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VISION FOR LEARNING

At Building 21, We believe that ALL students are resilient, and want to achieve. By creating a nurturing community where students feel valued, tapping into students' passions through personalized learning pathways, and engaging students in rigorous, relevant, and real life academic experiences, our students will make a positive impact on the world around them.

STEERING COMMITTEE

Name	Position	Building/Group
Ayris Colvin	Principal	PhilaSD
Brianne Macnamara	Additional Leadership Team Representative	PhilaSD
David Montenegro	Math Content Specialist/Teacher Leader	PhilaSD
Jim Whetzel	Science Content Specialist/Teacher Leader	PhilaSD
Reginald Dock	School-based Climate Representative	PhilaSD
Shebamarie Grant	Parent	PhilaSD
Kevin Gold	Community Member	Building 21
Laura Shubilla	Business Partner	Building 21
Lissett Caballero	Student	PhilaSD
Cari Cantor	Planning and Evidence-based Support (PESO) member	PhilaSD
Jill Thomas	Special Education Case Manager	PhilaSD
Molly Byer	Grants Compliance Monitor	PhilaSD
Ervin Miller	Central Office Talent Partner	PhilaSD
David Lugo	Network Professional Learning Specialist	Phila SD
Montrell Duckett	Prevention and Intervention Liaison	PhilaSD
Sherry Macbury	School Improvement Facilitator	PhilaSD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will effectively engage in professional learning on how to access and analyze STAR assessment data to drill down to student individualized needs and align necessary supports to differentiate instruction while leveraging PLC time to effectively implement data review practices and protocols.	English Language Arts Mathematics Career Standards Benchmark
We will engage all appropriate resources in the SDoP for professional learning to implement MTSS with fidelity, develop a set of new protocols to support MTSS efforts and institute a process for monitoring and implementation for continuous improvement.	Graduation rate Regular Attendance Other
We will engage in building trusting relationships, supporting families with their basic needs and establish policies and procedures for Parent engagement as a part of our efforts to improve attendance and connectedness to school.	Community Engagement Graduation rate Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Improving Standards-Aligned Instruction (e.g., through PD, PLCs) - Tier 3 https://drive.google.com/open?id=11z16y4M3f3AryrFZXEXUS3YcxTJx3GVH

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
State Assessment Proficiency-ELA	At least 26% of 10th graders and 40% of 11th and 12th graders will score Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor).
State Assessment Proficiency-Math	At least 10% of 9th graders and 15% of 10th-12th graders will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify a team for aligning key standards and develop expectations for meetings.	2020-06-01 - 2020-06-05	Principal and AP	Weekly Blast Time Expectations for the task Google Forms
Do a deep dive into state and formative assessments to identify key standards across school assessments that students are required to be proficient in.	2020-06-08 - 2020-06-12	Content Leads - Shannon and David	STAR data reports Released Keystone items Template to capture work Provide clear expectations around work
Develop a school scope and sequence that align key standards from assessments with skills and competencies that students are required to be proficient in.	2020-06-15 - 2020-06-30	SBTLs - Shannon and David	Stipend for Summer Work Template for Revisions Clear expectations around work School Based Teacher Leader is funded with CSI: $122,900 Rationale: The School Based Teacher Leader will lead departmental efforts to analyze student data through the use of data analysis protocols and plan for re-teaching (when needed).
Train teachers to analyze and strategically and effectively respond to student data.	2020-08-20 - 2021-06-01	Principal, AP	Time Protocol/Process for reviewing data
Monitoring of staff lesson plans and instruction.	2020-09-01 - 2021-06-01	Principal, AP, SBTL	Lesson Plans Teaching Trajectory Danielson Framework Walk-through Form Observation Tracker

Anticipated Outcome
A standards-aligned scope and sequence will be created. All planning and instruction will be aligned to the scope and sequence as evidenced by teacher observations, evaluations and student outcomes.

Monitoring/Evaluation
Check Ins with leads for feedback and monitoring of progress (Weekly) Review of teacher lesson plans to ensure alignment to scope and sequence. (Weekly)

Evidence-based Strategy
Small Group Instruction through Lexia - Tier 2
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students for intervention by looking at student data and develop schedule for groups.	2020-05-28 - 2020-06-15	AP, Roster Chair, SEL	School Schedule STAR data IEP's Incoming 9th grade data
Train teachers to analyze and strategically and effectively respond to student data.	2020-08-17 - 2021-06-01	Principal, AP, SBTL	Time Protocol/Process for reviewing data
Monitoring of staff lesson plans and instruction.	2020-09-01 - 2021-06-01	Principal, AP, SBTL	Lesson Plans Teaching Trajectory Danielson Framework Walk-through Form Observation Tracker

Anticipated Outcome

Students will meet their STAR growth targets as evidenced through the STAR assessment system. Students will meet state assessment goals as evidenced on the Keystone assessment. Students will demonstrate proficiency on school competencies and skills as evidenced in student performance tasks and assessments.

Monitoring/Evaluation

STAR data (1 time during June and 1 time during August) School competency data (On time during June)

Evidence-based Strategy

Small Group Instruction through Imagine Math - Tier 2
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
State Assessment Proficiency-Math	At least 10% of 9th graders and 15% of 10th-12th graders will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students for intervention by looking at student data and develop schedule for groups.	2020-08-01 - 2021-06-01	AP, Roster Chair, SEL, Math Lead	STAR data School competency data
Train teachers to analyze and strategically and effectively respond to student data.	2020-08-17 - 2021-06-01	Principal, AP, SBTL	Time Protocol/Process for reviewing data
Monitoring of staff lesson plans and instruction.	2020-09-01 - 2021-06-01	Principal, AP, SBTL	Lesson Plans Teaching Trajectory Danielson Framework Walk-through Form Observation Tracker

Anticipated Outcome

Students will meet their STAR growth targets as evidenced through the STAR assessment system. Students will meet state assessment goals as evidenced on the Keystone assessment. Students will demonstrate proficiency on school competencies and skills as evidenced in student performance tasks and assessments.

Monitoring/Evaluation

STAR data (1 time during June and 1 time during August) School competency data (On time during June)

Evidence-based Strategy

Monitor student progress and proactively intervene/EWIMS - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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State Assessment Proficiency-Math	At least 10% of 9th graders and 15% of 10th-12th graders will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).
On Track for Graduation	At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers to analyze and strategically and effectively respond to student data.	2020-08-17 - 2021-06-01	Principal, AP, SBTL	Time Protocol/Process for reviewing data
Support teachers in leveraging standards-aligned resources and ensuring that lesson plans are aligned at the appropriate instructional level.	2020-07-20 - 2020-07-24	Principal and AP	B21 Summer Design Institute Sample Studio Maps
Identify strategic scaffolds and differentiation to support students' access and processing of grade-level texts, content, and skills.	2020-07-20 - 2021-06-01	Principal, AP, SBTL, SEL	B21 Summer Design Institute Sample Studio Maps
Monitor the effectiveness of the approaches on student oucomes	2020-07-20 - 2021-06-01	Principal, AP, SBTL, SEL	Student tracker Data reports

Anticipated Outcome

Students will meet their STAR growth targets as evidenced through the STAR assessment system. Students will meet state assessment goals as evidenced on the Keystone assessment. Students will demonstrate proficiency on school competencies and skills as evidenced in student performance tasks and assessments.

Monitoring/Evaluation

STAR data (Weekly) School competency data (Weekly)

Evidence-based Strategy

Advisory - Tier 3 https://drive.google.com/open?id=1QIO0nWD3pHjjiulHdYJOaTXVknobOcl4

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
On Track for Graduation	At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses.
Attendance	At least 50% of students will attend school 95% or more of school days.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Roll out advisory vision and expectations to staff (e.g., expectations for supporting students' attendance, supporting students' college and career readiness)	2020-07-20 - 2020-07-24	Advisory Lead	Advisory Vision Staff Handbook Time Building 21 Summer Design Institute
Identity/provide resources to teachers for academic advising	2020-07-20 - 2021-06-01	Principal, AP, Advisor Lead	Advisory Vision Staff Handbook Time Building 21 Summer Design Institute Money for programming and community building events
Monitoring the effectiveness of Advisories and providing needed supports	2020-09-01 -	Advisory Lead, AP, Principal	Walkthrough form Structure for providing advisors with feedback Advisory committees
Implement lessons related to college and career readiness and Naviance in advisory	2020-09-01 - 2021-06-11	Counselor	The Counselor is funded with CSI funds: $122,900 Rationale: The counselor will strengthen the advisory program by creating lessons and supporting teachers related to college and career readiness.
Students with more than three absences will have C-31 letters generated and a conference with their advisor	2020-09-15 - 2021-06-11	Counselor, Supportive Services Assistant	Attendance data, C-31 Supportive Services Assistant is funded with CSI funds: $18,500 Rationale: This position will support the advisory program by meeting with students and their families about emerging attendance concerns.
Students with more than six absences will have a SAIP conference with their families to identify barriers and a plan for addressing these attendance barriers.	2020-09-30 - 2021-06-11	Counselor, Supportive Services Assistant	Attendance data, SAIPs
Students with more than 10 absences will have truancy paperwork drawn up and referred to Office of Attendance and Truancy	2020-10-01 - 2021-06-11	Counselor, Supportive Services Assistant	Attendance data, Truancy paperwork

Anticipated Outcome

Students will increase their attendance as evidenced by the SIS system. Strong family relationships and engagement will increase as evidenced by family engagement and participation in school initiatives and events. Increased academic outcomes for students will be demonstrated as evidenced by student course marks. Strong student-staff relationships will develop as evidenced through the use of restorative practices.

Monitoring/Evaluation

Progress look up for student progress (Bi Weekly) Qlik for student attendance data (Monthly) Student log for family engagement and family outreach

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Evidence-based Strategy

Restorative Practices - Tier 1 https://www.evidenceforpa.org/strategies/198

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
On Track for Graduation	At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses.
Attendance	At least 50% of students will attend school 95% or more of school days.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Support staff, students and families on cultural competence, trauma informed practices and restorative practices.	2020-07-20 - 2021-06-01	Director of Behavioral Health, Advisory Lead, Climate Manager, Youth Court Teacher, STEP Coordinator	Time PD space Restorative Practices Vision Youth Court Vision STEP Coordinator Position Funded Through CSI Funds: $117,000 Rationale: The social worker will support with the Tier II and Tier III Restorative Practices processes (Harm and Healing Circles and Community Re-Entry Circles).
Monitor the supports provided to effectiveness	2020-07-20 - 2021-06-01	Director of Behavioral Health, Advisory Lead, Climate Manager, Youth Court Teacher, STEP Coordinator	Implementation Plans Trackers

Anticipated Outcome

More students will attend school as evidenced by SIS attendance data. More students will be on track for graduate as evidenced by Qlik on track data. Student, staff and family relationships will strengthen

Monitoring/Evaluation

Progress look up for student progress Qlik for student attendance data Student log for family engagement and family outreach

Evidence-based Strategy

Create a welcoming school culture that invites family engagement as a core value - Tier 3 Evidence/Link/Source: Hoover-Dempsey, K. V. & Sandler, H. M. (1997). Why do parents become involved in their children's education. Review of Educational Research, 67(1), 3–42. or: Source: Froiland, J. M., & Davison, M. L. (2014). Parental expectations and school relationships as contributors to adolescents' positive outcomes. Social Psychology of Education, 17(1), 1–17.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	At least 50% of students will attend school 95% or more of school days.
On track for graduation	At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a vision for parent engagement including clear roles and responsibilities for oversight and implementation for staff.	2020-08-17 - 2021-06-01	Principal, Parent Engagement Coordinator, Parent Engagement Committee	Staff handbook Parent hand with policies and procedures for parent engagement
Implement practices that fulfill the vision and enhance the culture of the school.	2020-08-17 - 2021-06-01	Principal, Parent Engagement Coordinator, Parent Engagement Committee	Staff handbook Parent hand with policies and procedures for parent engagement
Monitor the effectiveness of the approach on improved outcomes.	2020-08-17 - 2021-06-01	Principal, Parent Engagement Coordinator, Parent Engagement Committee	Staff handbook Parent hand with policies and procedures for parent engagement

Anticipated Outcome

Students will increase their attendance as evidenced by the SIS system. Strong family relationships and engagement will increase as evidenced by family engagement and participation in school initiatives and events. Increased academic outcomes for students will be demonstrated as evidenced by student course marks. Strong student-staff relationships will develop as evidenced through the use of restorative practices.

Monitoring/Evaluation

Progress look up for student progress (Bi Weekly) Qlik for student attendance data (Monthly) Student log for family engagement and family outreach

Evidence-based Strategy

Coaching for Cultural Competence/Responsiveness - Tier 3 https://drive.google.com/drive/folders/1xq15WclOuj1gplG7PNzE4M3NpUARs-dV

Measurable Goals

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Attendance	At least 50% of students will attend school 95% or more of school days.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate our cultural competence work from this past school year through surveys and focus groups.	2020-06-08 - 2020-06-30	Principal, PLC Lead	Building 21 Network support Grovider Partner Data from surveys and focus groups
Develop training sequence and topics for staff	2020-06-15 - 2020-06-30	Principal, PLC Lead	Building 21 Network support Grovider Partner Data from surveys and focus groups
Administer Summer PD to all staff	2020-07-20 - 2020-07-24	Principal, PLC Lead, Grovider, Building 21 Network	Building 21 Network support Grovider Partner
Facilitate ongoing staff PD throughout the school year according to training sequence and topics.	2020-08-17 - 2021-06-01	Principal, PLC Lead, Grovider, Building 21 Network	Building 21 Network support Grovider Partner Time Friday PD
Monitor the implementation of the approach through observations and walkthroughs and provide feedback if necessary.	2021-07-20 - 2021-06-01	Principal, PLC Lead, Grovider, Building 21 Network	Building 21 Network support Grovider Partner Time Friday PD

Anticipated Outcome

Students will increase their attendance as evidenced by the SIS system. Strong family relationships and engagement will increase as evidenced by family engagement and participation in school initiatives and events. Increased academic outcomes for students will be demonstrated as evidenced by student course marks. Strong student-staff relationships will develop as evidenced through the use of restorative practices.

Monitoring/Evaluation

Attendace data- Qlik (Monthly) Student Academic Progress - School Compass (Bi Weekly) Parent Surveys Staff Surveys Student Surveys

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 26% of 10th graders and 40% of 11th and 12th graders will score Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (State Assessment Proficiency-ELA) At least 10% of 9th graders and 15% of 10th-12th graders will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (State Assessment Proficiency-Math)	Improving Standards-Aligned Instruction (e.g., through PD, PLCs) - Tier 3 https://drive.google.com/open?id=11z16y4M3f3AryrFZXEXUS3YcxTJx3GVH	Train teachers to analyze and strategically and effectively respond to student data.	08/20/2020 - 06/01/2021

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 26% of 10th graders and 40% of 11th and 12th graders will	Small Group Instruction through Lexia - Tier 2		08/17/2020 - 06/01/2021

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses. (On Track for Graduation) At least 50% of students will attend school 95% or more of school days. (Attendance)	Advisory - Tier 3 https://drive.google.com/open? id=1QIO0nWD3pHjjiulHdYJOaTXVknobOcl4	Roll out advisory vision and expectations to staff (e.g., expectations for supporting students' attendance, supporting students' college and career readiness)	07/20/2020 - 07/24/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses. (On Track for Graduation) At least 50% of students will attend school 95% or more of school days. (Attendance)	Restorative Practices - Tier 1 https://www.evidenceforpa.org/strategies/198	Support staff, students and families on cultural competence, trauma informed practices and restorative practices.	07/20/2020 - 06/01/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses. (On Track for Graduation)	Restorative Practices - Tier 1 https://www.evidenceforpa.org/strategies/198	Support staff, students and families on	07/20/2020 - 06/01/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 50% of students will attend school 95% or more of school days. (Attendance) At least 30% of 9th-12th grade students will be firmly on track for graduation, earning As and Bs in all core courses. (On track for graduation)	Create a welcoming school culture that invites family engagement as a core value - Tier 3 Evidence/Link/Source: Hoover-Dempsey, K. V. & Sandler, H. M. (1997). Why do parents become involved in their children's education. Review of Educational Research, 67(1), 3–42. or: Source: Froiland, J. M., & Davison, M. L. (2014). Parental expectations and school relationships as contributors to adolescents' positive outcomes. Social Psychology of Education, 17(1), 1–17.	Establish a vision for parent engagement including clear roles and responsibilities for oversight and implementation for staff.	08/17/2020 - 06/01/2021

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