

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	09-11		
ULCS Code	4140		
Name of School	Strawberry Mansion 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)	SGS		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	IBHS, YSI, PBIS, Relationships First, Comcast, Foot Locker		
Principal Name	Brian McCracken		
Years as Principal	4		
Years as Principal at this School	4		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Brian McCracken	Strawberry Mansion HS	bmccracken@philasd.org
Additional Leadership Team Representative	Stephanie Williams	Strawberry Mansion HS	smwilliams@philasd.org
Math Content Specialist/Teacher Leader	Zoe Rooney	Strawberry Mansion HS	arooney@philasd.org
Literacy Content Specialist/Teacher Leader	Tamala Anderson	Strawberry Mansion HS	tanderson3@philasd.org
Science Content Specialist/Teacher Leader	Matt Byrne	Strawberry Mansion HS	mbyrne@philasd.org
School-based Climate Representative	Leonard Royal	Strawberry Mansion HS	ldroyal@philasd.org
Parent	Maryann Devine	Parent	Maryann.devine5@gmail.com
Community member	Wydia Sullivan	Community Member	wydia.s@gmail.com
Business partner (other than parent or community member)	TBD		
Student (required for High Schools)	Nicole Butler	SDP	7218133@philasd.org
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Case Manager	Maya Sherin	SDP	msherin@philasd.org
Network Attendance Coach	Shirley Carroll	SDP	scarroll@philasd.org
Network Culture and Climate Coach	Kyle Cephas	SDP	kcephas@philasd.org
Grants Compliance Monitor	Vania Calderon	SDP	vcalderon@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	NA		
Network Professional Learning Specialist	Alison Barnes	SDP	aldbarnes@philasd.org
Prevention and Intervention Liaison	Johanna Agnew	SDP	jagnew@philasd.org
PBIS Coach (if applicable)	Jason Harrigan	SDP	jharrigan@philasd.org
Relationships First Coach (if applicable)	Josh Staub	SDP	jstaub@philasd.org
Youth Court Coach (if applicable)	NA		
Community School Coordinator (if applicable)	NA		
Multilingual Manager	Anthony Capone	SDP	acapone@philasd.org
EL Point Person	Rosemary Duffy	SDP	rduffy@philasd.org
Special Education Compliance Monitor	Rosemary Duffy	SDP	rduffy@philasd.org
School Improvement Facilitator	David Cambridge	PDE	davidcambridge@ccres.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>Strawberry Mansion HS is a transformative school that is driven to provide an exceptional education and equitable opportunities for all students. Through career pathways, each student will extend their learning and develop the competencies necessary to compete in the 21st century. Every student will graduate with two viable options: a high-quality diploma and an industry certification. That is the Mansion Promise.</p>			

Strawberry Mansion 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	60.8%	0.0%	6.5%	16.1%	77.4%	43	66.7%	3.1%	3.1%	15.6%	78.1%
10th	74.6%	4.3%	4.3%	12.8%	78.7%	34	68.8%	2.3%	2.3%	15.9%	79.5%
11th											
12th	56.5%	2.9%	11.4%	17.1%	68.6%	43	44.6%	6.9%	10.3%	17.2%	65.5%

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	56.9%	10.3%	3.4%	24.1%	62.1%	45	60.4%	17.2%	10.3%	10.3%	62.1%
10th	74.6%	14.9%	12.8%	23.4%	48.9%	32	65.6%	14.3%	11.9%	33.3%	40.5%
11th											
12th	30.6%	0.0%	26.3%	26.3%	47.4%	33	44.6%	13.8%	17.2%	10.3%	58.6%

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	26.4%	20.3%	17.3%	13.9%	28.9%	19.0%	20.3%	22.2%	All students	95.9%	84.5%	68.2%
90-95% days	18.1%	21.2%	15.5%	14.4%	16.5%	20.0%	21.2%	14.6%	Black/Afr Amer	95.6%	84.1%	67.6%
85-90% days	11.4%	8.3%	8.6%	10.4%	13.4%	12.4%	8.3%	13.7%	Hispanic/Latino	100.0%	100.0%	77.8%
80-85% days	6.7%	11.1%	12.3%	11.9%	5.2%	9.5%	11.1%	8.0%	Asian			
<80% days	37.3%	39.2%	46.4%	49.4%	36.1%	39.0%	39.2%	41.5%	White	100.0%	100.0%	81.8%

Strawberry Mansion HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

ELA Framework (Focus: Tier I Academics)

EBS: Effective Professional Learning

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	There isn't an articulation of what the baseline pre-requisite skills are that should be prioritized the most (more in Algebra and Biology) in each content area that teachers should focus their core instruction around that are within their capacity levels; for ELA, it's more about limited comfort level with deviating from the scope/sequence b/c they are relatively new teachers.	% 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

- There is a consistent ELA/aligned OSS PD schedule where the topics are aligned vertically and to the components of the ELA framework, and that include strategies for ELA accommodations and modifications. As a result of this PD, teachers' planning mindsets will shift to a focus on skills/standards to support students' access to complex texts, and mindsets will include the belief that students can access complex texts. They will understand prerequisite skills and how to plan for them within the framework.
- The ELA coaching model, which includes peer visits and feedback, will be implemented with 80% fidelity in order to improve teachers' instructional practices and improve student outcomes (i.e. Star, intervention data, CRQs)
- Teachers will implement at least half of the instructional-based high level practices (identifying short/long term goals, systematically designing instruction towards a specific goal, adapting curriculum task and materials for specific learning goals, teaching cognitive/metacognitive strategies, providing scaffolding supports) to support students with disabilities and all students
- When planning learning activities and performance tasks, teachers will incorporate culturally responsive/sustaining opportunities for student choice (leveraging Achieve 3000 whenever possible as an opportunity for student choice)

- Teacher surveys will be administered per semester to encourage self-reflections on their own growth in culturally responsive lesson planning and instructional practices, their familiarity with the ELA framework and OSS instructional strategies, and the efficacy of the PD/coaching supports
- Informal classroom observations will occur once a week to determine the extent to which teachers are implementing the schoolwide focus areas on the ELA framework and OSS framework and whether they are including student choice
- Special education case managers will input bi-weekly progress monitoring of the high leverage instructional practices in EasyIEP
- At the end of each quarter, the school leadership team will review ELA Star data to assess progress towards goals.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Summer planning to map out a PD plan for the school year, as well as expectations for teachers' lesson planning and the prerequisite skills that should be emphasized	7/1/2021	8/23/2021	School leaders, SBTL	SDP scope and sequence, standards progression documents, summer planning time	
School Leadership will establish coaching caseloads so that every teacher has a coach	7/1/2021	8/23/2021	Principal McCracken, Assistant Principal	Informal observation data	
Roster time for teachers to meet in the schedule for CPT	7/1/2021	8/23/2021	Principal McCracken	School schedule	
Each month, identify special education teachers to turnaround PD on OSS strategies to the whole staff	8/1/2021	6/1/2022	Principal McCracken	OSS Framework, PD plan	
At the beginning of 1st quarter, identify the instructional focus of PD for that quarter, and where components of the ELA framework will be aligned to the OSS strategies	8/1/2021	8/31/2021	School leaders, SBTL	PD Plan	
Special education teachers will provide IEPs At a Glance with general education teachers for collaborative review	8/23/2021	8/31/2021	SPCM	IEPs	
In gen ed/special ed teams, determine common modifications/accommodations that general education teachers can leverage throughout the year	8/23/2021	8/31/2021	SPED	IEPs	
PD provided to teachers in August to frame expectations and excitement for coaching	8/23/2021	8/31/2021	Principal McCracken, Assistant Principal	PD schedule	
Establish protocols for data and instructional CPT	8/23/2021	9/7/2021	Principal McCracken, Assistant Principal, SBTL	CPT protocols	
Establish expectations for lesson planning sharing between general education and special education teachers, including an online system for uploading lesson plans	9/1/2021	9/30/2021	Principal McCracken	Lesson plan templates	
Co observation with Principal and instructional coach before end of each quarter to establish trust w/ principal and coaching process	9/1/2021	6/1/2022	Principal McCracken	Coaching forms	
School administrators will set up a system for administering, tracking, and monitoring common assessments	9/7/2021	9/30/2021	AP Williams	CRQ data, online tracking system	
Informal classroom observations will occur once a week to determine the extent to which teachers are implementing the schoolwide focus areas, the ELA framework, and OSS framework and whether they are including student choice	9/15/2021	6/14/2022	Principal McCracken, Assistant Principal, SBTL	Coaching schedule	
In a monthly PD session towards the beginning of the year, review expectations and process for auditing IEP goals to ensure that they are standards-aligned, capture the high leverage instructional practices, and can be effectively monitored throughout the year.	9/15/2021	10/30/2021	Mansion's Special Education Instructional Director	IEPs, Mansion case managers, PD schedule and resources	
Establish coaching debrief session must have which will include reflection, feedback, and identified next step	9/20/2021	8/31/2021	Principal McCracken, Assistant Principal, SBTL	Coaching plan, schedule	
The Star assessment will be administered each quarter and results will be analyzed to inform any shifts needed in PD or CPT	9/30/2021	6/14/2022	SDP Office of Academic Supports; SBTL; PESO	Star PD	
As IEPs are updated throughout the year, updated IEPs At a Glance need to be shared electronically with general education teachers	10/1/2021	6/14/2022	SPCM	IEP	
Special education case managers will input bi-weekly progress monitoring of the high leverage instructional practices in EasyIEP and on the internal tracker	10/1/2021	12/1/2021	SPCM	EasyIEP	
Teachers will administer common assessments once a month, common assessments will be determined by SBTL	10/1/2021	6/14/2022	SBTL	CRWs	
Teachers will receive ongoing support in identifying pre-requisite skills that students need to master based on the Star data, and in incorporating these skills when planning grade level instruction	10/1/2021	6/1/2022	SDP Office of Academic Supports; Principal, AP; PESO	Star reports, SDP standards progression documents, scope and sequence	

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After each Star testing administration, teachers will use this data to analyze trends in student performance, particularly trends for students in the "Intensive Intervention" grouping, and determine if student growth is occurring. If student growth is not occurring, consult with key stakeholders to determine intervention plans/next steps.	10/1/2021	6/1/2022	SBTL / SPED	Star data	
Feedback from coaches will be captured on instructional walkthrough tracker and discussed during leadership checking with Principal	10/1/2021	6/14/2022	Instructional Coaches	Coaching trackers	
Principal will meet with coaches to review feedback and progress	10/1/2021	6/14/2022	Principal McCracken	Coaching trackers	
In CPT, teachers will use an established student work analysis protocol to analyze data from common assessments to determine next steps	10/10/2021	6/14/2022	SBTL	CPT protocols	
Follow up with general education and special education teachers to ensure that information sharing and collaboration regarding student's progress and SGI is occurring with fidelity	10/30/2021	11/15/2021	SPED	IEPs, lesson plans	
Conduct the IEP goal audit in alignment with the expectations from the above PD session to inform next steps and follow up.	10/30/2021	12/1/2021	SPCM	Mansion's Special Education Instructional Director support	
ELA SBTL will debrief trends at the end of each quarter related to teachers' lesson planning/delivery in relation to the ELA framework/OSS strategies to inform the PD schedule for the next quarter	11/1/2021	6/14/2022	ELA SBTL	ELA framework feedback document	
At the beginning of 2nd quarter, identify the instructional focus of PD for that quarter, and where components of the ELA framework will be aligned to the OSS strategies	11/15/2021	12/1/2021	School leaders, SBTL	PD plan	
Teacher surveys will be administered per semester to encourage self-reflections on their own growth in culturally responsive lesson planning and instructional practices, their familiarity with the ELA framework and OSS instructional strategies, and the efficacy of the PD/coaching supports	12/1/2021	6/1/2022	SBTL, School Leadership, LN4 Network PLS	Teacher survey	
School administrators will look at EasyIEP progress monitoring or the internal tracker to see if at least 60% of students are meeting IEP goals at the end of each semester	12/1/2021	6/1/2022	OSS Instructional Directors, School Administrators	IEPs	
At the beginning of 3rd quarter, identify the instructional focus of PD for that quarter, and where components of the ELA framework will be aligned to the OSS strategies	3/1/2022	3/15/2022	School leaders, SBTL	PD Plan	
At the beginning of 4th quarter, identify the instructional focus of PD for that quarter, and where components of the ELA framework will be aligned to the OSS strategies	4/1/2022	4/15/2022	School leaders, SBTL	PD Plan	

Strawberry Mansion HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Math Framework (Focus: Tier I Academics)

EBS: Effective Professional Learning

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	There isn't an articulation of what the baseline pre-requisite skills are that should be prioritized the most (more in Algebra and Biology) in each content area that teachers should focus their core instruction around that are within their capacity levels; for ELA, it's more about limited comfort level with deviating from the scope/sequence b/c they are relatively new teachers.	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<p>- There is a consistent math/aligned OSS PD schedule where the topics are aligned vertically and to the components of the math framework, and that include strategies for math accommodations and modifications. As a result of this PD, teachers' planning mindsets will shift to a focus on skills/standards to support students' access to complex texts, and mindsets will include the belief that students can access complex texts. They will understand prerequisite skills and how to plan for them within the framework.</p> <p>- The math coaching model, which includes peer visits and feedback, will be implemented with 80% fidelity in order to improve teachers' instructional practices and improve student outcomes (i.e. Star, intervention data, CRQs)</p> <p>- Teachers will implement at least half of the instructional-based high level practices (identifying short/long term goals, systematically designing instruction towards a specific goal, adapting curriculum task and materials for specific learning goals, teaching cognitive/metacognitive strategies, providing scaffolding supports) to support students with disabilities and all students</p> <p>- When planning learning activities and performance tasks, teachers will incorporate culturally responsive/sustaining opportunities for student choice (leveraging Achieve 3000 whenever possible as an opportunity for student choice)</p>	<p>- Teacher surveys will be administered per semester to encourage self-reflections on their own growth in culturally responsive lesson planning and instructional practices, their familiarity with the math framework and OSS instructional strategies, and the efficacy of the PD/coaching supports</p> <p>- Informal classroom observations will occur once a week to determine the extent to which teachers are implementing the schoolwide focus areas on the ELA framework and OSS framework and whether they are including student choice</p> <p>- Special education case managers will input bi-weekly progress monitoring of the high leverage instructional practices in EasyIEP</p> <p>- At the end of each quarter, the school leadership team will review math Star data to assess progress towards goals.</p>
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Summer planning to map out a PD plan for the school year, as well as expectations for teachers' lesson planning and the pre-requisite skills that should be emphasized	7/1/2021	8/23/2021	School leaders, SBTL	SDP scope and sequence, standards progression documents, summer planning time	
School Leadership will establish coaching caseloads so that every teacher has a coach	7/1/2021	8/23/2021	Principal McCracken, Assistant Principal	Informal observation data	
Roster time for teachers to meet in the schedule for CPT	7/1/2021	8/23/2021	Principal McCracken	School schedule	
Each month, identify special education teachers to turnaround PD on OSS strategies to the whole staff	8/1/2021	6/1/2022	Principal McCracken	OSS Framework, PD plan	
At the beginning of 1st quarter, identify the instructional focus of PD for that quarter, and where components of the Math framework will be aligned to the OSS strategies	8/1/2021	8/31/2021	School leaders, SBTL	PD Plan	
Special education teachers will provide IEPs At a Glance with general education teachers for collaborative review	8/23/2021	8/31/2021	SPCM	IEPs	
In gen ed/special ed teams, determine common modifications/accommodations that general education teachers can leverage throughout the year	8/23/2021	8/31/2021	SPED	IEPs	
Identified teacher leader for SPED will assist in identifying the assessment used to monitor math goal if administered in the regular education environment	8/23/2021	8/31/2021	SPED and SBTL	IEPs	
Develop system for sharing/uploading PR for each case manager and reserve time in PD calendar quarterly so teacher can review progress and identify next steps	8/23/2021	10/12/2021	SPED, Principal, AP	PD calendar, progress reports for students with IEPs	
At the beginning of each quarter, identify the instructional focus of PD for that quarter, and where components of the Math framework will be aligned to the OSS strategies	8/23/2021	6/14/2022	Principal, AP, SBTL	PD plan, Math Framework	
PD provided to teachers in August to frame expectations and excitement for coaching	8/23/2021	8/31/2021	Principal McCracken	PD plan	
Establish protocols for data and instructional CPT	8/23/2021	8/31/2021	Principal, AP, SBTL	CPT Protocols	
Co observation with Principal and instructional coach before end of each quarter to establish trust w/ principal and coaching process	9/1/2021	6/1/2022	Principal McCracken	Coaching forms	
Informal classroom observations will occur once a week to determine the extent to which teachers are implementing standards for mathematical practice	9/7/2021	6/14/2022	Math SBTL	Coaching trackers, walkthrough schedule	
School administrators will set up a system for administering, tracking, and monitoring common assessments	9/7/2021	9/30/2021	AP Williams	CRQ data, online tracking system	
The Star assessment will be administered each quarter and results will be analyzed to inform any shifts needed in PD or CPT	9/30/2021	6/14/2022	SDP Office of Academic Supports; SBTL; PESO	Star data	
As IEPs are updated throughout the year, updated IEPs At a Glance need to be shared electronically with general education teachers	10/1/2021	6/14/2022	SPCM	IEPs	
Teachers will administer common assessments once a month	10/1/2021	6/14/2022	Math SBTL	CRQs	
Special education case managers will input bi-weekly progress monitoring of the high leverage instructional practices in EasyIEP and on the internal tracker	10/1/2021	12/1/2021	SPCM	EasyIEP	
Feedback from coaches will be captured on instructional walkthrough tracker and discussed during leadership checking with Principal	10/1/2021	6/14/2022	Instructional Coaches	Coaching tracker	
Principal will meet with coaches to review feedback and progress	10/1/2021	6/14/2022	Principal McCracken	Coaching tracker	
Teachers will conduct peer observation quarterly to see the implementation of instructional priorities in colleges classes	10/1/2021	6/14/2022	School leaders, SBTL	Peer observation schedule	
After each Star testing administration, teachers will use this data to analyze trends in student performance, particularly trends for students in the "Intensive Intervention" grouping, and determine if student growth is occurring. If student growth is not occurring, consult with key stakeholders to determine intervention plans/next steps.	10/30/2021	6/1/2022	SBTL / SPED	CPT protocols, Star data	
MATH SBTL will debrief trends at the end of each quarter related to teachers' lesson planning/delivery in relation to the Math framework/OSS strategies to inform the PD schedule for the next quarter	11/1/2021	6/14/2022	Math SBTL	Math framework tool	
At the beginning of 2nd quarter, identify the instructional focus of PD for that quarter, and where components of the Math framework will be aligned to the OSS strategies	11/15/2021	11/30/2021	School leaders, SBTL	PD Plan	
Teacher surveys will be administered per semester to encourage self-reflections on their own growth in culturally responsive lesson planning and instructional practices, their familiarity with the ELA framework and OSS instructional strategies, and the efficacy of the PD/coaching supports	12/1/2021	6/1/2022	LN4 Network PLS	Teacher surveys	

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	School administrators will look at EasyIEP progress monitoring to see if at least 60% of students are meeting IEP goals at the end of each semester	12/1/2021	6/1/2022	OSS Instructional Directors, School Administrators	EasyIEP	
	At the beginning of 3rd quarter, identify the instructional focus of PD for that quarter, and where components of the Math framework will be aligned to the OSS strategies	2/1/2022	2/15/2022	School leaders, SBTL	PD Plan	
	At the beginning of 4th quarter, identify the instructional focus of PD for that quarter, and where components of the Math framework will be aligned to the OSS strategies	4/1/2022	4/15/2022	School leaders, SBTL	PD Plan	

Strawberry Mansion HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Credit Recovery (Focus: Graduation)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We don't yet have consistent grading practices among teachers and need to also determine the specific circumstances for students who enroll throughout the year to determine an appropriate and robust plan for credit recovery and attainment, to support them in transitioning students throughout the school year.	At least _% of students will graduate with their 4-year cohort	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

<ul style="list-style-type: none"> - Rising seniors (aka juniors) will be back on-track for their 12th grade year despite being off-track going into 2021-2022 - Rising juniors (aka sophomores) will recoup credit losses from 9th grade so that they can be back on-track for graduation - Teachers will be normed on universal grading philosophies/practices and utilize failure prevention plans to proactively support students before they get off-track - 9th grade academy will embed anti-racist SEL and mentoring practices in order to support shifts in students' growth mindsets and academic identities 	<ul style="list-style-type: none"> - Each quarter, credit recovery progress and on-track rates for 9th, 10th, and 11th grade students will be reviewed and analyzed to assess progress towards the school's graduation goals, and these rates will be compared against the on/off-track rates for each cohort in the previous year - Review of Failure Prevention Forms each quarter will reveal if teachers are normed on grading policies - Observations of 9th grade academy meetings will demonstrate the extent to which staff are developing anti-racist SEL/mentoring practices
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CR Path created with edgenuity supported curriculum built into master roster, available as a result of additional teacher purchases	7/1/2021	8/31/2021	Roster Chair; English teacher	English teacher	
Grading policy will be constructed by school leadership team	7/1/2021	8/31/2021	Principal, AP	Gradebook expectations	
Group students by the number of credits children are deficient by	8/23/2021	8/31/2021	Counselor	Students' credit profiles	
Counselor will identify 10-15 students who would benefit from a series of credit recovery courses	8/23/2021	8/31/2021	Counselor	Credit recovery options	
Credit Recovery Spreadsheet will be created and shared with advisors to inform academic advising - this will be updated regularly as new students enroll	8/23/2021	10/1/2021	Roster Chair	Credit recovery spreadsheet	
Counselor conduct small group meetings with all students with CR needs for tutorial of the platform	8/23/2021	9/1/2021	Counselor	Credit recovery intervention	
Each teacher supporting the CR blocks will be given professional development on how to support scholars on the platform	8/23/2021	8/31/2021	Network College and Career Specialist	PD plan	
Share with each teacher supporting the CR blocks expectations for support, grading, how to structure the instructional block.	8/23/2021	8/31/2021	Principal McCracken	PD plan	
Any child off track with CR progress at the quarterly increments will meet with counselor to develop a plan and discuss eligibility	8/23/2021	6/1/2022	Counselor	Credit profiles	
Grading expectations will be shared with staff and included in staff handbook during PD	8/23/2021	8/31/2021	Principal McCracken	Staff handbook	
Exemplar failure prevention plans will be created to be shared with advisors	8/23/2021	10/1/2021	Counselor	Failure prevention forms	
9th Grade Academy teachers will receive targeted PD during identified times on PD calendar on anti-racist SEL/mentoring practices	8/23/2021	6/1/2022	AP Williams	9th grade academy PD schedule	
Counselor will conduct a credit audit of all students grades 9,10,11	9/1/2021	10/1/2021	Counselor	Credit profiles	
PD on how advisors can fill out and facilitate a failure prevention conference to model	9/21/21	10/1/2021	Counselor	9th grade academy PD schedule	
Grade Groups will begin with focus on the implementation of grading policies	10/1/2021	6/1/2022	Behavior Health Counselor	Mansion staff handbook	
Case Manager will adapt behavior plans and supports to reflect the executive functioning needs of scholars in this program	10/1/2021	6/1/2022	Case Managers	Behavior plans	
Shared progress with parents during report card windows	10/15/2021	6/1/2022	Counselor / Secretary	Progress reports, parent conference schedules	
If a student fails at the interim period added to MTSS system, failure prevention plans will be created with advisors to proactively support students before they get off-track	10/15/2021	6/1/2022	Counselor / Advisory	Failure prevention forms	

Strawberry Mansion HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	Transient population (transition students) prohibit the establishment on clear tier 1 expectations, paired with the number of students who need behavioral modifications and plans are not given proper support	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 3	Transient population (transition students) prohibit the establishment on clear tier 1 expectations, paired with the number of students who need behavioral modifications and plans are not given proper support	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 Outcomes (link out to EP Look Fors)

Monitoring/Evaluation

- There will be consistent membership in the PBIS team, with clear roles and responsibilities for implementing PBIS (including the documentation of student data in SIS)
- The PBIS rewards/incentives/lessons will be adapted to the needs/interests of Mansions' high school students and be seen as an appropriate strategy for Mansions' context
- The majority of Mansion stakeholders will view PBIS values not as compliance but as something meaningful (integrate values into RF circles), resulting in classroom cultures that nurture love, trust, joy, and excitement, that foster high expectations for students (i. e. Warm Demanders), and where there is a focus on collegiate/career professionalism and accountability
- The majority of Mansion stakeholders will have the mindset that all students are celebrated, not just the students who are typically "celebrated"
- PBIS supports will be integrated into the behavior support plans for our special education students with individualized plans, who will be supported by various stakeholders/partners at the school

- Observations of monthly MTSS meetings, as well as reviews of agendas at those meetings, will reveal if there is regular/consistent attendance at the MTSS meetings and if the team members are clear on their roles/responsibilities
- Pre/post survey (and focus groups) will be administered to staff and students on their perceptions of the PBIS model (in addition to RF model)
- Students' IEPs, SAICs, and feedback from the special education team will be analyzed once per quarter to determine the effectiveness of supports
- Each quarter, students' attendance and suspension data will be reviewed to determine school progress towards end of year goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Pre/post survey (and focus groups) will be administered to staff and students on their perceptions of the PBIS model (in addition to RF model)	7/1/2021	10/1/2021	School Leadership, CM	PBIS/RF surveys	
Review posters, signage, supporting Docs, Flow Chart as PBIS team and identify any behaviors that need to be added for the academic program, and review for alignment with the restorative model at the school	7/1/21	8/24/2021	School Leadership (Principal, Climate Manager, Dean)	PBIS posters, signage, supporting docs, flow chart	
Develop a reward system that is specific to different grade groups	7/1/21	8/24/2021	School Leadership (Principal, Climate Manager, Dean), PBIS Coach	PBIS incentives for high school	
Review Morning Mansion Mindset Curriculum and incorporate lessons from PRIDE and Healing Together resources	7/1/2021	8/30/2021	School Leadership (Principal, Climate Manager, Dean)	Morning Mansion Mindset Curriculum	
Make a monthly calendar of PBIS related incentive (Knights Pride) for behavior and attendance for Quarter 1	7/1/2021	11/1/2021	School Leadership (Principal, Climate Manager, Dean)	School calendar	
Contact 8th grade feeder schools to receive lists of IBHS students	7/1/21	10/1/2021	Behavior Health Counselor	Incoming student contacts	
Create a PBIS PD outline for the year for when to teach the various behavioral expectations	8/1/2021	8/23/2021	School Leadership (Principal, Climate Manager, Dean)	PD calendar	
Assign clear roles and responsibilities for staff aligned with posting & sharing/relaying information related to PRIDE framework	8/1/2021	9/30/2021	School Leadership	Staff handbooks	
Train staff on major office discipline data entry into SIS	8/23/2021	8/30/2021	Climate Manager	PD schedule	
Establish roles and expectations for climate staff in supporting teachers with PBIS implementation and in supporting the behavior plans for our special education students	8/23/2021	8/30/2021	Climate Manager	IEPs/behavior plans	
Back to school PD schedule to include a review of the PBIS flow chart (which will include the restorative strategies)	8/24/2021	8/31/2021	School Leadership (Principal, Climate Manager, Dean)	PD Schedule	
PBIS Kick-Off assembly and lesson plans will be administered to lay out expectations and rewards system to students	8/31/2021	9/30/2021	School Leadership (Principal, Climate Manager, Dean)	Assembly schedule and lesson plans	
Teachers will facilitate PBIS lesson plans with advisory groups	8/31/2021	6/14/2022	PBIS Team Member	Lesson plans	
Formalize collaboration norms with IBHS provider and truancy provider	9/1/2021	11/1/2021	Behavior Health Counselor, School Leadership	MOUs	
Re-integrate SAP provider into the school for assessments and appropriate referrals	9/1/2021	11/1/2021	Behavior Health Counselor	MOUs	
Recruit student leaders to join the PBIS/RF team to provide their input on the climate strategies	9/1/2021	10/30/2021	PBIS Team Member	Criteria for student leadership	
For students whose unexcused attendance falls below 90%, develop SAIP plans and identify criteria for home visits	9/15/2021	6/14/2022	Counselor and CM	Attendance data	
Set an ongoing calendar schedule to meet with outside providers including and not limited to; DHS, JPO, and Behavioral Health	9/30/2021	6/1/2022	Behavior Health Counselor	School calendar	
During monthly MTSS meetings, review students' attendance and behavior data and for those who are not demonstrating improvement, leverage external partnerships to support these students (including Tier II/Tier III interventions)	10/1/2021	6/14/2022	Leadership Team	Student climate/attendance data, MTSS meeting protocols	
Observations of monthly TIPS meetings, as well as reviews of agendas at those meetings, will reveal if there is regular/consistent attendance at the TIPS meetings and if the team members are clear on their roles/responsibilities	10/1/2021	11/1/2021	Mansions' OSS Instructional Director and SPCM	Monthly TIPS agendas	
Establish monthly townhalls/attendance campaigns to incentivize 95%+ attendance	10/15/2021	6/14/2022	McCracken, Royal, PBIS team	Townhall schedule and attendance incentives	
Make a monthly calendar of PBIS related incentive (Knights Pride) for behavior and attendance for Quarter 2	11/1/2021	1/30/2022	School Leadership (Principal, Climate Manager, Dean)	School calendar	
Establish a collaboration between the PBIS coach and the FACE Liaison to facilitate workshops related to the school PBIS settings, climate, and attendance	11/1/2021	6/1/2022	PBIS Coach, FACE Liaison, Climate Manager	School calendar	
Triangulate PBIS data at the end of each quarter (special education behavior plans, morning meeting implementation, climate data) and determine the PD plan for the next quarter	11/15/2021	12/1/2021	School Leadership (Principal, Climate Manager, Dean)	PBIS data, PD plan	
Provide rolling student orientation weekly for 1 hour to introduce new students to the school's PBIS plan	11/15/2021	6/14/2022	CM or PBIS team Member	Orientation resources	
Make a monthly calendar of PBIS related incentive (Knights Pride) for behavior and attendance for Quarter 3	1/30/2022	3/30/2022	School Leadership (Principal, Climate Manager, Dean)	School calendar	
Triangulate PBIS data at the end of each quarter (special education behavior plans, morning meeting implementation, climate data) and determine the PD plan for the next quarter	1/30/2022	3/30/2022	School Leadership (Principal, Climate Manager, Dean)	PBIS data, PD plan	

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	Review the existing behavior plans for fidelity and provide coaching/feedback support to special education staff	3/1/2022	6/14/2022	School Leadership (Principal, Climate Manager, Dean)	IEPs, behavior plans	
	Make a monthly calendar of PBIS related incentive (Knights Pride) for behavior and attendance for Quarter 4	3/20/2022	6/14/2022	School Leadership (Principal, Climate Manager, Dean)	School calendar	
	Triangulate PBIS data at the end of each quarter (special education behavior plans, morning meeting implementation, climate data) and determine the PD plan for the next quarter	3/20/2022	4/1/2022	School Leadership (Principal, Climate Manager, Dean)	PBIS data, PD plan	
	Complete annual Tiered Fidelity Inventory	5/1/2022	6/14/2022	School Leadership	TFI	

Strawberry Mansion HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	Transient population (transition students) prohibit the establishment on clear tier 1 expectations, paired with the number of students who need behavioral modifications and plans are not given proper support	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 3	Transient population (transition students) prohibit the establishment on clear tier 1 expectations, paired with the number of students who need behavioral modifications and plans are not given proper support	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> - There will be consistent membership in the RF team, with clear roles and responsibilities for implementing RF (including the documentation of student data in SIS) - The RF model will be adapted to the needs/interests of Mansions' high school students and be seen as an appropriate strategy for Mansion's context - The majority of Mansion stakeholders will view RF values not as compliance but as something meaningful (integrate values into PBIS lessons), resulting in classroom cultures that nurture love, trust, joy, and excitement, that foster high expectations for students (i.e. Warm Demanders), and where there is a focus on collegiate/career professionalism and accountability - The majority of Mansion stakeholders will have the mindset that all students are celebrated, not just the students who are typically "celebrated" - RF supports will be integrated into the behavior support plans for our special education students with individualized plans, who will be supported by various stakeholders/partners at the school 	<ul style="list-style-type: none"> - Observations of monthly MTSS meetings, as well as reviews of agendas at those meetings, will reveal if there is regular/consistent attendance at the MTSS meetings and if the team members are clear on their roles/responsibilities - Pre/post survey (and focus groups) will be administered to staff and students on their perceptions of the RF model - Students' IEPs, SAICs, and feedback from the special education team will be analyzed once per quarter to determine the effectiveness of supports - Each quarter, students' attendance and suspension data will be reviewed to determine school progress towards end of year goals
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Identify the Tier 1 climate team, which will include RF and PBIS roles and responsibilities	7/1/2021	8/23/2021	School Leadership (Principal, Climate Manager, Dean)	Staff handbook	
Establish collaboration norms with RF coach and how to adapt the RF model to Mansion's existing restorative practices	7/1/2021	8/23/2021	School Leadership (Principal, Climate Manager, Dean)	RF resources	
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework and how to turn around messaging to the staff	8/1/2021	8/23/2021	RF Coach	RF training	
Create a weekly advisory outline that demonstrate the integration of PBIS, community meetings, and community building circles that align with Mansion's values	8/1/2021	9/7/2021	AP Williams, Counseling team	Advisory calendar/resources	
Ensure that the school's progressive discipline policy includes PBIS, restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	8/1/2021	8/30/2021	School Leadership (Principal, Climate Manager, Dean)	Student handbook	
Train all staff in Mansion's Advisory Model and use of Community Circles to facilitate the Mansion Morning Mindset (MMM) curriculum	8/23/21	9/1/2021	Dean of Restorative Practices	MMM curriculum	
The Mansion Morning Mindset (MMM) curriculum will be shared and reviewed with staff	8/23/2021	8/30/2021	Mr. Cephas	MMM curriculum	
Reach out to 8th grade students who are going to be 9th graders before the start of school to build relationships and share important attendance facts/policies at the high school level	8/23/2021	8/31/2021	Climate Manger	Attendance letter from Attendance Coach	
First 2-4 weeks of school intentionally integrate PBIS/RF content for MMM and CBCs	8/31/2021	9/15/2021	PBIS Team	MMM curriculum	
Implement community meetings/advisory every day, and CBC in every classroom or advisory for 30 minutes every week	8/31/2021	6/14/2022	School Leadership (Principal, Climate Manager, Dean)	Advisory calendar/resources	
Identify & Train Youth Leaders in CBC	9/1/2021	10/30/2021	Dean of Restorative Practices	Criteria for youth leadership	
Utilize SAC meetings to inform the families regarding this climate framework	10/1/2021	12/1/2021	FACE Liaison	SAC team meeting schedule	
Make a plan for ongoing support and coaching	12/1/2021	6/14/2022	School Leadership (AP, Climate Manager, Dean)	RF coach	
Collaborate with the transition liaison on conducting Tier III circles for students transitioning into the school from placement centers	1/5/2022	6/14/2022	RF Coach	Time for Tier III circles	

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BOARD GOAL 4		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 7% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 13% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q1 - At least 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 Q1	- At least 13% 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 13% 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 13% 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?				
95% ATTENDANCE GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 25% of all students will attend school 95% of days or more	At least 40% of all students will attend school 95% of days or more in Q1.	At least 35% of all students will attend school 95% of days or more in Q2.	At least 30% of all students will attend school 95% of days or more in Q3.	At least 25% of all students will attend school 95% of days or more in Q4.
		Actual Performance				
		Met Target?				
90% ATTENDANCE GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 36% of all students will attend school 90% of days or more	At least 51% of all students will attend school 90% of days or more in Q1.	At least 46% of all students will attend school 90% of days or more in Q2.	At least 41% of all students will attend school 90% of days or more in Q3.	At least 36% of all students will attend school 90% of days or more in Q4.
		Actual Performance				
		Met Target?				
ZERO SUSPENSION GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 93% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 96% of students will have zero out-of-school suspensions in Q2.	At least 94% of students will have zero out-of-school suspensions in Q3.	At least 93% of students will have zero out-of-school suspensions in Q4.
		Actual Performance				
		Met Target?				
GRADUATION GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 59% of students will graduate with their 4-year cohort	At least ___% of first time 11th grade students will be on-track for graduation in Q1, including students who will be on track for IEP goals/objectives and students who are in credit recovery and passing.	At least ___% of first time 11th grade students will be on-track for graduation in Q2, including students who will be on track for IEP goals/objectives and students who are in credit recovery and passing.	At least ___% of first time 11th grade students will be on-track for graduation in Q3, including students who will be on track for IEP goals/objectives and students who are in credit recovery and passing.	At least ___% of first time 11th grade students will be on-track for graduation in Q4, including students who will be on track for IEP goals/objectives and students who are in credit recovery and passing.
		Actual Performance				
		Met Target?				