment Data	N
Include Relationships First team members in MTSS Tier 1 team by guiding reviews of Tier 1 climate data from a restorative justice lens, and help identify strategies for strengthening RF implementation as needed	August 2021	Ongoing	Stanley Johnson/Climate Manager	QLIK ACCESS	N
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC) to supplement the virtual trainings from the previous year.	September 2021	10/1/2021	Stanley Johnson/Climate Manager	Appropriate slidedecks	Y
Identify & Train Youth Leaders in CBC for incoming students	September 2021	10/1/2021	Stanley Johnson/Climate Manager	Appropriate slidedecks	N
Make a plan for ongoing support and coaching to be provided at least once a month	September 2021	6/1/2022	Stanley Johnson/Climate Manager	Calendar	N
Implement CBC in every advisory for 25 minutes every week	September 2021	6/1/2022	Principal	Rush Advisory slides	N
Train staff on RJ equity to liberation module 1	August 2021	Ongoing	Stanley Johnson/Climate Manager	Appropriate slidedecks	Y
Monthly debrief of the approach to monitor implementation, climate data, and determine trends to be addressed.	September 2021	6/1/2022	Antoinette Davis/SBTL	Monthly Survey Data	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement		Essential Practice		
Additional Goal 1	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% of Black/African American students on track		EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		
Board Goal 4	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% 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.		EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices		
Anticipated Outputs (link out to EP Look Fors)				Monitoring/Evaluation		
There are clear procedures for reporting and responding to safety concerns. Stakeholders have a desire and the ability to share their perceptions readily (e.g., enter into dialogue with adults and peers at school), emphasize interests and needs, stress options and choices and a meaningful role in decision making, provide enrichment opportunities, provide a continuum of guidance and support and minimize coercive interactions. Leadership and staff are provided continuous professional development to develop				The Healing Together approach will be monitored through monthly student well being surveys, reflection/evaluation of the CM calendar bi-weekly, and observations by school leaders and district support. Modifications will be made to the approach as needed to implement with fidelity.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Students will engage in daily advisory for 25 minutes.	September 2021	6/11/2022	Principal	Rush advisory slides	N	
Train staff in Community Meeting (and its connections to social-emotional learning) with new update for the 21-22 school year	August 2021	6/1/2022	Principal	Staff handbook	Y	
Review and modify the previously developed Year-Long calendar of CM topics and responsibilities, at least quarterly	July 2021	6/1/2022	Principal	Rush advisory slides	N	
Revisit Community Meeting calendar daily during Common Planning Time and revise as needed by engaging in Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports) are used to target Community Meeting content at Tier 1 issues as needed	September 2021	6/1/2022	Principal	SIS	N	
Progress monitor implementation by incorporating Student Well-Being Survey monthly	September 2021	6/1/2022	Stanley Johnson/Climate Manager	Survey Data	N	
Staff will review the Student Well-Being Survey data monthly in Tier 1 meeting to inform planning for Community Meeting and other Tier 1 Climate programming	September 2021	6/1/2022	Principal	Survey Data	Y	

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #5:						
Adult Wellness (Focus: Tier I Supplemental Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% of Black/African American students on track	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			
Board Goal 4	The school is still in the process of recognizing their biases (addressing mindset) and still needs to continue the work on how to address these biases and their impact on student learning by translating the information into practices.	% 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.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Stakeholders have a desire and the ability to share their perceptions readily (e.g., enter into dialogue with adults and peers at school), emphasize interests and needs, stress options and choices and a meaningful role in decision making, provide enrichment opportunities, provide a continuum of guidance and support and minimize coercive interactions.			Monitoring of our adult wellness programming will occur monthly at the internal team review or available data and surveys that will be administered to staff three times a year.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Train school leadership on Adult Wellness implementation and commitment	September 2021	10/1/2021	Sonny Bavaro/Teacher	SDP provided materials	Y	
Establish an Adult Wellness Team (comprised with the following considerations of diversity in: Roles, Content, Experience, Demographics (race, grade level, gender, etc), Relationship styles)	October 2021	10/1/2021	Antoinette Davis/SBTL			
Establish a team meeting schedule to meet at least once a month with an established meeting format/agenda	August 2021	9/1/2021	Sonny Bavaro/Teacher	Staff Roster		
Conduct needs assessment via surveys	September 2021	6/1/2022	Sonny Bavaro/Teacher	Survey Data		
Analyze data from needs assessment to identify an area of focus	August 2021	9/1/2021	Sonny Bavaro/Teacher	Survey Data		
Design a 90-day implementation plan	September 2021	11/1/2021	Sonny Bavaro/Teacher	Survey Data, SDP support		
Internal team monthly review incorporated into the monthly agenda at the Plan Do Study Act meetings	September 2021	6/1/2022	Antoinette Davis/SBTL			
Participate in bi-annual network meetings	September 2021	6/1/2022	Sonny Bavaro/Teacher			
Engage staff in mid and end of year surveys to evaluate the programming	January 2022	5/1/2022	Sonny Bavaro/Teacher	Surveys		

If you are working on the Phase One School Planning document without your PESO representative present, please watch each of the following videos **before** attempting to complete each sheet. These provides provide clear what-to-do directions about how to complete each sheet and address frequent misconceptions. Feel free to watch a video, complete a section, and then return to watch the next video.

Video Link	Video Length
Committee	2min 25sec
Goals 1&2	3min 34 sec
Goal 3	3 min 45 sec
Goal 4	3 min 34 sec
Goal 5	3 min 50 sec
Additional Data	4min 03sec
Why	3min 58sec
Priority Areas	2min 49sec
Budget	

Here are some additional resources to reference when working on your School Improvement Plan

Guide to Schoolwide Planning	Data Analysis Guide for School Planning
School Planning Timeline	Optional: Root Cause Protocol

Arts Academy at Benjamin Rush [8040] 2021-2022 School Plan

BOARD GOAL 4		Q1 Target	Q2 Target	Q3 Target	Q4 Target
Goal Statement	At least 40.9% of African American 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	At least 28.9% of African American students in grades 9-11 will score at or above grade-level on the District's within-year math and reading assessment in Q1	At least 32.9% of African American students in grades 9-11 will score at or above grade-level on the District's within-year math and reading assessment in Q2	At least 36.9% of African American students in grades 9-11 will score at or above grade-level on the District's within-year math and reading assessment in Q3	At least 40.9% of African American students in grades 9-11 will score at or above grade-level on the District's within-year math and reading assessment in Q4
Actual Performance					
Met Target?					
GRADUATION GOAL		Q1 Target	Q2 Target	Q3 Target	Q4 Target
Goal Statement	At least 98.5% of African American students will be on track for graduation	At least 83.5% of African American students will be on-track for graduation in Q1.	At least 88.5% of African American students will be on-track for graduation in Q2.	At least 93.5% of African American students will be on-track for graduation in Q3	At least 98.5% of African American students will be on-track for graduation in Q4.
Actual Performance					
Met Target?					