

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Kensington Capa

4-Digit School Building Code

5520

PDE Designation

CSI

School Street Address

1901 N Front St, Philadelphia, Pa 19122

School Improvement Committee

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The planning team is responsible for meeting monthly to develop the plan after looking at academic and climate data. At least four of the planning team members will attend each monthly parent meeting to share updates and collect feedback. This feedback will in turn be shared with the leadership team at their next weekly meeting and monthly with student council members so that everyone is included and has the opportunity to be heard. The planning committee will meet quarterly during half day professional development days, so that it is part of the agenda. In this way, it will be used to drive the other PD topics for the ensuing quarter in addition to progress monitoring its implementation.

Committee Members and Positions in School/Community

Name	Position
Lisette Agosto Cintrón	Principal
Cynthia Cruz-Vega	Leadership Team Representative
Sean Ryan	Math Content Specialist/Teacher Leader
Deborah Rinaldi	Literacy Content Specialist/Teacher Leader
Timothy Patton	School-based Climate Representative
Adamarie Baez	Parent
Terrance Laragione	Community member
Andrea Brown	Business partner
Digna Sierra	Student (required for High Schools)
Melissa Jones	Planning and Evidence-based Support (PESO) member
Luis Rosario	MTSS Specialist/Central Office Climate

	Supports
Nathaniel Diehl	Grants Compliance Monitor
Ashley Sobrinski	Central Office Talent Partner
Miulcaeli Batista	Central Office Early Literacy/Literacy Support
Kristina MacBury	PDE School Improvement Specialist (SIF)

School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
What will students know and be able to demonstrate upon leaving the school?	How will you know you are on track to achieving your vision or students?
The Kensington Creative and Performing Arts High School’s vision is for every student to be challenged to his or her fullest potential by requiring them to engage in higher order, analytical and critical thinking skills daily to solve complex problems academically and socially (college ready) in their pursuit of becoming productive citizens.	Daily lesson plans and monthly unit plans are checked for common core shifts, for activities to be aligned to the standards, for writing to be incorporated in every subject, and that appropriate formative assessments are also incorporated. Benchmarks will be monitored for achievement and for growth areas to focus daily lessons.

II. School Level Needs Assessment

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Members were chosen based on their level of involvement and interest at school functions. Each stakeholder is represented: central office, school leadership, teachers, parents, students, and community partners.

Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
More students have grades of 'C' or better in 9th, 10th and 11th grades.	From 2017-18 to 2018-19, students in the 9th grade increased grades by 10% 'B's and 'C's. Students in the 11th grade increased 'C's by more than 10% and 11th graders improved the most by increasing A's by 4% and Bs by 6%.
Cycle 2 benchmarks improved overall from last SY '17-'18.	ELA increased from 28.96 to 33.79%, Math increased from 30.93 to 31.49%, and Science from 31.64 to 32.15%.

Based on your data analysis, what are your data-supported challenges? (You will need to identify up to three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Primary Root Cause
Overall attendance has dropped and many students are late to school, missing first periods.	For EOY '17-'18, 51.1% of students attended at least 90%; '18-'19, midyear, 52.3% of students have attended at least 90%.	Many students live outside of the catchment area and a large number are placed students who live in foster homes or group homes (no parental involvement).
Senior grades have dropped overall with an increase in students earning 'F's.	Seniors with 'F's increased to 42% from 17.9%.	This is primarily due to attendance and lateness. The majority of students in 12th grade also work and this may be a factor. A number of students work overnight.
The number of students with more than one OSS has increased including SPED and ELL.	The percentage of students with 2 OSS increased to 1.8% from .7%.	The number of IEP students and students from placement has increased. These students generally have a history of behavior challenges.

Less than 5% of our students are proficient on the Math Keystone	The percentage of students who scored proficient or advanced in the Algebra Keystone decreased from 4.6% to 3.8%	Many students enter high school with a math skills deficit of at least 3 years. This is exacerbated by chronic absences and tardies.
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Established Priorities and Aligned Outcome Categories

Based on your challenges, develop priority statements to guide your planning for school Improvement. Align to established PDE Outcome Categories.

Priority Statements	Outcome Category
Engage staff in implementing a systematic, collaborative planning process that ensures mathematics instruction is aligned, evidenced based and personalized to students' individual remediation needs through 10th grade.	Keystone-Algebra I
Implement a multi-tiered system of support to better identify students for tier 2 and tier 3 interventions.	Climate

III. Measurable Goal Statements

Priority Statement #1: Engage staff in implementing a systematic, collaborative planning process that ensures mathematics instruction is aligned, evidenced based and personalized to students' individual remediation needs through 10th grade.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 27% (14%) of students will be Proficient or Advanced in Mathematics Keystone by 2020	Edgenuity Math Description: Edgenuity diagnostic testing adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting	Math teachers' unit plans will incorporate and demonstrate evidence of at least 3 of the mathematical practices. Students' Q1 Benchmark scores will have an average percent correct of 30%.	Math teachers' unit plans will incorporate and demonstrate evidence of at least 5 of the mathematical practices. Students' Q2 Benchmark scores will have an average percent correct of 32%.	Math teachers' unit plans will incorporate and demonstrate evidence of all 8 mathematical practices. Students' Q3 Benchmark scores will have an average percent correct of 35%.

	<p>across grades K–12, Edgenuity diagnostic testing helps teachers understand the root causes behind student challenges in math. The CCSS recommend the use of 8 specific mathematical practices to help students' master the focus, coherence, and rigor needed for mathematical fluency.</p>			
<p>100% of Mathematics lesson plans will reflect at least one enhancement relative to Edgenuity data to personalize instruction and support student remediation by June 2020</p>	<p>Edgenuity Math Description: Edgenuity diagnostic testing adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, Edgenuity diagnostic testing helps teachers understand the root causes behind student challenges in math. The CCSS recommend the use of 8 specific mathematical practices to help students' master the focus, coherence, and rigor needed for mathematical fluency.</p>	<p>100% of Mathematics teachers will regularly use Edgenuity in their daily lessons. 100% of Students will have completed the pre-test (baseline) on the platform.</p>	<p>100% of Math teachers will develop lesson plans that reflect their use of Edgenuity data, such as grouping, leveled activities, and reteaching, etc. 100% of Students will demonstrate a 10% increase in the number correct on B2.</p>	<p>100% of students who took the pretest will take the post-test and demonstrate an overall 10% increase in performance.</p>

Anticipated Outputs:

100% of math teachers will implement the 8 CCSS-aligned mathematical practices in their lessons by June 4, 2020. Students will demonstrate substantive growth between the pre- and post-assessments in the intervention platform by June 4, 2020. This will represent a substantive shift in our teaching practice and in the ways that administrators evaluate excellence in math lessons.

Monitoring/Evaluation Plan:

Teachers' implementation of the 8 standards of mathematical practice will be monitored monthly by the building administrative team (principal and assistant principals) and the math SBTL during regular review of instructional unit (lesson) plans. The Edgenuity progress reports are sent monthly and will be reviewed by the admin team and SBTLs.

Priority Statement #2: Implement a multi-tiered system of support to better identify students for tier 2 and tier 3 interventions.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of staff will be trained in Tier 1 interventions (all the layers of support) Restorative practices, Trauma informed training, ... Tier 2 and Tier 3 Staff will be trained accordingly by June 2020	A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.	100% of students identified with the need will have received Tier 1 interventions. All interventions will be tracked in the SIS.	100% of identified students will either not need any more interventions or will be assessed for Tier 2 interventions. All students needing Tier 2 interventions will be monitored during implementation and interventions will be documented in the SIS.	At least 50% of Tier 1 students will not need any additional supports while 50% of students receiving Tier 2 supports will be reclassified as Tier 1.
100% of students identified as tier 2 and 3 will receive the appropriate intervention by June 2020 (MDT... social worker referral...)	A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced	100% of students who have been identified will receive 1-2 interventions to address their specific needs.	At least 25% of Tier 2 and Tier 3 students will have successfully met their targets and be reclassified into a lower tier.	50% of Tier 2 and Tier 3 identified students will have met all or most of their targets successfully.

	across all levels of the educational system for supporting students.			
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Anticipated Outputs:

Students will feel good about their accomplishments because barriers to learning will be removed. Students will view their school as a safe place to learn and achieve. There will be an increase in the number of students participating in extracurricular activities in order to make school more attractive.

Monitoring/Evaluation Plan:

Reports from SIS that detail usage of the MTSS module will be reviewed monthly by the administrative team and by the MDT. In order to ensure that interventions are in place for identified students, there will be regular classroom visits to observe implementation.

Expenditure	Funding Source
Social Worker (Clinical Coordinator)	Other Federal
BCA	Title 1
Fully Released SEL	IDEA
Fully Released SBTL	Title 1
Counselor	Title 1
ELL Teacher	Title 1
Paraprofessional	Other Federal
Edgenuity: Secondary Course Library (K-12)	IDEA
Climate Manager	Operating
Lexia Learning (K-12)	IDEA
Climate Specialist	Operating
ILM Consulting	Title 1
Assistant Principal	Title 1

Classroom Secondary (Books & Instructional Aids)	Title 1
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IV. Expenditures