

BARTRAM JOHN - MAIN

2401 S 67th St

CSI School Plan | 2020 - 2021

VISION FOR LEARNING

1. The vision of John Bartram High school is to foster a student-centered learning environment, shape well-rounded and holistically educated life-long learners who are passionate, productive and persevere to their fullest potential as they inherit the 21st century. 2. Our vision is to nurture future leaders who are passionate, productive and will persevere to become life-long learners.

STEERING COMMITTEE

Name	Position	Building/Group
Brian Johnson	Principal	Bartram
Khailiah Canada	Assistant Principal	Bartram
Pamela Johnson	Math Specialist	Bartram
Peter Cennamo	Literacy Specialist	Bartram
Nichole Boyd	Science Specialist	Bartram
Julian Graham	Climate Specialist	Bartram
Shantayah Hayes	Parent	Bartram
Kathy McShea	Special Education Case Manager	Bartram
Shirley Carroll	Attendance Coach	School District of Philadelphia
Joe Taylor	Planning Support	School District of Philadelphia
Kendra Jenkins	Culture and Climate Coach	School District of Philadelphia
Ryan Murphy	Grants Compliance	School District of Philadelphia
Julie Skrocki	Talent Partner	School District of Philadelphia
Melanie Keiper	Professional Learning Specialist	School District of Philadelphia
Korbin Reynolds	Prevention and Intervention Specialist	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will implement a multi-tiered system of supports for academics by regularly reviewing data with students and providing opportunities for grade improvement	Graduation rate Graduation rate Career Standards Benchmark
We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	English Language Arts Mathematics STEM
We will promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school by continue to develop a Tier I system that outlines consistent expectations for positive school culture.	Regular Attendance School climate and culture Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy

Early Warning Intervention Monitoring System (Tier 2) Link: <https://www.evidenceforpa.org/strategies/1>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance	At least 30% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish clear roles and responsibilities for oversight and implementation of attendance incentives. Creating an Attendance Tier 1 Team which would provide both monthly &	2020-08-24 - 2021-06-15	Simone Knight/Climate Liaison	Climate Liaison Position Funded Through CSI Funds: \$81,800 Rationale: The Climate Liaison will

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
weekly incentives and acknowledgements that focuses on >95% Attendance. The Overall Attendance Team will review Tier 1, 2, and 3 student attendance data and create action plans to address Tier 2 & 3 supports for small groups and individual students.			schedule and hold meetings where Student Attendance Improvement Plans will be written to identify and remove barriers to attendance. Case Manager Funded Through CSI Funds: \$87,000 Rationale: The case manager will monitor Student Attendance Improvement Plans and will connect students who are facing barriers to attendance with external partners who can help remove those barriers.
Train school leaders in attendance incentives and SAIP process	2020-08-24 - 2021-06-15	Simone Knight/Climate Liaison	Training on Qlik attendance data sheets - Joe
Review key data and process for monitoring effectiveness of identified approach	2020-08-24 - 2021-06-15	Simone Knight/Climate Liaison	EWI Report, Qlik, SIS, SchoolNet
Leverage external partnerships in alignment with SAIP/truancy process	2020-08-24 - 2021-06-15	Case Manager	SAIPs, Truancy Paperwork
Create Tier I team for attendance	2020-08-24 - 2020-08-28	Brian Johnson/Principal	Organizational Chart
Set Tier I attendance team meeting schedule	2020-08-24 - 2020-09-11	Simone Knight/Climate Liaison	Calendar
Students with 3+ unexcused absences will receive a C-31 letter	2020-09-07 - 2021-06-11	Simone Knight/Climate Liaison	C-31 Letters, EWI Report
An SAIP will be created for students with 6+ unexcused absences to identify and address barriers to attendance	2020-09-21 - 2021-06-11	Simone Knight/Climate Liaison	SAIP Template, EWI Report
Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	2020-10-01 - 2021-06-11	Simone Knight/Climate Liaison	Truancy Paperwork, EWI Report
SAIPs will be progress monitored every 30 days	2020-11-02 - 2021-06-11	Case Manager	SAIPs, EWI Reports

Anticipated Outcome

More students will be present for instruction as evidenced by reviewing cut reports. Staff will be more proactive in calling the homes of absent students as evidenced by parent contact logs. There will be a reduction in the number of students attending less than 85% of days.

Monitoring/Evaluation

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

Evidence-based Strategy

Restorative Practices (Tier I) Link: <https://www.evidenceforpa.org/strategies/198>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS Goal	At least 90% of 9-12th grade students will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage stakeholders in creating a coherent schoolwide climate vision in alignment with restorative practices	2020-08-24 - 2021-06-11	Brian L. Johnson/Climate Manager	Climate Liaison Position Funded Through CSI Funds: \$81,800 Rationale: The Climate Liaison will play a lead role in overseeing the implementation of Tier I Restorative Practices processes (Community Building Circles). Social Worker 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). Counselor Position Funded Through CSI Funds: \$122,900 Rationale: The counselor will be our point person for schedule and overseeing Trauma-Informed PD/Coaching with Lakeside. Trauma-Informed Training Funded Through CSI Funds: \$20,000 Rationale: By providing our staff with trauma-informed training we are increasing our staff's capacity to help students impacted by trauma move forward towards recovery, healing, and hope while also enabling them to be more successful in school and society. 5 Hour Climate Staff Position Funded Through CSI Funds: \$28,200 x 4 = \$112,800 Rationale: Climate support staff will aid in our schoolwide implementation of restorative practices and reinforcing schoolwide norms and expectations.

Adopt schoolwide norms and expectations	2020-12-01 - 2021-06-11	Brian L. Johnson/Climate Manager	Posters, Materials
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Create Tier I	2020-08-24 -	Reginald	Restorative Practices Materials
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
team to oversee restorative practices	2020-10-01	Jones/Climate Liaison	
Set meeting schedule for Tier I team	2020-08-24 - 2020-09-11	Brian L. Johnson/Climate Manager	Calendar
Establish clear roles and responsibilities for oversight and implementation of restorative practices	2020-08-24 - 2020-09-11	Reginald Jones/Climate Liaison	Organizational Chart, Restorative Practices Materials
Implement Tier II Harm and Healing Circles for students who have committed infractions that can be resolved through restorative action	2020-09-14 - 2021-06-11	Social Worker	Restorative Practices Curriculum
Implement Tier III Community Re-Entry Circles for students who have committed infractions that required suspension	2020-09-14 - 2021-06-11	Social Worker	Restorative Practices Curriculum
Teachers and staff will receive a series of Trauma-Informed Practices PD sessions from Lakeside	2020-10-01 - 2021-01-29	Counselor	Lakeside (External Partner), PD Calendar
Select teachers	2020-11-02 -	Counselor	Lakeside (External Partner), Coaching Calendar

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and staff will receive individualized Trauma-Informed Practices coaching sessions from Lakeside	2021-02-26		

Climate staff will ensure that students are adhering to schoolwide norms and expectations. Students who are will be positively reinforced and recommended for incentives.	2020-08-31 - 2021-06-11	5 Hour Climate Staff	School Expectations Posters
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Anticipated Outcome

Students and Staff will report that the school climate feels safer as evidenced by SDP survey data. There will be fewer in-class disruptions as evidenced by disciplinary referrals in Infinite Campus. Students and Staff will be more proactive and adept at mediating issues as evidenced by a decline in serious incidents and suspensions.

Monitoring/Evaluation

Quarterly, the climate team will review Zero OSS data to determine whether we are on-track to meet our EOY Zero OSS goal. The climate team will review referral data every two weeks to determine whether behavior initiatives and climate deployment plans need tweaking.

Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literature Keystone Goal	At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor).
Algebra 1 Keystone Goal	At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Biology Keystone Goal

At least 20% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Time will be built into each teacher's roster to allow them to participate in common planning time with their subject area colleagues	2020-08-01 - 2020-08-28	Rajitha Maley/Roster Chair	School Based Teacher Leader Position Funded Through CSI Funds: \$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). Instructional Materials Funded Through CSI Funds: \$238 Rationale: Purchasing supplementary instructional materials will provide our teachers with more resources to provide on grade level instruction.
Teachers will have the opportunity to analyzed student data using SDP data analysis protocols for STAR, Benchmarks, and Common Assessments	2020-08-31 - 2021-06-11	School Based Teacher Leader and other Subject-Level PLC Leaders	SDP Data Analysis Protocols, Student Data (STAR, Benchmark, and Common Assessments)
Teachers will have the opportunity to analyzed student work using the SDP student work protocol	2020-10-01 - 2021-06-11	School Based Teacher Leader and other Subject-Level PLC Leaders	SDP Student Work Protocols
Teachers will build common assessments with their content teams at least once a month	2020-09-01 - 2021-05-31	School Based Teacher Leader and other Subject-Level PLC Leaders	Curriculum Engine, Keystone Released Items, Common Assessment Template, PDE SAS Documents
Teachers will have opportunities to collaboratively plan lessons and to backwards map for units with their subject area teams during CPT meetings to ensure that there is alignment between standards, objectives, and tasks	2020-09-01 - 2021-06-11	School Based Teacher Leader and other Subject-Level PLC Leaders	Curriculum Engine, Lesson Plans
Teachers will norm around scoring common assessments to ensure consistent and equitable grading practices	2020-09-01 - 2021-06-11	School Based Teacher Leader and other Subject-Level	PDE Rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
across all classrooms		PLC Leaders	
Teachers who need additional support based on student data and observation data will be identified and targeted with coaching	2020-10-01 - 2021-06-11	Brian Johnson/Principal	Observation Data and Student Data

Anticipated Outcome

Teacher formal evaluation scores will increase. Students will meet their growth targets in STAR. Differentiated supports for ELL and SpED students will be present in all teacher lesson plans. Teachers will use student work and data analysis protocols to drive lesson planning. Teachers will have regular opportunities to collaborate as evidenced by common planning time agendas. Teachers will implement strategies that were modeled for them as evidenced by observations. Teachers will receive targeted support as evidenced by coaching plans and coaching logs.

Monitoring/Evaluation

Rolling agendas will be developed and stored for each CPT session. Quarterly, administration will review STAR/Benchmark data to determine whether we are on-track to meet our EOY proficiency goals. Administration will review participation rates during STAR/Benchmark testing windows to ensure that all students are completing the assessment.

Evidence-based Strategy

Blended Learning (Tier 2) Link: <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literature Keystone Goal	At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor).
Algebra 1 Keystone Goal	At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).
Biology Keystone Goal	At least 20% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will receive professional development around how to implement the Blended Learning model in classrooms and how to use online programs	2020-08-24 - 2020-08-28	Brian Johnson/Principal	Achieve 3000 and Imagine Math
A team of teachers will provided turnaround	2020-09-01 -	Blended Learning	Achieve 3000 and Imagine

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
trainings monthly to their colleagues during PLC time and during other PD windows	2021-06-11	Team (Principal and Teacher Leaders)	Math
Students will complete the diagnostic testing and teachers will review the data	2020-09-01 - 2020-09-30	School Based Teacher Leader	Achieve 3000 and Imagine Math
PD sessions will be scheduled with Achieve 3000 and Imagine Math reps	2020-08-24 - 2020-09-30	School Based Teacher Leader and Imagine Math/Achieve 3000 Reps	Achieve 3000 and Imagine Math
Teachers will implement a blended learning model in the classroom that allots time for students to complete lessons on Achieve 3000 and Imagine Math	2020-09-14 - 2021-06-11	ELA and Math Teachers	Computers, Achieve 3000, Imagine Math
Teachers will analyze data from Achieve 3000 and Imagine Math monthly during PLCs	2020-10-01 - 2021-06-11	School Based Teacher Leader	Data Reports from Achieve 3000 and Imagine Math, Data Analysis Protocol

Anticipated Outcome

Students will be more engaged in learning as determined by usage rates and lesson completion data. Students will meet the usage and lesson completion rates recommended by online learning vendors.

Monitoring/Evaluation

Student progress on Achieve 3000 and Imagine Math will be monitored on a monthly basis. Quarterly, administration will review STAR/Benchmark data to determine whether we are on-track to meet our EOY proficiency goals.

Evidence-based Strategy

Check and Connect (Tier 3) Link: <https://www.evidenceforpa.org/strategies/6>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
9th Grade On-Track Goal	At least 60% of first-time 9th grade students will be on-track for graduation.
12th Grade On-Track Goal	At least 80% of 12th grade students will be on track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PD will be provided at the start of the year around how to utilize the Check and Reflect report	2020-08-24 - 2020-08-28	Dr. Canada/Assistant Principal	Counselor Position Funded Through CSI Funds: \$122,900 Rationale: The

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			counselor will review student grades using the Check and Reflect report and will hold meetings with students to set goals and put in place interventions.
A calendar will be developed to determine when the Check and Reflect process will be administered	2020-08-24 - 2020-09-18	Dr. Canada/Assistant Principal	Check and Reflect, Calendar
Check and Reflect will be administered on a monthly basis during seminar classes and English classes	2020-10-01 - 2021-06-11	Counselors	Check and Reflect
Seminar teachers, ELA teachers, counselors, and the assistant principal will review completed Check and Reflects and will conference with students one-on-one as needed to provide mentoring around meeting goals students set for themselves	2020-10-01 - 2021-06-11	Dr. Canada/Assistant Principal	Check and Reflect
Based on Check and Reflect reviews and teacher analysis of the Grades Monitoring Tool, students will be referred to external partners for additional supports, whether they be academic or behavioral	2020-10-01 - 2021-06-11	Dr. Canada/Assistant Principal and Counselors	Check and Reflect, Grades Monitoring Tool
Interim reports will be sent home to parents midway through each quarter	2020-10-01 - 2021-06-11	Brian Johnson/Principal	Interim Reports

Anticipated Outcome

Students will take ownership over their data. Students will increase their understanding of requirements for graduating on time.

Monitoring/Evaluation

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.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will attend school 95% of days or more. (95% Attendance)	Early Warning Intervention Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	Establish clear roles and responsibilities for oversight and implementation of attendance incentives. Creating an Attendance Tier 1 Team which would provide both monthly & weekly incentives and acknowledgements that focuses on >95% Attendance. The Overall Attendance Team will review Tier 1, 2, and 3 student attendance data and create action plans to address Tier 2 & 3 supports for small groups and individual students.	08/24/2020 - 06/15/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will attend school 95% of days or more. (95% Attendance)	Early Warning Intervention Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	Train school leaders in attendance incentives and SAIP process	08/24/2020 - 06/15/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will attend school 95% of days or more. (95% Attendance)	Early Warning Intervention Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	Review key data and process for monitoring effectiveness of identified approach	08/24/2020 - 06/15/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 90% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS Goal)	Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198	Teachers and staff will receive a series of Trauma-Informed Practices PD sessions from Lakeside	10/01/2020 - 01/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 90% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS Goal)	Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198	Select teachers and staff will receive individualized Trauma-Informed Practices coaching sessions from Lakeside	11/02/2020 - 02/26/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 90% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS Goal)	Restorative Practices (Tier I) Link: https://www.evidenceforpa.org/strategies/198	Climate staff will ensure that students are adhering to schoolwide norms and expectations. Students who are will be positively reinforced and recommended for incentives.	08/31/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature Keystone Goal)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p>	<p>Teachers will norm around scoring common assessments to ensure consistent and equitable grading practices across all classrooms</p>	<p>09/01/2020 - 06/11/2021</p>
<p>At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1 Keystone Goal)</p>			
<p>At least 20% of students will score at Proficient or Advanced on the</p>			

**Measurable
Goals**

Action Plan Name

**Professional
Development
Step**

**Anticipated
Timeline**

Biology
Keystone
exam by the
end of their
10th grade
year. (use
Benchmarks
to monitor).
(Biology
Keystone
Goal)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature Keystone Goal)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p>	<p>Teachers who need additional support based on student data and observation data will be identified and targeted with coaching</p>	<p>10/01/2020 - 06/11/2021</p>
<p>At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1 Keystone Goal)</p>			
<p>At least 20% of students will score at Proficient or Advanced on the</p>			

**Measurable
Goals**

Action Plan Name

**Professional
Development
Step**

**Anticipated
Timeline**

Biology
Keystone
exam by the
end of their
10th grade
year. (use
Benchmarks
to monitor).
(Biology
Keystone
Goal)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature Keystone Goal)</p>	<p>Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf</p>	<p>Teachers will receive professional development around how to implement the Blended Learning model in classrooms and how to use online programs</p>	<p>08/24/2020 - 08/28/2020</p>
<p>At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1 Keystone Goal)</p>			
<p>At least 20% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology Keystone Goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature Keystone Goal)</p>	<p>Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf</p>	<p>A team of teachers will provide turnaround trainings monthly to their colleagues during PLC time and during other PD windows</p>	<p>09/01/2020 - 06/11/2021</p>
<p>At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1 Keystone Goal)</p>			
<p>At least 20% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology Keystone Goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 20% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor). (Literature Keystone Goal)</p>	<p>Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf</p>	<p>PD sessions will be scheduled with Achieve 3000 and Imagine Math reps</p>	<p>08/24/2020 - 09/30/2020</p>
<p>At least 20% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor). (Algebra 1 Keystone Goal)</p>			
<p>At least 20% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor). (Biology Keystone Goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 60% of first-time 9th grade students will be on-track for graduation. (9th Grade On-Track Goal)	Check and Connect (Tier 3) Link: https://www.evidenceforpa.org/strategies/6	PD will be provided at the start of the year around how to utilize the Check and Reflect report	08/24/2020 - 08/28/2020
At least 80% of 12th grade students will be on track for graduation. (12th Grade On-Track Goal)			

