

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	2000		
Name of School	South Philadelphia High School		
Neighborhood Network	Network 13		
Assistant Superintendent	Cheryl Proctor		
ESSA Federal Designation	CSI		
Admission Type	Neighborhood		
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.)	Community School		
Principal Name	Kimlime Chek-Taylor		
Years as Principal	6		
Years as Principal at this School	6		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Kimlime Chek-Taylor	South Philadelphia HS	kchek@philasd.org
Additional Leadership Team Representative	Dr. Latoyia Bailey	South Philadelphia HS	labailey@philasd.org
Additional Leadership Team Representative	Jennifer Melendez	South Philadelphia HS	jmelendez@philasd.org
Math Content Specialist/Teacher Leader	Annamarie McMonigle	South Philadelphia HS	amcmonigle@philasd.org
Literacy Content Specialist/Teacher Leader	Carol Cuvo	South Philadelphia HS	ccuvo@philasd.org
Science Content Specialist/Teacher Leader	N/A	South Philadelphia HS	N/A
School-based Climate Representative	Antonio Anderson	South Philadelphia HS	aanderson@philasd.org
School Improvement Support Liaison-Attendance Designee	Eileen McAfee	South Philadelphia HS	emcafee@philasd.org
Parent	TBD	TBD	TBD
Community member	Patti	Tahn	patti641@gmail.com
Business partner (other than parent or community member)	Sean Korman	Starbucks	seankorman@gmail.com
Student (required for High Schools)	Sujaat	Cheema	TBD
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	Jane Fitzgerald	South Philadelphia HS	jfitzgerald@philasd.org
Network Attendance Coach	Shirley Carroll	School District of Philadelphia	scarroll@philasd.org
Network Culture and Climate Coach	Kendra Jenkins	School District of Philadelphia	kjenkins4@philasd.org
Grants Compliance Monitor	Kelly McCarthy	School District of Philadelphia	kemccarthy@philasd.org
Central Office Talent Partner	Julie Skrocki	School District of Philadelphia	jskrocki@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Melanie Keiper	School District of Philadelphia	mmkeiper@philasd.org
Prevention and Intervention Liaison	James Adams	School District of Philadelphia	jadams@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	Janelle Harper	City of Philadelphia	janelle.harper@phila.gov
Multilingual Manager	Benaline Baluyot	School District of Philadelphia	bbaluyot@philasd.org
EL Point Person	TBD	TBD	TBD
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>South Philadelphia High School is a learning community united in its commitment to ensure a safe, nurturing and literate environment for children and adults.</p>			

South Philadelphia 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	76.4%	4.8%	5.6%	17.5%	72.2%	41	67.7%	6.3%	6.3%	18.9%	68.5%	
10th	76.8%	7.1%	7.9%	15.1%	69.8%	45	74.2%	7.4%	4.1%	16.5%	71.9%	
11th	66.7%	3.8%	3.8%	16.0%	76.4%	37	68.1%	5.5%	4.6%	18.3%	71.6%	
12th	74.8%	5.5%	3.6%	20.9%	70.0%	37	75.0%	6.3%	9.9%	24.3%	59.5%	
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	78.8%	17.7%	6.2%	21.5%	54.6%	40	77.4%	15.0%	10.2%	19.7%	55.1%	
10th	72.0%	17.8%	8.5%	23.7%	50.0%	39	63.2%	19.4%	15.5%	20.4%	44.7%	
11th	70.4%	15.2%	6.3%	16.1%	62.5%	44	66.9%	11.2%	8.4%	20.6%	59.8%	
12th	73.5%	19.4%	13.9%	12.0%	54.6%	44	59.5%	15.9%	15.9%	18.2%	50.0%	
Climate Data												
Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				Suspension Data (Click for link to data)			
Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	43.8%	37.1%	25.8%	32.1%	42.6%	35.0%	37.1%	27.8%	All students	86.0%	85.5%	85.6%
90-95% days	9.7%	14.5%	19.0%	21.0%	10.8%	19.1%	14.5%	19.5%	Black/Afr Amer	77.7%	78.9%	79.3%
85-90% days	7.4%	11.1%	12.7%	10.4%	6.9%	8.2%	11.1%	13.8%	Hispanic/Latino	94.3%	92.8%	94.6%
80-85% days	5.1%	7.0%	10.2%	9.4%	5.6%	9.3%	7.0%	10.8%	Asian	94.4%	98.0%	90.5%
<80% days	34.1%	30.3%	32.4%	27.1%	34.0%	28.4%	30.3%	28.1%	White	95.5%	92.5%	93.3%

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	We are schoolwide off-track in all three Keystone content areas because our teachers are not adept at using data to plan for standards-aligned instruction where the task meets the grade level expectation of the standard and is aligned to the learning objective due to a lack of professional learning on this topic.	% 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

75% of ELA lesson plans are meeting the Look Fors aligned to the SDP Literacy Framework
 75% of ELA lesson delivery is meeting the Look Fors aligned to the SDP Literacy Framework
 At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices as evidenced by the CPT reflection cards.

On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. The instructional leadership team will conduct walk-throughs of formal observations weekly to

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT time will be built into all teacher schedules focusing on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	5/31/22	Carol Cuvo/Roster Chair	Teacher Schedules, PD Calendar, SDP Math Framework Look Fors Document	N
Instructional Teams will develop and/or review standards-aligned units of instruction, common assessments, and constructed response questions (CRQs) for each subject and grade level during Common Planning Time.	8/23/21	4/30/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
Teachers will develop lesson plans that include standards-based objectives and their criteria for mastery in alignment with SDP Math Framework Look Fors document	8/23/21	6/1/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
During CPT, teachers will identify the most critical learning standards for the coming unit	8/23/21	4/30/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
During CPT, teachers will identify the explicit and implicit domain skills for those learning standards at the grade and course level	8/23/21	4/30/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
During CPT, teachers will align specific learning activities to objectives	8/23/21	6/1/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
During CPT, teachers will plan opening routines which begin each lesson and provides students with an opportunity to develop number sense, engage in student discourse, and activate prior knowledge in order to have an entry point to that day's learning objective.	9/1/21	6/1/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
During CPT, teachers will participate in intellectual prep aligning to core shifts.	9/1/21	6/1/22	Annamarie McMonigle/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
Pre- and post-test common assessments will be developed and administered to students for each curriculum unit in order to assess student growth and mastery of standards-based objectives. Items will be pulled from a variety of resources, including PDE SAS.	9/1/21	6/1/22	Math Teachers	Pre- and Post Assessments, Curriculum Units, Keystone released items, Google Forms, Google Sheets	N
The instructional leadership team will review units of instruction and weekly lesson plans, looking for standards-based objectives and criteria for mastery.	9/15/21	6/14/22	Kim Chek/Principal, Jennifer Melendez/AP, and Annamarie McMonigle/SBTL	Lesson Plans, Curriculum Engine, SDP Literacy Framework Look Fors Document, Collections Materials, Selected Texts and Novels	N
Members of the Admin Team, Academic Coach, and Curriculum Specialist will conduct quarterly walkthroughs to look for evidence of the implementation of the Math Framework	10/1/21	6/1/22	Kim Chek/Principal, Jennifer Melendez/AP, and Annamarie McMonigle/SBTL	Walkthrough document for Math Framework	N
Teachers will have opportunities during CPT to analyze student work using the SDP student work protocol	10/1/21	6/1/22	Annamarie McMonigle/SBTL	Student Work, SDP Student Work Analysis Protocol	N
Academic Coach and Math Teachers will review formative assessment data during CPT and plan intentional lessons to support student learning	10/15/21	6/1/22	Annamarie McMonigle/SBTL	Formative Assessment Data, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math Framework Look Fors Document	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Kim Chek/Principal, Jennifer Melendez/AP, and Annamarie McMonigle/SBTL	School Plan, Routines Agenda	N

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	We are schoolwide off-track in all three Keystone content areas because our teachers are not adept at using data to plan for standards-aligned instruction where the task meets the grade level expectation of the standard and is aligned to the learning objective due to a lack of professional learning on this topic.	% 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

75% of ELA lesson plans are meeting the Look Fors aligned to the SDP Literacy Framework
 75% of ELA lesson delivery is meeting the Look Fors aligned to the SDP Literacy Framework
 At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices as evidenced by the CPT reflection cards.

On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. The instructional leadership team will conduct walk-throughs of formal observations weekly to

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT time will be built into all teacher schedules focusing on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	5/31/22	Carol Cuvo/Roster Chair	Teacher Schedules, PD Calendar, SDP Literacy Framework Look Fors Document	N
Instructional Teams will develop and/or review standards-aligned units of instruction, common assessments, and constructed response questions (CRQs) for each subject and grade level during Common Planning Time.	8/23/21	4/30/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
Teachers will develop lesson plans that include standards-based objectives and their criteria for mastery in alignment with SDP Literacy Framework Look Fors document	8/23/21	6/1/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
During CPT, teachers will identify the most critical learning standards for the coming unit	8/23/21	4/30/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
During CPT, teachers will identify the explicit and implicit domain skills for those learning standards at the grade and course level	8/23/21	4/30/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
During CPT, teachers will align specific learning activities to objectives	8/23/21	6/1/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
During CPT, teachers will plan opening routines which begin each lesson and provides students with an opportunity to develop number sense, engage in student discourse, and activate prior knowledge in order to have an entry point to that day's learning objective.	9/1/21	6/1/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
During CPT, teachers will participate in intellectual prep aligning to core shifts.	9/1/21	6/1/22	Carol Cuvo/SBTL	Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
Pre- and post-test common assessments will be developed and administered to students for each curriculum unit in order to assess student growth and mastery of standards-based objectives. Items will be pulled from a variety of resources, including PDE SAS.	9/1/21	6/1/22	Literacy Teachers	Pre- and Post Assessments, Curriculum Units, Keystone released items, Google Forms, Google Sheets	N
The instructional leadership team will review units of instruction and weekly lesson plans, looking for standards-based objectives and criteria for mastery.	9/15/21	6/14/22	Kim Chek/Principal, Jennifer Melendez/AP, and Carol Cuvo/SBTL	Lesson Plans, Curriculum Engine, SDP Literacy Framework Look Fors Document, Collections Materials, Selected Texts and Novels	N
Members of the Admin Team, Academic Coach, and Curriculum Specialist will conduct quarterly walkthroughs to look for evidence of the implementation of the Literacy Framework	10/1/21	6/1/22	Kim Chek/Principal, Jennifer Melendez/AP, and Carol Cuvo/SBTL	Walkthrough document for Literacy Framework	N
Teachers will have opportunities during CPT to analyze student work using the SDP student work protocol	10/1/21	6/1/22	Carol Cuvo/SBTL	Student Work, SDP Student Work Analysis Protocol	N
Academic Coach and Literacy Teachers will review formative assessment data during CPT and plan intentional lessons to support student learning	10/15/21	6/1/22	Carol Cuvo/SBTL	Formative Assessment Data, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Literacy Framework Look Fors Document	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Kim Chek/Principal, Jennifer Melendez/AP, and Carol Cuvo/SBTL	School Plan, Routines Agenda	N

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	After a year out of the physical school space, we need to focus on re-establishing our Tier I climate.	At least <u> </u> % of all students will attend school 95% of days or more	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

70% of students who require a Student Attendance Improvement Conference will have one.
90% of students who require a Student Attendance Improvement Plan will have one.

Quarterly, the attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create an attendance team and outline roles for all, including around the EWIMS (SAIP) process	8/23/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager	Organizational Chart	N
Create attendance team meeting schedule	8/23/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager	Agenda, Calendar	N
Teachers will receive training around attendance procedures, their role in the attendance process, and the SAIP process as a whole	8/23/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager	Attendance Procedures, Organizational Chart, Calendar, SIS	Y
The network attendance coach will come to South Philly monthly to provide training to the SISL and other attendance team members	8/23/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager	SDP Attendance Coach	Y
Attendance team/teacher meetings will be held bi-weekly to review data from the EWI report and discuss practices	9/10/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	EWI Report, Agenda, SIS	N
Bi-weekly, students with 3 unexcused absences will receive a C-31 letter in the mail. The SISL will also call home to schedule an Student Attendance Improvement Conference (SAIC)	9/10/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	EWI Report, C-31 Letter	N
Identify those students who cut the same class three or more times on a weekly basis (not due to lateness) and hold conferences with them	9/10/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	SIS Class Cuts Report	N
Review tardiness data bi-weekly and hold meetings with chronically tardy students to determine the reason(s) why they are consistently late and to support their efforts in getting to school on-time	9/10/2021	6/14/2022	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	EWI Report	N
During SAICs, Student Attendance Improvement Plans (SAIPs) will be developed for students with 6+ unexcused absences. SAIPs will identify and remove barriers to attendance through the implementation of evidence-based interventions.	9/17/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	C-31, SAIC letter, SIS, EWI Report, SAIP	N
Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	9/17/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	C-31, SAIC letter, SIS, EWI Report, SAIP, Truancy Paperwork	N
Conduct a deep dive of Cut Report data to assess teachers that have the lowest attendance in their classrooms and determine what contributes to the high rate of cutting of their class, followed by meeting with these teachers to discuss these issues	9/17/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	SIS Class Cuts Report	N
SAIPs will be progress monitored every 30 days to determine whether they are positive impacting student attendance. If not, they will be tweaked.	10/4/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	SAIPs, EWI Report, SIS	N
Students in the 90%-94% band will be identified quarterly and conferenced with to let them know their attendance data and how close they are to meeting the 95% goal	11/16/21	6/14/22	Eileen McAfee/SISL, Antonio Anderson/Climate Manager, and Ms. Padron and Mr. Belz/Counselors	SIS, SchoolNet	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Kim Chek/Principal, Jennifer Melendez/AP, Eileen McAfee/SISL, and Antonio Anderson/Climate Manager	School Plan, Routines Agenda	N

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the physical school space, we need to focus on re-establishing our Tier I climate.	At least ___% of students will have zero out-of-school suspensions	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

100% of the Relationships First Team will complete the 2-hour training for team members, reviewing and modeling Community Building Circles and Restorative Conversations 80% of staff will complete Restorative Justice equity to liberation training module 1	Monthly, the Climate Team will hold meetings to obtain and analyze climate data, including referral data, to determine whether behavior initiatives and climate deployment plans need tweaking. Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal.
---	--

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
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	8/23/21	12/15/21	Antonio Anderson/Climate Manager	PD Calendar	Y
Create roster to ensure adequate time for every student to participate in Community-Building Circles (CBC)	8/23/21	8/27/21	Carol Cuvo/Roster Chair	Roster	N
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	8/23/21	9/30/21	Antonio Anderson/Climate Manager	Progressive Discipline Policy	N
Identify school-level Relationships First team and train this team in Community-Building Circles & Restorative Conversations in preparation for school-wide PD	8/23/21	12/15/21	Antonio Anderson/Climate Manager	Training Materials	Y
Include Relationships First team members in MTSS Tier 1 team	8/23/21	9/30/21	Antonio Anderson/Climate Manager		N
Train all staff on Relationships First Tier 1 Community-Building Circles & Restorative Conversations (this includes training for front-office staff, custodians, and SSOs in Restorative Conversations)	8/23/21	9/30/21	Antonio Anderson/Climate Manager	PD Calendar	Y
A deployment plan will be created to assign climate support staff to monitor common spaces throughout the school building	8/23/21	8/27/21	Antonio Anderson/Climate Manager and Climate Support Staff	Deployment Plan	N
Climate support staff will consistently utilize school's system for acknowledging positive student behavior to reinforce students who are upholding expectations throughout the building	8/31/21	6/11/22	Climate Support Staff	Positive Points System	N
Make a plan for ongoing support and coaching	9/1/21	9/30/21	Antonio Anderson/Climate Manager	SDP Relationships First Coach, Calendar	Y
Implement Community-Building Circles in every classroom or advisory for 45 minutes every week	9/1/21	6/14/22	Antonio Anderson/Climate Manager and Climate Support Staff	CBC Curriculum	N
Students not responding to Tier I will be referred for Tier II interventions	10/1/21	4/30/22	Ms. Padron and Mr. Betz/Counselors	SIS Data, MTSS Plans	N
Tier II plans - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Ms. Padron and Mr. Betz/Counselors	SIS Data, MTSS Plans	N
Leverage external partnerships - particularly mentoring groups - on a monthly basis to provide further supports for Tier II and Tier III students	10/1/21	5/31/22	Ms. Padron and Mr. Betz/Counselors	SIS Data, MTSS Plans	N
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Ms. Padron and Mr. Betz/Counselors	SIS Data, MTSS Plans	N
Train staff on Restorative Justice Equity to Liberation module 1	11/1/21	12/15/21	Antonio Anderson/Climate Manager	PD Calendar, Training Modlues	Y
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Kim Chek/Principal, Jennifer Melendez/AP, and Antonio Anderson/Climate Manager	School Plan, Routines Agenda	N

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

Check & Reflect (Focus: Graduation)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 3	We need to better utilize the resources (Grade Monitoring Tool and Check & Reflect) to support monitoring on-track status of students across all grades.	At least _% of students will graduate with their 4-year cohort	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 4	We are schoolwide off-track in all three Keystone content areas because our teachers are not adept at using data to plan for standards-aligned instruction where the task meets the grade level expectation of the standard and is aligned to the learning objective due to a lack of professional learning on this topic.	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 5	We are schoolwide off-track as it relates to our NOCTI proficiency rate (37%) because many of our CTE students miss significant amounts of school or they fail academic core courses that cause them to leave their CTE track, and they are not receiving enough monitoring in these areas from their CTE teachers.	CTE students who pass an industry standards-based competency assessment by end of 12th grade will grow from 49.9% in August 2019 to 80.0% in August 2026.	EP13: Implement a multi-tiered system of supports for academics and behavior

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

70% of students will complete at least one Check & Reflect per quarter.	The leadership team will review completed Check and Reflect forms on a monthly basis to ensure this process is being completed. Quarterly, administration will review 9th and 12th grade on-track data to determine whether we are on-track to meet our EOY 9th and 12th grade on-track goal. 10th and 11th grade on-track data will also be reviewed during this time.
---	---

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Student transcripts will be audited to ensure that all students are registered for the classes they need to be on-track	8/1/21	8/27/21	Carol Cuvo/Roster Chair	Student Transcripts	N
Teachers will receive training on how to utilize check and reflect reports, grade impact reports, and the grades monitoring tool	8/23/21	10/31/21	Jennifer Melendez/Assistant Principal	Check & Reflect, Grade Impact Report, Grades Monitoring Tool	N
Counselors and CCR Coach will review transcripts with all students at least once so that they understand the requirements they need to meet to be on-track for graduation	9/1/21	11/30/21	Ms. Padron and Mr. Belz/Counselors and Ms. Ummah/CCR Coach	Transcripts	N
Check and Reflect reports will be reviewed with students every 3 weeks for the duration of the school year	10/1/21	5/31/22	Jennifer Melendez/Assistant Principal	Check & Reflect	N
9th graders will use the check and reflect to set goals for themselves during Freshman Seminar	10/1/21	5/31/22	Jennifer Melendez/Assistant Principal	Check & Reflect	N
10th-12th graders will use the check and reflect to set goals for themselves during History classes	10/1/21	5/31/22	Ms. Padron and Mr. Belz/Counselors	Check & Reflect	N
The assistant principal will write personalized notes for students on the Check and Reflect, which will be distributed every 3 weeks	10/1/21	5/31/22	Jennifer Melendez/Assistant Principal	Check & Reflect	N
The Check and Reflect will be printed and shared with parents any time they visit the school	10/1/21	5/31/22	Jennifer Melendez/Assistant Principal	Check & Reflect	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Kim Chek/Principal and Jennifer Melendez/AP	School Plan, Routines Agenda	N

South Philadelphia High School [2000] 2021-2022 School Plan

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #6:						
Naviance (Focus: Graduation)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 3	We need to better utilize the resources (Grade Monitoring Tool and Check & Reflect) to support monitoring on-track status of students across all grades.	At least % of students will graduate with their 4-year cohort	EP 01: Align curriculum, assessments, and instruction to the PA Standards			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
90% of students will complete the ESSA required Naviance tasks across all grades.			Counselors will review completion rates monthly to ensure that teachers are giving students opportunities to complete Naviance tasks and to identify students who need to be pulled out for make-ups. Quarterly, administration will review Naviance completion rates to determine whether we are on-track to meet our EOY Naviance task completion rate goal.			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Both counselors and the College- and- Career Ready (CCR) Coach will attend SDP provided trainings around Naviance implementation	8/23/21	10/31/21	Ms. Padron and Mr. Belz/Counselors and Ms. Ummah/CCR Coach	PD Calendar	Y
	The counselors and CCR Coach will provide PD around Naviance to all staff who will be monitoring student completion of tasks	8/23/21	10/31/21	Ms. Padron and Mr. Belz/Counselors and Ms. Ummah/CCR Coach	PD Calendar	Y
	Counselors/CCR Coach will plan incentives to motivate students to complete Naviance tasks. Incentives will be adjusted for a virtual context, if necessary.	9/1/21	10/15/21	Ms. Padron and Mr. Belz/Counselors and Ms. Ummah/CCR Coach	Incentives	N
	A make-up plan will be created to catch all students who are missing ESSA-required Naviance tasks	9/1/21	10/15/21	TBD/Computer Teacher Ms. Padron and Mr. Belz/Counselors Ms. Ummah/CCR Coach	Calendar, Naviance Data	N
	A schedule will be created to determine when the counselors and CCR Coach will push into classrooms to help students complete Naviance tasks.	9/1/21	10/15/21	Ms. Padron and Mr. Belz/Counselors and Ms. Ummah/CCR Coach	Calendar, Naviance Scope and Sequence	N
	The counselors and CCR coach will review Naviance data weekly to monitor progress toward meeting our completion goals and provide progress updates to the staff; the staff will review the Naviance data monthly.	11/1/21	6/1/22	Ms. Padron and Mr. Belz/Counselors and Ms. Ummah/CCR Coach	Naviance Data	N
	The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Kim Chek/Principal and Jennifer Melendez/AP	School Plan, Routines Agenda	N

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #7:						
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	After a year out of the physical school space, we need to focus on re-establishing our Tier I climate.	At least ___% of students will have zero out-of-school suspensions	EP 01: Align curriculum, assessments, and instruction to the PA Standards			
Anticipated Outcomes (link out to EP Look Fors)			Monitoring/Evaluation			
At least 90% of staff can list at least 67% of the expectations Formal system for acknowledging student behavior is used by at least 90% of staff			The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incident data to determine whether we are on track to meet our EOY Zero OSS goal.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Establish Community Meeting schedule for each grade	9/1/21	10/1/21	Cuvo/Roster Chair and Chek/Principal	Calendar	N	
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	Anderson/Climate Manager	Community Meeting Training Materials	Y	
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	Anderson/Climate Manager	Calendar and Community Meeting Curriculum	N	
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/15/21	6/1/22	Anderson/Climate Manager	Calendar, Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports)	N	
Progress monitor implementation	11/1/21	6/1/22	Chek/Principal	"Check for Understanding" Survey for Staff	N	
Incorporate Student Well-Being Survey	11/1/21	12/22/21	Anderson/Climate Manager	Student Well-Being Survey	N	
Make a plan for ongoing coaching and support	11/1/21	12/22/21	Anderson/Climate Manager	District Climate Support Staff	Y	

South Philadelphia HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #8:

9th Grade Academy (Focus: Graduation)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 3	We need to better utilize the resources (Grade Monitoring Tool and Check & Reflect) to support monitoring on-track status of students across all grades.	At least % of students will graduate with their 4-year cohort	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Team implements Tier 1 and Tier 2 interventions to support students in being On-Track and Firmly On-Track each month, with leadership implementing Tier 1 and/or Tier 2 interventions each month as well. At least 15% of 9th graders receive a Tier 2 intervention each Quarter. Team reviews trend-level and student-level data every 3 weeks to identify students in need of different interventions, dissect student issues, and progress monitor. Leadership also regularly reviews overall data trends and summary tables to inform their strategy/actions. 9th Grade students will finish the year with at least 5 quality credits, (4 core classes and 1 additional elective credit).

Quarterly, administration will review 9th grade on-track data to determine whether we are on-track to meet our EOY 9th grade on-track goal. Administration will review the grades monitoring tool monthly to determine whether students are in danger of failing courses and to ensure that proper interventions are in place for these students.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
The 9GA creates goals for 9th Grade On-Track (9GOT) and Firmly On-Track (A's and B's) which are monitored throughout the year. The entire team knows the 9GOT goals. The team acknowledges and celebrates if/when the goal is achieved.	9/10/21	8/27/21	9th Grade Assistant Principal	School Plan, Qlik	N
The team will review and update our intervention resource guide, which is utilized to implement diverse strategies according to student needs.	9/10/21	9/30/21	9th Grade Assistant Principal	Intervention Guide	N
The 9GA Team will practice effective meeting strategies, utilizing action-oriented meeting agendas, established staff roles, and group norms.	9/10/21	5/31/22	9th Grade Assistant Principal, 9th Grade Teacher Leader	Agendas and Norms	N
The 9th Grade Team will review and/or revise its common purpose/mission statement.	9/10/21	8/27/21	9th Grade Assistant Principal, 9th Grade Teacher Leader	Mission Statement	N
The 9th Grade Team will develop a clear tracking system for interventions (Tier 1 and 2) for Off-Track students that is easy to review, understand, and kept up-to-date.	9/10/21	9/30/21	9th Grade Assistant Principal	Intervention Tracker	N
The 9GA Team conduct regular outreach to parents throughout the year through a variety of modes, including phone calls, parent letters, parent meetings, and events at school.	9/10/21	6/14/22	9th Grade Assistant Principal	SIS, Parent Letters, Refreshments	N
The 9GA Team will take part in regular PD to build their capacity and knowledge regarding the high school transition and 9th grade development stage to better inform the team's practice.	9/10/21	5/31/22	9th Grade Assistant Principal	PD Calendar, Philadelphia Academies Inc. (External Partner)	Y
The 9GA team will implementing and monitoring Tier 1 and 2 interventions on a monthly basis.	9/1/21	5/31/22	9th Grade Assistant Principal, 9th Grade Teacher Leader	Intervention Guide, Intervention Tracker	N
The 9th Grade Team will utilize common planning time weekly to review On-Track data (attendance, course grades, etc.), monitor interventions, and plan interventions.	9/24/21	5/31/22	9th Grade Assistant Principal, 9th Grade Teacher Leader	Grades Monitoring Tool, Intervention Tracker	N
The 9GA team works to ensure students are regularly engaged in tracking their own performance in multiple classes and/or setting goals, and there are multiple pieces of evidence of a positive Academy culture around student success.	10/1/21	6/14/22	9th Grade Assistant Principal, 9th Grade Teacher Leader	Check and Reflect	N
The 9GA team works to make Intervention follow-up systemic and consistent for both intervention implementation fidelity and evaluation of effectiveness. Team uses knowledge gained through evaluating intervention effectiveness to inform later planning and interventions.	10/1/21	6/14/22	9th Grade Assistant Principal, 9th Grade Teacher Leader	Intervention Tracker	N

South Philadelphia High School [2000] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 5	At least 42% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 42% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q1	At least 42% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q2	At least 42% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q3	At least 42% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q4
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	At least 50% of all students will attend school 95% of days or more	At least 64% of all students will attend school 95% of days or more in Q1.	At least 61% of all students will attend school 95% of days or more in Q2.	At least 58% of all students will attend school 95% of days or more in Q3.	At least 50% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
90% ATTENDANCE GOAL	At least 60% of all students will attend school 90% of days or more	At least 69% of all students will attend school 90% of days or more in Q1.	At least 66% of all students will attend school 90% of days or more in Q2.	At least 63% of all students will attend school 90% of days or more in Q3.	At least 60% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 95% 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 97% of students will have zero out-of-school suspensions in Q2.	At least 96% of students will have zero out-of-school suspensions in Q3.	At least 95% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				
GRADUATION GOAL	At least 60% of students will graduate with their 4-year cohort (57% 9th)	At least 50% of 12th grade students will be on-track for graduation in Q1.	At least 53% of 12th grade students will be on-track for graduation in Q2.	At least 56% of 12th grade students will be on-track for graduation in Q3.	At least 60% of 12th grade students will be on-track for graduation in Q4.
	Actual Performance				
	Met Target?				
BOARD GOAL 4	At least 19% of students will score proficient on the Algebra Keystones	At least 10% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q1	At least 13% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q2	At least 16% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q3	At least 19% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 4	At least 20% of students will score proficient on the Literature Keystones	At least 11% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 17% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 20% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 4	At least 10% of students will score proficient on the Biology Keystones	At least 7% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q1	At least 8% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q2	At least 9% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q3	At least 10% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q4
	Actual Performance				
	Met Target?				
(ADDITIONAL GOAL)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	Actual Performance				
	Met Target?				