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	5520
Name of School	Kensington High School for Creative and Performing Arts
Neighborhood Network	Network 4
Assistant Superintendent	Ryan Scallon
ESSA Federal Designation	CSI
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	NA
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	IBHS, Congreso,Wings, PEF, UNCF, LNESC/LULAC, Gaudenzia, Gear Up
Principal Name	Patricia McDermott
Years as Principal	1
Years as Principal at this School	1

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Patricia McDermott	KCAPA	pmcdermott@philasd.org
Additional Leadership Team Representative	Cindy Cruz-Vega	KCAPA	ccruzvega@phiasd.org
Math Content Specialist/Teacher Leader	Sean Ryan	KCAPA	spryan@philasd.org
Literacy Content Specialist/Teacher Leader	Deborah Rinaldi	KCAPA	drinaldi@philasd.org
Science Content Specialist/Teacher Leader	Bonnie Champion	KCAPA	bchampion@philasd.org
School-based Climate Representative	Timothy Patton	KCAPA	tpatton@philasd.org
Parent	Teresa Garcia	KCAPA	teresadgarcia1457@gmail.com
Community member	Franklin Munoz	LULAC	fmunoz@lnesc.org
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	Jorialis Serrano (10th Grade)	KCAPA	7589681@philasd.org
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Regional Director	Heather Brahan	SDP	hbrahan@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@philsd.org
PBIS Coach (if applicable)	NA		
Relationships First Coach (if applicable)	Brian Gregg	SDP	bgregg@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	Amy McCourt	KCAPA	amccourt@philasd.org
Special Education Compliance Monitor	Erin Smith	KCAPA	erinsmith@philasd.org
School Improvement Facilitator	Annette Schaffer	PDE	AnnetteS@cciu.org

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

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 in their pursuit of becoming productive citizens.

The mission of Kensington Creative & Performing Arts High School is to provide our students with a rigorous academic program and comprehensive educational experience in a safe, supportive learning environment, which will prepare them for post-secondary studies, careers, and opportunities in the academic and expressive arts fields.

Kensington CAPA 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	74.3%	8.6%	8.6%	16.0%	66.7%	35	77.1%	8.6%	12.3%	27.2%	51.9%
10th	70.7%	4.8%	1.9%	16.3%	76.9%	30	66.4%	9.5%	5.3%	18.9%	66.3%
11th	48.9%	9.0%	4.5%	19.4%	67.2%	44	61.3%	10.7%	9.5%	25.0%	54.8%
12th	68.5%	9.4%	5.9%	20.0%	64.7%	36	72.1%	9.1%	19.3%	23.9%	47.7%

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	63.3%	18.8%	21.7%	18.8%	40.6%	36	72.4%	26.3%	15.8%	21.1%	36.8%
10th	53.1%	16.7%	16.7%	32.1%	34.6%	47	49.0%	18.6%	5.7%	37.1%	38.6%
11th	35.8%	24.5%	10.2%	16.3%	49.0%	42	50.4%	15.9%	15.9%	20.3%	47.8%
12th	51.6%	17.2%	14.1%	26.6%	42.2%	48	9.0%	9.1%	9.1%	27.3%	54.5%

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	44.0%	31.3%	23.9%	25.7%
90-95% days	15.5%	21.6%	21.4%	25.4%
85-90% days	8.7%	12.0%	15.7%	15.1%
80-85% days	5.5%	7.9%	9.1%	9.6%
<80% days	26.3%	27.1%	29.9%	24.2%

Monthly Attendance Snapshots (Click for link to data)

Jan 2021	Jan 2020	March 2020	March 2019
44.4%	32.0%	31.3%	28.1%
16.3%	25.0%	21.6%	21.7%
6.0%	9.6%	12.0%	14.4%
4.0%	9.7%	7.9%	10.4%
29.3%	23.7%	27.1%	25.3%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	93.0%	88.4%	90.2%
Black/Afr Amer	85.8%	84.8%	83.4%
Hispanic/Latino	95.9%	89.1%	93.2%
Asian	100.0%	100.0%	87.5%
White	95.1%	94.7%	100.0%

Kensington CAPA 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 is a need among the instructional leadership team to better understand how to streamline/hone in on specific standards throughout the year that align with an instructional focus, and then bridge the "focus" data to those specific standards so that this support can be provided to 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
- Common language around instruction when coaching teachers/supporting teachers, and coaching plans with common set of data - As a result of coaching, teachers will demonstrate increased ability to triangulate multiple data sources in service of standards-aligned instruction aligned to the ELA framework - By December 2021, 50% of teachers demonstrate evidence of framework implemention according to the walkthrough tool - By June 2022, 70% of teachers demonstrate evidence of framework implemention according to the walkthrough tool	- At least twice a quarter, conduct formal and informal walkthroughs using the ELA framework lens/tool - Bi-weekly Lesson Plan- Review by administration with focus on feedback to ensure that Framework is being addressed and accomodations/modifications for all learners are provided. - In coaching PDs attended by the leadership team, conduct self-assessment of coaching practices and track growth in teachers' practice via their coaching plans - Each quarter, review schoolwide Star data to assess progress towards end of year goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create coaching schedules collaboratively with instructional team over the summer. Ensure that all teachers receive coaching in a 6 week cycle - Establish a coaching plan for the year - Establish relationship norms/expectations	7/1/2021	8/15/2021	P. Mcdermott/Administration	ELA Framework, Coaching PLan/Supports, Standards	
Implement cycle 1 coaching for new teachers on foundational procedures	8/1/2021	11/15/2021	Deborah Rinaldi/SBTL; Erin Smith/SPECM	handbook, PSTs, coaching form, coaching caseload	
Develop tool for instructional feedback that's inclusive of ELA Framework Tool (5-10 items only)	8/1/2021	9/30/2021	P. McDermott-Fair, Principal; Assistant Principal	ELA framework	
Instructional leadership team PDs focusing on norming coaching language and how to leverage data in coaching plans	8/1/2021	3/1/2022	P. McDermott-Fair, Principal	Bi-weekly Instructional Team Meeting, ELA Framework, Instructional Walkthroughs	
Ensure that all leaders and teachers actively participate in the District's professional learning for ELA framework implementation, beginning with a rollout during August PD	8/23/2021	6/15/2022	Deborah Rinaldi/SBTL; Erin Smith/SPECM;	ELA Framework, PLC schedule, PD schedule/catalog	Y
The EL Point Person will provide monthly PDs focused on differentiation for ELs-- include ELA Framework.	8/23/2021	6/1/2022	Amy McCourt/EL Point Person	PD calendar, Can do Descriptors, ACCESS scores, Standards	
The SpECM will provide monthly PDs focused on inclusive practices and differentiation for students with IEPs -- may include OSS Framework	8/23/2021	6/1/2022	Erin Smith/SPECM	SpEd Google Classroom, Alignment of IEP goals and objectives to Lesson Plans through protocols, Standards, ELA Framework, PD calendar, PD Resource Guides for high leverage practice	
Bi-weekly Lesson Plan- Review by administration with focus on feedback to ensure that Framework is being addressed and accomodations/modifications for all learners are provided.	9/1/2021	6/15/2022	P. McDermott-Fair, Principal	Google Classroom, Lesson Plans, Standards, ELA Framework, Lesson Plan Protocol	
ELA students will complete baseline diagnostic assessments for Research Based Literacy Intervention	9/1/2021	9/15/2021	Deborah Rinaldi/SBTL	Intervention Program Benchmarks	
EL Team meetings weekly during CPT	9/1/2021	6/15/2022	Amy McCourt/EL Point Person	PLC calendar	
ACCESS Test results will be used to support identified ELs through small group and individualized instruction throughout the year using the ELD Framework and Can-Do Descriptors and QTEL strategies as supports and best practices for ELs	9/1/2021	5/1/2022	Amy McCourt, EL Point	ACCESS test/results, SGI plans, 2020 WIDA ELD standards, Can do Descriptors	
Provide cycles of feedback on framework implementation based on lesson plan reviews	9/15/2021	6/1/2021	instructional team	feedback tool	
Intervention data will be monitored weekly to ensure that all students are receiving the necessary amount of time and support needed	9/15/2021	6/15/2022	P. Mcdermott/Administration	Weekly intervention reports and CPT	
Students will be tiered based on Research Based Intervention Program diagnostic assessment data, and provided the following time schedule on the intervention program (Tier 1: minimum of 45 min/week; Tier 2: minimum 60 min/week; Tier 3: minimum 90 min/week)	10/31/2021	12/31/2021	Deborah Rinaldi/SBTL	Intervention Diagnostic Data, lesson plans	
Students will receive scores and high-leverage feedback on CRQs and use this information to complete a comparable CRQ based on the same standard. This feedback will occur in individual or small group conferences with teachers.	10/1/2021	10/1/2021	Deborah Rinaldi/SBTL	CRQs, Keystone Rubric, Exemplars, Lesson Plans Protocol	
Use of district protocols to align teacher made assessments with PA and Common Core standards to measure intended outcomes	10/1/2021	6/15/2022	Deborah Rinaldi/SBTL	SDP Protocols, Standards, CPT	
Twice per quarter, provide PD on co-teaching expectations and best practices (for instruction and collaboration)	10/1/2021	5/1/2022	with Heather Brahan/ OSS	PD agendas	
At least twice a quarter, conduct formal and informal walkthroughs using th	10/15/2021	6/1/2022	P. McDermott-Fair, Principal	ELA Framework lens/tool, Cornerstone	
Twice per quarter, provide time during PLCs to review IEPs and plan accordingly	10/15/2021	4/15/2022	Erin Smith/SPECM	PLC schedule, IEPs, agendas	
Once once per quarter, have coaches collaborate by doing instructional rounds together	10/30/2021	5/30/2022	Deborah Rinaldi/SBTL; Erin Smith/SPECM; Sean Ryan/SBTL	walkthrough feedback, framework, coaching caseload	
PLC focus on the use and implementation of reseach based intervention and STAR data sources, and PA Common Core Standards to plan SGI Groups during Literacy Block	11/1/2021	6/15/2022	Deborah Rinaldi/SBTL; Erin Smith/SPECM	STAR, Research Based LIteracy Intervention, CRQ data, CPT, IEP progress monitoring, SDP protocols	

	Cycle 2-4 of coaching (based on walkthroughs)	11/15/2021	1/31/2022	Deborah Rinaldi/SBTL; Erin Smith/SPECM; Sean Ryan/SBTL	walkthrough feedback, framework, coaching caseload	
	Students will be tiered based on Research Based Intervention Program diagnostic assessment data, and provided the following time schedule on the intervention program (Tier 1: minimum of 45 min/week; Tier 2: minimum 60 min/week; Tier 3: minimum 90 min/week)	12/31/21	3/1/2022	Deborah Rinaldi/SBTL	Intervention Diagnositic Data, lesson plans	

Kensington CAPA 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 is a need among the instructional leadership team to better understand how to streamline/hone in on specific standards throughout the year that align with an instructional focus, and then bridge the "focus" data to those specific standards so that this support can be provided to 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
Additional Goal 3	To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans.	At least _% of students will graduate with their 4-year cohort	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
- Common language around instruction when coaching teachers/supporting teachers, and coaching plans with common set of data - As a result of coaching, teachers will demonstrate increased ability to triangulate multiple data sources in service of standards-aligned instruction aligned to the Math framework - By December 2021, 50% of teachers demonstrate evidence of framework implementation according to the walkthrough tool - By June 2022, 70% of teachers demonstrate evidence of framework implementation according to the walkthrough tool	- At least twice a quarter, conduct formal and informal walkthroughs using the Math framework lens/tool - Bi-weekly Lesson Plan- Review by administration with focus on feedback to ensure that Framework is being addressed and accomodations/modifications for all learners are provided. - In coaching PDs attended by the leadership team, conduct self-assessment of coaching practices and track growth in teachers' practice via their coaching plans - Each quarter, review schoolwide Star data to assess progress towards end of year goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create coaching schedules collaboratively with instructional team over the summer. Ensure that all teachers receive coaching in a 6 week cycle - Establish a coaching plan for the year - Establish relationship norms/expectations	7/1/2021	8/15/2021	P. Mcdermott/Administration	Math Framework, Coaching PLan/Supports, Standards	
Purchase math manipulatives to support SGI/address individual student learning needs as part of the Math framework implementation.	7/1/2021	8/31/2021	Principal/AP	Books and Instructional Aids	
Develop tool for instructional feedback that's inclusive of Math Framework Tool (5-10 items only)	8/1/2021	9/30/2021	P. McDermott-Fair, Principal; Assistant Principal	Math framework	
Implement cycle 1 coaching for new teachers on foundational procedures	8/1/2021	11/15/2021	Erin Smith/SPECM; Sean Ryan/SBTL	handbook, PSTs, coaching form, coaching caseload	
Ensure that all leaders and teachers actively participate in the District's professional learning for Math Framework implementation, beginning with a rollout during August PD	8/23/2021	6/15/2022	Sean Ryani/SBTL	Math Framework, PLC schedule, PD schedule/catalog	
The SPECM will provide monthly PDs focused on inclusive practices and differentiation for students with IEPs -- may include OSS Framework	8/23/2021	6/15/2022	Erin Smith/SPECM	SpEd Google Classroom, Alignment of IEP goals and objectives to Lesson Plans through protocols, Standards, Math Framework, PD calendar, PD Resource Guides for high leverage practice	
ACCESS Test results will be used to support identified ELs through small group and individualized instruction throughout the year using the ELD Framework and Can-Do Descriptors and QTEL strategies as supports and best practices for ELs	9/1/2021	6/15/2022	Amy McCourt	ACCESS test/results, SGI plans, 2020 WIDA ELD standards, Can do Descriptors	
Bi-weekly Lesson Plan- Review by administration with focus on feedback to ensure that Framework is being addressed and accomodations/modifications for all learners are provided.	9/1/2021	6/15/2022	P. McDermott-Fair, Principal	Google Classroom, Lesson Plans, Standards, Math Framework, Lesson Plan Protocol	
Math students will complete baseline diagnostic assessments for Research Based Math Intervention	9/1/2021	9/15/2021	Erin Smith/SBTL	Intervention Program Benchmarks	
Intervention data will be monitored weekly to ensure that all students are receiving the necessary amount of time and support needed.	9/16/2021	6/15/2022	P. Mcdermott/Administration	Weekly intervention reports and CPT	
Provide cycles of feedback on math framework implementation	9/20/2021	6/1/2021	Instructional team	feedback tool	
Students will receive scores and high-leverage feedback on CRQs and use this information to complete a comparable CRQ based on the same standard. This feedback will occur in individual or small group conferences with teachers.	9/20/2021	6/15/2022	Sean Ryan/SBTL	CRQs, Keystone Rubric, Exemplars, Lesson Plans Protocol	
At least twice a quarter, conduct Formal and Informal Walkthroughs using the Ma	9/30/2021	5/15/2022	P. McDermott-Fair, Principal	Math Framework lens/tool, Cornerstone	
Twice per quarter, provide PD on co-teaching expectations and best practices (for instruction and collaboration)	10/1/2021	5/1/2022	with Heather Brahan/ OSS	PD agendas	
Twice per quarter, provide time during PLCs to review IEPs and plan accordingly	10/15/2021	4/15/2022	Erin Smith/SPECM	PLC schedule, IEPs, agendas	
Once once per quarter, have coaches collaborate by doing instructional rounds together	10/30/2021	5/30/2022	Deborah Rinaldi/SBTL; Erin Smith/SPECM; Sean Ryan/SBTL	Coaching walkthrough forms	
Students will be tiered based on Research Based Intervention Program diagnostic assessment data, and provided the following time schedule on the intervention program (Tier 1: minimum of 45 min/week; Tier 2: minimum 60 min/week; Tier 3: minimum 90 min/week) This will be revisited each quarter.	10/31/2021	12/31/2021	Sean Ryan/SBTL	Intervention Diagnostic Data, lesson plans	
PLC focus on the use and implementation of intervention and STAR data sources, and PA Common Core Standards to plan SGI Groups during Math Block	11/1/2021	6/15/2022	Sean Ryan/SBTL, Erin Smith/SpECM	STAR, Research Based Math Intervention, CRQ data, CPT, IEP progress monitoring, SDP protocols	
Use of district protocols to align teacher made assessments with PA and Common Core standards to measure intended outcomes	11/1/2021	6/15/2022	Sean Ryan/SBTL	SDP Protocols, Standards, CPT	
Cycle 2-4 of coaching (based on walkthroughs)	11/15/2021	1/31/2022	Deborah Rinaldi/SBTL; Erin Smith/SPECM; Sean Ryan/SBTL	walkthrough feedback, framework, coaching caseload	
Students will be tiered based on Research Based Intervention Program diagnostic assessment data, and provided the following time schedule on the intervention program (Tier 1: minimum of 45 min/week; Tier 2: minimum 60 min/week; Tier 3: minimum 90 min/week) This will be revisited each quarter	12/31/2021	3/1/2022	Sean Ryan/SBTL	Intervention Diagnostic Data, lesson plans	

Kensington High School for Creative and Performing Arts [5520] 2021-2022 School Plan

Kensington CAPA HS - Comprehensive Plan: Strategies and Action Steps		
Evidence Based Strategy #1:		
Common Planning Time (Focus: Tier I Academics)	EBS: Standards Aligned Instruction	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 5	We haven't yet developed and messaged a unified vision schoolwide (which should include the arts focus) that will strategically harness existing supports/goals (i.e. GEAR UP) that feed into this vision for college prep support and CTE support so that students and families can see the importance of unpaid internships and externships as a step in the right direction for a future career that provides financial security.	CTE students who pass an industry standards-based competency assessment by end of 12th grade will grow from 49.9% in August 2019 to 80.0% in August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 4	There is a need among the instructional leadership team to better understand how to streamline/hone in on specific standards throughout the year that align with an instructional focus, and then bridge the "focus" data to those specific standards so that this support can be provided to 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
- Adult actions from CPT will directly impact student growth and outcomes, including how to effectively use student data (e.g., Star, CRQs, research-based interventions, Naviance, postsecondary data) to determine whether small groups and other instructional strategies are positively impacting student outcomes. - The vision for instruction and CTE, and how CPT is used to support short term goals and long term goals in support of this vision, is known, understood, and accepted by the majority of staff at the school - CPT buy-in is enhanced through ongoing PD that increases teachers' capacities to plan and teach their content effectively, and through the identification/use of protocols and data sources (i.e. universal screeners) that support teachers' instructional planning and that lead to positive outcomes outside of the CPT meetings.	- After norming, at each adminstration of CRQs, teacher teams will identify 3-5 next steps for re-teach (as evidenced in rolling agendas) - School leaders will conduct informal classroom walkthroughs in a 2-week time period after CPT to see if CPT conversations are transferring over to adult practices in the classroom and provide immediate, formative feedback based on these visits - Quarterly survey administered to staff to assess their understanding of the school vision, the role that CPT plays in advancing this vision, and their perceptions of the utility of the CPT time in service of this vision.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
School leaders will communicate the instructional vision/expectations for the school, including the vision/expectations for CTE programming in 2021-2022, and how the CPT process supports this vision.	8/23/2021	8/31/2021	P.McDermott-Fair/Administration	Vision documents, handbooks	
In the first CPT meeting, schoolwide norms for productive collaboration will be co-constructed, reviewed, and discussed.	8/31/2021	9/7/2021	SBTLs and administrators	Agenda documents with norms displayed at the top	
In the span of one week, core-content teachers and CTE teachers will meet in CPT every other day.	8/31/2021	6/15/2022	Marian Lasky, Career Awareness Specialist, SBTLs	PLC and PD calendars	
In the last week of the month, a calendar for the next month will be communicated out to teachers that show them the CPT meeting schedule	8/31/2021	6/15/2022	SBTLs and administrators	PLC and PD calendars	
Quarterly OAC meetings to determine goals for student supports for 2021-2022, collaboration norms, next steps, and receive feedback and directives from industry partners	9/7/2021	6/15/2022	Marian Lasky, Career Awareness Specialist; Tia Rideout, LN4 CCR Coach	OAC agendas and minutes	
Using the lesson plan protocol in CPT, DMP teachers will examine whether their LPs align with the DMP Scope and Sequence aligned with the task list.	9/13/2021	6/15/2022	P.McDermott-Fair/Administration	DMP Scope and Sequence, Task list, Lesson plans	
School leaders will conduct informal classroom walkthroughs in a 2-week period after CPT to see if CPT conversations are transferring over to adult practices in the classroom and provide immediate, formative feedback based on these visits	9/27/2021	6/15/2022	P.McDermott-Fair/Administration	Cornerstone	
Align Naviance activity data to group students with like postsecondary aspirations and skills to establish interships and externships with the support of community partners	9/27/2021	6/15/2022	School Counselors	Naviance, Quarterly OAC meetings,	
Quarterly showcases of CTE student work will be shared with community both in person and digitally.	11/15/2021	6/15/2022	CTE Teachers	Calendar of Events, student work, agendas	
To enhance hands on experience, CTE students will spearhead projects such as capturing footage, creating promotional materials for all school events, and contributing photography of school events.	9/13/2021	6/15/2022	CTE Teachers	CTE materials, Lesson Plans, CTE rubrics	
CPT collaboration norms will be reviewed and reinforced on an as needed basis, based on the level of collaboration occurring in the CPT meetings.	10/1/2021	6/15/2022	SBTLs	CPT agendas	
As an instructional leadership team, plan out a CPT cycle with a rotation of teachers (a) establishing learning goals, (b) co-developing standards-aligned lessons and assessments, (c) reviewing data on student learning	7/1/2021	8/31/2021	Principal, AP, SBTLs, SPCM, EL Poi	CPT protocols	
Quarterly survey administered to staff to assess their understanding of the school vision, the role that CPT plays in advancing this vision, and their perceptions of the utility of the CPT time in service of this vision.	11/20/2021	6/1/2022	School administration	Surveys	

Kensington CAPA HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:	
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 3	To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans.	At least _% of students will graduate with their 4-year cohort	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
- Students will indepedently log into their Student Backpack to understand their own data, advocate for their needs, establish goals for the month and action steps they need to take to meet their goals - The 1 on 1 Check and Reflect conversations will be held by a broad array of school partners, administrators, and staff who are trained to effectively advise students - Students will own the live updates on various activities/programming for the community meetings by the end of the year - The advisory model will include postsecondary action planning with students, the sharing of internship programs, and seeking input from students' on long term planning for the school's arts/music re-branding - School partners will be pulled together in a streamlined way to provide coordinated student supports to help them stay on-track - The majority of the adults at the school can articulate the "why" behind Healing Together, the vision of this initiative, and the socioemotional + college/career readiness components of this initiative	- Students' Check and Reflect survey data will be reviewed at the end of each quarter to determine if students are following through on their actions and meeting their goals - Student wellbeing surveys will be examined by the PROUD team - Student attendance in advisory and town hall meetings and the # of student-led acitivities in townhall and advisory periods - Informal walkthroughs of community meetings/advisories to see if they are being implemented in alignment with the vision

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Develop a calendar of CM/advisory topics that relate to RF, PROUD values, and advising needs and ensure there is a consistent rotation of topics. Ensure that these topics are included: postsecondary action planning with students, the sharing of internship programs, and seeking input from students' on long term planning for the school's arts/music re-branding	8/1/2021	9/15/2021	Timothy Patton/ Climate Manager/ Assistant Principal	Relationships First programing, Check and Reflects, Student Backpack, SDP Resources on Advisory	Y
Train staff in Community Meeting/advisory (and its connections to RF and college/career advising), advising strategies, Check and Reflects	8/23/2021	8/31/2021	RF Coach, Climate Manager, Counselors		
Meet with school partners once a quarter to identify how they can be incorporated into the advisory model, following a rotational model	9/1/2021	6/14/2021	Counselors		
Incorporate Student Well-Being Survey (5 minute survey administered each month in CM)	9/7/2021	6/14/2022	Advisors and Class Sponsors	Surveys from Office of Climate	
Revisit Community Meeting/advisory calendar weekly during Common Planning Time and/or MTSS meetings and revise as needed	9/15/2021	6/14/2022	SBTLs or Counselors		
Students will participate in monthly Check and Reflects in advisory in all grades to set and review individual goals	9/27/2021	6/15/2021	English Teachers and Senior Capstone Teachers	Backback, Check and Reflect	
MTSS plans will be reviewed monthly during MTSS meetings, at which point the plans will be adjusted or continued as evidenced by agendas and intervention plans in SIS.	9/27/2021	6/15/2021	Counselors	agendas, Student Data sets (academic, behavior, attendance...) Intervention Plans	
Professional Development on creating Intervention Plans in SIS	9/27/2021	10/30/2021	Assistant Principal	SIS, steppers	Y
Student Broadcast with updates (college speakers, other postsecondary opportunities, etc) will take place weekly in advisory	9/29/2021	6/15/2021	Timothy Patton/ Climate Manager	CTE department materials	
MTSS meetings will be held during weekly CPT time to present students who are at risk of being off-track and review current impact of interventions. Students on the agenda will be those that teachers have referred to Tier II after indicating that they have attempted classroom-based interventions first.	9/29/2021	6/15/2021	Assistant Principal	GMT data, Attendance data, STAR, Intervention Data	
Counselors will inform parents/families about the Check and Reflect reports in their parent backpacks (e.g., send out steppers) for Tier II and Tier III students.	11/30/2021	6/14/2022	Counselors	Check and Reflect, backpack, Steppers, Online Communciation Tools such as website, Naviance, autodialer	
Invite youth leaders on the RF team to co-create community meeting lessons to be shared with 9th and 10th grade student advisories to help acclimate them to in-person high school life	12/1/2021	2/1/2022	PROUD Team and Class Sponsors	9th grade orientation	
Incorporate Staff Check for Understanding survey	12/1/2021	12/20/2021	Advisors and Class Sponsors	Surveys from Office of Climate	

Kensington CAPA HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	80% reactive and 20% proactive - Prior to this year, the attendance/climate teams tended to focus more reacting to student absences and discipline issues rather than proactively working together and with elective programs to support the school in creating an engaging/supportive environment that motivates students to come to school and celebrates growth. There is also a high turnover rate that has affected relationship building, as well as a strong need to forge a strong sense of community and relationships between staff and between staff/students.	At least _% 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
Additional Goal 2	80% reactive and 20% proactive - Prior to this year, the attendance/climate teams tended to focus more reacting to student absences and discipline issues rather than proactively working together and with elective programs to support the school in creating an engaging/supportive environment that motivates students to come to school and celebrates growth. There is also a high turnover rate that has affected relationship building, as well as a strong need to forge a strong sense of community and relationships between staff and between staff/students.	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
- All stakeholders will understand the PROUD core values, why the core values are important to the KCAPA community, how the PROUD and RF models work together to support the Tier 1 climate/attendance, and buy into this approach as an approach that meets students/staff needs - School faculty/staff will intentionally build respectful and culturally responsive relationships with students not just in the classroom, but in every student interaction throughout the building (i.e. caferia, parent meetings, IEP meetings, etc) so that the RF strategies are evident all throughout the school - The PROUD team will engage families and community stakeholders in supporting positive behaviors among students through school functions and events to promote/reinforce the core values	- A week after each PD/training on the PROUD/RF model, survey teachers (or do a jeopardy game in a townhall meeting) to check their understanding of the Tier 1 climate approach - Each quarter, the school leadership team will review attendnace and susepnsion data to assess progress towards school goals - In biweekly PROUD team meetings, debrief the extent to which RF strategies are occurring in various school spaces/events throughout the year - For the monthly townhall meetings where students are nominated for demonstrating PROUD values, survey students for their self-assessments on their PROUD values and review student lists to see if there is a wide distribution of nominations

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
The PROUD team will examine data from the previous school year, as well as attendance data for incoming 9th grade students, to identify the challenges that we want to tackle next year and engage in training/norming as a team	8/1/2021	8/23/2021	Climate Manager, 9th grade AP	SY20-2021 climate/attendance data	
Reach out to parents/families of incoming 9th grade students to orient them to high school attendance and climate policies	8/1/2021	8/23/2021	Climate Manager, FACE Liason, Attendance Designee, 9th grade AP	Student Handbook, webiste, autodialer, 9th grade orientation	
The Climate Team will consolidate all independent behavior tracking systems into one comprehensive Google MTSS tracker so that all supports, interventions, and advocates for students are listed in one place.	8/1/2021	9/30/2021	Climate Manager, with support from LN4 P&I	SIS Reports	Y
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	8/1/2021	8/31/2021	Roster Chair	school roster	
Contact 8th grade feeder patterns to recieve lists of IBHS students	8/1/2021	11/1/2021	Behavioral Health Counselor	IBHS caseload, list of feeder schools	
Teachers will receive PD on the MTSS process at the beginning of the year so they understand the interventions that must be implemented first before referring students through the Google form	8/23/2021	9/30/2021	Behavioral Health Counselor	GMT, Agendas, data (STAR, Intervention)	Y
Teachers will receive one trauma-informed training per semester, which will strengthen how teachers build relationships with students as a part of the PROUD model.	8/23/2021	12/1/2021	STEP Clincial Cord.	PLC agendas	Y
Staff PD on the creation of ODR in SIS	8/23/2021	8/30/2021	Climate Manager	SIS, SIS stepper, agenda	Y
Train all staff on Relationships First Tier 1 Community Buidling Circles & Restorative Circles (this includes training for front-office staff, custodians, and SSOs in RC)	8/23/2021	8/30/2021	Climate Manager, RF Coach	CBS, RC framework and agendas	Y
Acclimate IBHS, SAP, and truancy providers to the school and ensure that all outside partners are aware of partnership norms	8/23/2021	11/1/2021	Behavioral Health Counselor, STEP Clinical Coordinator, Climate Manager	agendas, school calendar	
Implement CBC in every classroom or advisory for 45 minutes every week	8/31/2021	6/14/2022	PROUD Team	CBC framework	Y
During the first week of school, the PROUD expectations will be designed together in each class, and those expectations will be displayed in the classroom and referred to in an ongoing basis throughout the year.	9/1/2021	9/7/2021	Climate Manager	PROUD motto	
Grade group bi-weekly townhalls will kick off with announcements and incentives for the school based on PROUD to increase student engagement.	9/1/2021	6/15/2022	Climate Manager	School calendar, townhall presentations, PROUD citizens of the month, incentives	
Each month, teachers will establish PROUD incentives, roles and responsibilities for executing these incentives, and then promote these incentives to students and families throughout the school and on social media.	9/1/2021	6/15/2022	Climate Manager	website, podcast, social media, incentives, schedule of events	
Establish an attendance "Care Team" who will work with the PROUD team to help improve students' attendance through home visits, outreach to families, etc	9/1/2021	11/1/2021	Climate Manager	outreach to families (letters, logs, call logs/SIS) SAIIP, SAIC, agendas, and Attendance PLans	
PROUD team, which will include upperclass students, will engage and collect data on a bi-weekly basis from students and staff to refine the implementation of a schoolwide climate plan based on the PROUD motto (Prepared, Respectful, On Time, United, Dedicated).	9/7/2021	6/15/2022	Climate Manager	PROUD TEAM CLASSROOM, Surveys and feedback	
Identify & Train Youth Leaders in CBC	9/15/2021	11/15/2021	PROUD Team, RF Coach	CBC framework, agendas	
Identify common barriers to attendance based on the SAIC meetings and design SAIP plans to help address these barriers proactively with students	9/30/2021	6/14/2021	Attendance Team	SAIC and SIAC plans, SIS, ACW	
The climate team will meet every other week to review referrals through the Google form, plan interventions (including those that may include partnerships with outside services), and document/share strategies that have worked for students with existing interventions.	10/1/2021	6/15/2022	Climate Manager	Climate Team Meeting, Google Referral Forn, Attendance Plan in SIS	

Each month, post clear, visible data in Google Classroom for all students by grade level that demonstrate their progress towards monthly incentives.	10/1/2021	6/15/2022	PROUD Team	Grade level Google Classrooms, Data Tracker, Townhall presentations,	
The climate team will meet each month to review students with MTSS plans and disagreggate the Google Tracker data by race and gender to a) identify disproportionality trends in the issues teachers are noting with students, b) discuss schoolwide or 1 or 1 strategies for addressing these trends, and c) monitor the effectiveness of MTSS interventions.	10/1/2021	6/15/2022	Climate Manager	PROUD TEAM CLASSROOM, agendas, MTSS plans, Google Tracker, Qlik data	
Add student representatives to the PROUD team	10/1/2021	10/31/2021	Climate Manager	townhalls, agendas	
Offer the families a workshop to share best practices that could be implemented at home and to briefly inform the families on how the framework and why.	10/1/2021	12/30/2021	FACE Liaison, Counselors	agendas, flyers	
Support Youth Leaders in facilitating CBC	11/30/2021	6/14/2022	PROUD Team, RF Coach	coaching agendas/plan	
Make a plan for ongoing support and coaching	12/1/2021	6/14/2022	Climate Manager and RF Coach	coaching logs	
Train staff on RJ equity to liberation module 1	1/5/2022	6/14/2022	PROUD Team and RF Coach	agendas, powerpoints	
Collaborate with the transition liaison on conducting Tier III circles for students transitioning into the school from placement centers	2/1/2022	6/14/2022	Behavioral Health Counselor		

BOARD GOAL 4	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 6% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q1 - At least 21% 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 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q2 - At least 21% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q2	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q3 - At least 21% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q3	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q4 - At least 21% 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?				

BOARD GOAL 5	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 71% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 56% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q1	At least 61% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q2	At least 66% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q3	At least 71% of 10th-12th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q4
	Actual Performance				
	Met Target?				

95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 35% of all students will attend school 95% of days or more	At least 50% of all students will attend school 95% of days or more in Q1.	At least 45% of all students will attend school 95% of days or more in Q2.	At least 40% of all students will attend school 95% of days or more in Q3.	At least 35% 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 45% of all students will attend school 90% of days or more	At least 60% of all students will attend school 90% of days or more in Q1.	At least 55% of all students will attend school 90% of days or more in Q2.	At least 50% of all students will attend school 90% of days or more in Q3.	At least 45% 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 90% of students will have zero out-of-school suspensions	At least 97% of students will have zero out-of-school suspensions in Q1.	At least 94% of students will have zero out-of-school suspensions in Q2.	At least 92% of students will have zero out-of-school suspensions in Q3.	At least 90% 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 83% of students will graduate with their 4-year cohort	At least _% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least _% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least _% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least _% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.
	Actual Performance				
	Met Target?				

(ELL GOAL)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 21% of EL students at Level 3+ in grades 10-11 will score proficient on on the Literature Keystone	At least 12% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q1	At least 15% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q2	At least 18% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q3	At least 21% of ELs in Level 3+ in 10th grade English II will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				