

EDISON HS/FAREIRA SKILLS

151 West Luzerne Street

CSI School Plan | 2020 - 2021

VISION FOR LEARNING

Our Vision Edison High School envisions students and parents actively engaged in learning while feeling valued as citizens of our local and global community. Our Mission At Edison/Fareira High School, we will maximize the potential of all students by providing them with the academic and social skills necessary for every student to succeed. We will continue to set high expectations for students, deliver quality classroom instruction by teachers, and give parents tools to help them become active participants in the education of their children. Through our emphasis on technology, inquiry-based learning, and vocational skills, we are preparing students for both further education and entry into the employment market. We strive to grow the community leaders of tomorrow, today.

STEERING COMMITTEE

Name	Position	Building/Group
Awilda Ortiz	Principal	Thomas Edison HS
Dr. Armando Tolliver	Assistant Principal	Thomas Edison HS
Dena Bassett	Math Specialist	Thomas Edison HS
April Claytor	Literacy Specialist	Thomas Edison HS
Evelyn Briganty	Climate Specialist	Thomas Edison HS
Antonia Castro	Parent	Thomas Edison HS
Adonis Banegas	Community Member	Thomas Edison HS
PTR Baler	Business Partner	Thomas Edison HS
Ana Figueroa	Student	Thomas Edison HS
Guy Desjardins	Special Education Case Manager	Thomas Edison HS
Joe Taylor	Planning Support	School District of Philadelphia
Melanie Keiper	Professional Learning Specialist	School District of Philadelphia
Korbin Reynolds	Prevention and Intervention Specialist	School District of Philadelphia
Shirley Carroll	Attendance Coach	School District of Philadelphia
Kendra Jenkins	Climate and Culture Coach	School District of Philadelphia
John O'Brien	Grants Compliance Monitor	School District of Philadelphia
Julie Skrocki	Talent Partner	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school by ensuring that staff members uniformly implement our Tier I climate system with fidelity across the school	Regular Attendance School climate and culture Career Standards Benchmark
We will partner with local businesses, community organizations, and other agencies to meet the needs of the LEA, by scheduling regular meetings so they can provide greater levels of feedback and support	Career Standards Benchmark Industry-Based Learning Graduation rate
We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, evidence-based, and on grade level	English Language Arts Mathematics STEM

ACTION PLAN AND STEPS

Evidence-based Strategy

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance Goal	At least 25% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Consistently collect and review key attendance data	2020-09-01 - 2021-06-11	Adam Frary/Assistant Principal	Counselor Positions (2) Funded Through CSI Funds: \$122,900 x 2 = \$145,800 Rationale: The counselor will schedule and hold meetings where Student Attendance Improvement Plans will be written to identify and remove barriers to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			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. Assistant Program Coordinator Position Funded Through CSI Funds: \$63,700 Rationale: The Assistant Program Coordinator will review EWI attendance reports and will contact families of students with 3+ unexcused absences. This individual will serve as our Attendance Designee.
Leverage external partnerships in alignment with the Student Attendance Improvement Plan process and Attendance Works	2020-09-01 - 2021-06-11	Munoz, Humphrie, and Santiago/Counselors	SAIP Template
Identify strategies for ensuring consistent application of schoolwide norms and expectations around attendance (tardiness policies, cutting policies, etc.)	2020-08-03 - 2020-09-11	Evelyn Briganty/Climate Manager	Student Handbook
Train teachers and staff in SAIP process	2020-08-24 - 2020-09-30	Munoz, Humphrie, and Santiago/Counselors	SAIP Template
Edison staff will receive refresher training in EWI reports and Live School.	2020-08-24 - 2020-08-28	Evelyn Briganty/Climate Manager	LiveSchool, SIS, pbs materials, materials
Attendance and behavioral incentive systems will be communicated to students, parents and guardians through Community Meetings (SAC and Title I), Back to School Night, Town Halls, and communication materials sent home with students. Aggregate data visuals (e.g. charts and graphs) of attendance will be displayed on hallway bulletin boards and school television stream for students.	2020-09-01 - 2021-01-29	Community Relations Liaison	Parent Resource Materials based on Epstein's Framework of Six Types of Involvement
The Early Warning Indicators (EWI) tool will be continuously monitored so that students with absenteeism issues can be identified	2020-09-07 - 2021-06-11	Assistant Program Coordinator	LiveSchool, SIS, monitoring tools for teachers, City Year
C-31 letters will be sent to parents/guardians of students with	2020-09-14 - 2021-06-11	Assistant Program Coordinator	EWI Reports, C-31 Letters

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
3 unexcused absences, and a group attendance meeting will be held for all students who trigger this warning flag. C-31 letters will be sent to parents/guardians of students with 3 unexcused absences, and a group attendance meeting will be held for all students who trigger this warning flag.			
An invitation for a SAIP meeting will be sent to students with 6+ unexcused absences. At these meetings, a plan for attendance improvement will be laid out and goals for the rest of the year will be set.	2020-10-01 - 2021-06-11	Munoz, Humphrie, and Santiago/Counselors	SIS; SAIP Template
The attendance team will connect with Carson Valley (truancy provider) for collaborative monitoring of SAIPs and to work on providing students/families with connections to supportive services.	2020-10-01 - 2021-06-11	Case Manager	EWI Report
Truancy referrals will be submitted for students with 10 unexcused absences who have not improved their attendance after 30 days of monitoring.	2020-10-01 - 2021-06-11	Munoz, Humphrie, and Santiago/Counselors	Truancy Paperwork
Attendance team meetings will be held to create incentives and track and evaluate interventions.	2020-08-24 - 2021-06-11	Assistant Program Coordinator	Interventions list, attendance reports, and tracking method
SAIPs will be progress monitored every 30 days to determine whether interventions are successful	2020-08-24 - 2021-06-11	Case Manager	Pre-Referral Intervention Manual
On a quarterly basis, the climate and attendance teams will meet to evaluate the impact that the SAIP/Attendance Incentive efforts are having on improving attendance outcomes. We will also review data in Qlik to determine whether we are on-track to meet our EOY goal.	2020-11-20 - 2021-06-11	Awilda Ortiz/Principal	EWI Report, Qlik Data
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome

Publish copies of the school goals, mission and vision statement to be posted in each classroom or work area and revisited periodically. Students will be in the building, attending school with increased frequency, as evidenced by attendance records. Staff will be engaged in communicating with parents, as evidenced by parent contact logs.

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. Quarterly, the climate and attendance teams will meet to evaluate the impact that the PBIS and SAIP/Attendance Incentive efforts are having on improving student behavioral and attendance outcomes. SAIPs will be progress monitored every 30 days.

Evidence-based Strategy

Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

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
Adopt schoolwide norms and expectations	2020-08-03 - 2021-09-10	Awilda Ortiz/Principal	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. Social Worker Position Funded Through CSI Funds: \$117,000 Rationale: The social worker will support with the Tier II and Tier III interventions for students who do not respond to Schoolwide Behavior Incentive initiatives. 6 Hour Climate Staff Positions (8) Funded Through CSI Funds: \$32,500 x 8 = \$260,000 Rationale: Climate support staff will aid in our schoolwide implementation of Schoolwide Behavior Incentives by monitoring our common space and rewarding students who uphold our norms and expectations.
Create Tier I team to oversee our behavior incentives	2020-08-24 - 2020-09-11	Adam Frary/Assistant	Organizational Chart

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
initatives		Principal	
Set meeting schedule for Tier I team	2020-08-24 - 2020-09-11	Adam Frary/Assistant Principal	Calendar
Establish clear roles and responsibilities for oversight and implementation of positive behavior incentives	2020-08-24 - 2021-06-11	Evelyn Briganty/Climate Manager	Organizational Chart
Edison staff will receive refresher training in MTSS and Live School.	2020-08-24 - 2020-08-28	Evelyn Briganty/Climate Manager	Live School, MTSS/RTII materials
The school's PBS team will meet to review core values, norms, and incentives for the coming year, alongside school-wide pre-referral interventions for the most common learning and behavior problems encountered in the learning environment and/or that will be used prior to level two (2) through five (5) District discipline matrix consequences.	2020-08-24 - 2020-08-28	Evelyn Briganty/Climate Manager	Pre-Referral Intervention Manual
Students will be introduced to/reacclimated with PBIS through an assembly program at the beginning of the year.	2020-08-24 - 2021-06-11	Climate Liaison	Projector; Computer
Climate Team will receive quarterly training from the Network Climate and Culture Coach around implementing a behavior incentive system	2020-08-24 - 2021-06-11	Adam Frary/Assistant Principal	Kendra Jenkins (Network Climate and Culture Coach)
Students can earn money for their Live School Paychecks, which they can use to earn themselves daily incentives, monthly prizes and entrance to school engagements (e.g. parties and trips).	2020-08-31 - 2021-06-11	Climate Liaison	Live School, Prizes
Monthly PBS meetings will be held in order to analyze data using SIS and Live School.	2020-09-30 - 2021-06-11	Evelyn Briganty/Climate Manager	SIS, Live School
Using Live School and SIS data, students will be identified for Tier II interventions.	2020-10-01 - 2021-06-11	Social Worker	SIS, LiveSchool

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Tier II intervention plans will be developed for students who are displaying behavioral/mental health difficulties in the classroom. These Tier 2 interventions will include Check-In/Out and Behavior Trackers (Live School).	2020-08-24 - 2021-06-11	Social Worker	Behavior Trackers, Live School
The cell phone policy be reviewed and tweaked to ensure that use of cell phones does not disrupt the classroom learning environment.	2020-08-03 - 2020-08-31	Adam Frary/Assistant Principal	Cell Phone Policy
Develop a plan to require student attendance in assigned classes to maximize student learning and increase student accountability. This will include adjustinh school master schedule to minimize transitions throughout the day to 4 periods per day with 20 minutes between lunch periods.	2020-08-03 - 2020-08-31	Adam Frary/Assistant Principal	Master Schedule
Teachers and staff will receive Trauma-Informed Practices PD sessions from Lakeside	2020-10-01 - 2021-01-29	Adam Frary/Assistant Principal	Lakeside (External Partner), PD Calendar
Select teachers and staff will receive individualized Trauma-Informed Practices coaching sessions from Lakeside	2020-11-02 - 2021-02-26	Adam Frary/Assistant Principal	Lakeside (External Partner), Coaching Calendar
Students who exhibit positive behaviors in the school's common spaces will be recognized by climate staff and will earn points towards incentives in Live School	2020-08-31 - 2021-06-11	6 Hour Climate Staff	Live School

Anticipated Outcome

Strong evidence of all teachers and staff building a welcoming and inclusive community. The physical environment, words, and actions need to consistently place value of the personal or cultural of the students. Consistent attempts to build personally relevant relationships with students in an asset-based, bias-free manner.

Monitoring/Evaluation

Monthly PBS meetings will be held in order to analyze data using SIS and LiveSchool. On a quarterly basis, the climate team will meet to evaluate the impact that PBS incentive efforts are having on improving student behavioral outcomes. Quarterly, the climate team will review Zero OSS data to determine whether we are on-track to meet our EOY Zero OSS

goal.

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)
ELA 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).
Math Goal	At least 10% 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 Goal	At least 10% 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
Create a schedule that allows teachers a rotating common planning time including: Collaborative work teams, Grade Groups, Department/Content Groups, School Committees, and Data Meetings (discipline, behavior, academics, attendance, & examination of teacher and student work)	2020-08-01 - 2020-08-31	Awilda Ortiz/Principal	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). ESOL Specialist Position Funded Through CSI Funds: \$122,900 Rationale: The ESOL specialist will support efforts across all departments to analyze ESOL student data through the use of data analysis protocols and support lesson planning for ESOL students.
We will monitor the rotating common planning time to insure implementation of professional development strategies within lesson plans, improvement plans, and assessments.	2020-08-31 - 2021-06-11	Awilda Ortiz/Principal and Armando Tolliver/Assistant Principal	Lesson Plans
Teachers, with SBTL support, will monitor and analyze student progress through these assessments as well as the STAR and benchmark assessments.	2020-10-01 - 2021-06-11	April Claytor and Dena Bassett/School Based Teacher Leaders	Data Analysis Protocols
Teachers, with SBTL support and guidance, will regularly meet in grade level and content teams to discuss student progress, analyze and critique	2020-08-31 - 2021-06-11	April Claytor and Dena Bassett/School Based Teacher	Student Work, Student Work Analysis Protocol

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
assessments items and student work, collaborate to plan strategies for increasing student achievement, and integrate technology in student learning activities.		Leaders	
Teachers will receive coaching on how to identify, teach with, and assess essential content based on PDE standards and eligible content.	2020-09-14 - 2021-06-11	Awilda Ortiz/Principal and Armando Tolliver/Assistant Principal	PDE Standards, Curriculum Engine, Coaching Scope and Sequence
Administrative team will conduct observations at the start of the school year to determine coaching needs for individual teachers	2020-09-07 - 2020-09-30	Awilda Ortiz/Principal and Armando Tolliver/Assistant Principal	Observation Rubric
Teachers will receive coaching on how to develop effective formative and summative common assessments aligned to eligible content, and utilizing the data produced from such assessments to improve student growth and achievement.	2020-10-01 - 2021-06-11	Awilda Ortiz/Principal and Armando Tolliver/Assistant Principal	PDE Standards, Curriculum Engine, Coaching Scope and Sequence, Common Assessments
Teachers will receive coaching on how to review common assessment data and find the gaps in student knowledge/skills.	2020-10-01 - 2021-06-11	Awilda Ortiz/Principal and Armando Tolliver/Assistant Principal	Common Assessments, Curriculum Engine
Common planning time will be provided for content teachers to collaborate with special education and ESOL teachers, and SBTL to create and implement reteach plans that include specific strategies and differentiation methods, alongside utilization of small group instruction to target specific student needs.	2020-08-31 - 2021-06-11	April Claytor and Dena Bassett/School Based Teacher Leaders	Lesson Plans, Student Data, Student Work
Teachers will analyze student work using the SDP Student Work Analysis Protocol	2020-10-01 - 2021-06-11	April Claytor and Dena Bassett/School Based Teacher Leaders	SDP Student Work Analysis Protocol, Student Work
Teachers will analyze assessment data using the SDP Data Analysis Protocols	2020-10-01 - 2021-06-11	April Claytor and Dena Bassett/School Based Teacher Leaders	SDP Data Analysis Protocol, STAR Data, Benchmark Data, Common Assessment Data
The ESOL Specialist will join Common	-	Maria	Lesson Plans, SDP Data Analysis

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Planning Time sessions to assist with analyzing ELL student data and to help teachers differentiate their lesson plans for ELL students		Neilio/ESOL Specialist	Protocol, STAR Data, Benchmark Data, Common Assessment Data, SDP Student Work Analysis Protocol, Student Work

Anticipated Outcome

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

On a quarterly basis instructional coaching/CPT will be evaluated. 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)
ELA 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).
Math Goal	At least 10% 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).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will help students create Lexia, MyPath, and Learning A-Z accounts.	2020-08-31 - 2020-09-18	Dr. Denkins/Assistant Principal	Math Teacher and English Teacher Positions (1 each) Funded Through CSI Funds: \$122,900 x 2 = \$245,800 Rationale: The Math and English teacher purchases will allow for reduced class sizes and will enable teachers to teach 90 minute Math and English blocks, during which Blended Learning will be implemented. Additionally, these teachers will take part in departmental Common Planning Time meetings, during which they will analyze student data through the use of data analysis protocols and plan for re-teaching (when needed). Instructional Materials Funded Through CSI Funds: \$9,867 Rationale: Purchasing supplementary instructional materials will provide our teachers with more resources to provide on grade level instruction. Specifically, we will purchase the Collections Curriculum for our ELA teachers to use during their English blocks.
Teachers will receive	2020-08-31 - 2020-09-04	April Claytor and Dena	Lesson Plans

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
coaching on how to infuse elements of the BLRM into their lesson plans.		Bassett/School Based Teacher Leaders	
Students will have time during instructional blocks to complete online intervention lessons.	2020-08-31 - 2021-06-11	Math and ELA Teachers	Computers, Online Programs
Teachers will review online intervention student reports during CPT.	2020-10-01 - 2021-06-11	April Claytor and Dena Bassett/School Based Teacher Leaders	Online Intervention Program Data Reports
Administration will review online intervention usage rates monthly.	2020-10-01 - 2021-06-11	Awilda Ortiz/Principal and Armando Tolliver/Assistant Principal	Online Intervention Program Data Reports

Anticipated Outcome

Students will meet the usage and lesson completion rates recommended by online learning vendors.

Monitoring/Evaluation

Administration will review online intervention usage rates monthly. 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)
CTE Goal	At least 90% of students are enrolled in and passing college/career readiness coursework (AP, IB, CTE, and dual enrollment courses).
12th On-Track Goal	At least 67% of 12th grade students will be on-track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and communicate with internal and external partners to develop plans for how they can support Edison students in 2020-21	2020-08-24 - 2020-10-30	Awilda Ortiz/Principal	School Plan
Refer students to work with/receive support from various internal and external partners depending on their individual needs and the services those partners provide	2020-09-07 - 2021-06-11	Rosilyn Munoz/Counselor	Student Data
Develop a tracking tool to monitor student work with/supports receive from internal and external partners.	2020-09-14 - 2021-06-11	Rosilyn Munoz/Counselor	Tracker
Staff will receive Check and Reflect refresher training so that they understand how to hold conversations with students using this tool	2020-08-24 - 2020-08-28	Rosilyn Munoz/Counselor	Check and Reflect
A schedule for Check and Reflect implementation will be created	2020-09-21 - 2020-09-30	Rosilyn Munoz/Counselor	Calendar
Check and Reflect reports will be shared and reviewed with students quarterly, during which students will review their data and set goals for themselves	-	Teachers and Advisors	Check and Reflect

Anticipated Outcome

Students will take ownership over their data. Students will increase their understanding of requirements for graduating on time. The percentage of students earning industry recognized credentials will increase YOY.

Monitoring/Evaluation

Administration will review the grades monitoring tool monthly to determine whether students are in danger of failing CTE courses and to ensure that proper interventions are in place for these students. Quarterly, administration will review CTE grades to determine whether students are on-track to pass these courses. Quarterly, administration will review 12th grade on-track data to determine whether we are on-track to meet our EOY 12th grade on-track goal. 9th, 10th, and 11th grade on-track data will also be reviewed during this time.

Evidence-based Strategy

Naviance (Tier 4) Link: <https://www.evidenceforpa.org/strategies/228>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Naviance Goal	At least 90% of 9-11th grade students are on-track to complete the ESSA artifacts for the career standards benchmark, as reported on the Future Ready Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Counselors will provide training around Naviance to teachers	2020-09-01 - 2020-09-30	Munoz, Humphrie, and	Naviance

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Santiago/Counselors	
Counselors will develop a plan/schedule for completing Naviance activities	2020-09-01 - 2020-09-30	Munoz, Humphrie, and Santiago/Counselors	Calendar
Counselors will monitor Naviance completion data and will send Principal Ortiz an update at least once a month (more frequently close to key deadlines)	-	Munoz, Humphrie, and Santiago/Counselors	Naviance Data Reports
Students who haven't completed key Naviance tasks will be identified and will make them up during advisory	2020-10-01 - 2021-06-11	Munoz, Humphrie, and Santiago/Counselors	Naviance, Computers

Anticipated Outcome

Students will complete key college readiness documents (college applications, college scholarship forms, FAFSA). Students will think deeply about the college and career path(s) they wish to pursue.

Monitoring/Evaluation

Quarterly, administration will review Naviance completion rates to determine whether we are on-track to meet our EOY Naviance task completion rate goal. Counselors will review completion rates monthly to ensure that teachers are giving students opportunities to complete Naviance tasks and to identify students who need to be pulled out for make-ups.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 95% of days or more. (95% Attendance Goal)	Early Warning Intervention and Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	Train teachers and staff in SAIP process	08/24/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 95% of days or more. (95% Attendance Goal)	Early Warning Intervention and Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	Edison staff will receive refresher training in EWI reports and Live School.	08/24/2020 - 08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 95% of days or more. (95% Attendance Goal)	Early Warning Intervention and Monitoring System (Tier 2) Link: https://www.evidenceforpa.org/strategies/1	The Early Warning Indicators (EWI) tool will be continuously monitored so that students with absenteeism issues can be identified	09/07/2020 - 06/11/2021

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)	Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	Adopt schoolwide norms and expectations	08/03/2020 - 09/10/2021

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)	Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	Edison staff will receive refresher training in MTSS and Live School.	08/24/2020 - 08/28/2020

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)	Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	The school's PBS team will meet to review core values, norms, and incentives for the coming year, alongside school-wide pre-referral interventions for the most common learning and behavior problems encountered in the learning environment and/or that will be used prior to level two (2) through five (5) District discipline matrix consequences.	08/24/2020 - 08/28/2020

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)	Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	Climate Team will receive quarterly training from the Network Climate and Culture Coach around implementing a behavior incentive system	08/24/2020 - 06/11/2021

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)	Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	Teachers and staff will receive 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)	Reducing Behavior Problems and Preventing Dropout with Incentives (Tier 2) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf	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 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). (ELA Goal)	Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Teachers will receive coaching on how to identify, teach with, and assess essential content based on PDE standards and eligible content.	09/14/2020 - 06/11/2021
At least 10% 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). (Math Goal)			
At least 10% 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 Goal)			

**Measurable
Goals**

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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). (ELA Goal)	Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Administrative team will conduct observations at the start of the school year to determine coaching needs for individual teachers	09/07/2020 - 09/30/2020
At least 10% 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). (Math Goal)			
At least 10% 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			

**Measurable
Goals**

Action Plan Name

**Professional
Development
Step**

**Anticipated
Timeline**

Goal)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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). (ELA Goal)	Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Teachers will receive coaching on how to develop effective formative and summative common assessments aligned to eligible content, and utilizing the data produced from such assessments to improve student growth and achievement.	10/01/2020 - 06/11/2021
At least 10% 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). (Math Goal)			
At least 10% 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 Goal)			

**Measurable
Goals**

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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). (ELA Goal)	Using Student Achievement Data to Support Instructional Decision Making (Tier 3) Link: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Teachers will receive coaching on how to review common assessment data and find the gaps in student knowledge/skills.	10/01/2020 - 06/11/2021
At least 10% 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). (Math Goal)			
At least 10% 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 Goal)			

**Measurable
Goals**

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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). (ELA Goal)	Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf	Teachers will help students create Lexia, MyPath, and Learning A-Z accounts.	08/31/2020 - 09/18/2020
At least 10% 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). (Math Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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). (ELA Goal)	Blended Learning (Tier 2) Link: https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf	Teachers will receive coaching on how to infuse elements of the BLRM into their lesson plans.	08/31/2020 - 09/04/2020
At least 10% 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). (Math Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 90% of students are enrolled in and passing college/career readiness coursework (AP, IB, CTE, and dual enrollment courses). (CTE Goal)	Check and Connect (Tier 3) Link: https://www.evidenceforpa.org/strategies/6	Staff will receive Check and Reflect refresher training so that they understand how to hold conversations with students using this tool	08/24/2020 - 08/28/2020
At least 67% of 12th grade students will be on-track for graduation. (12th On-Track Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 90% of 9-11th grade students are on-track to complete the ESSA artifacts for the career standards benchmark, as reported on the Future Ready Index. (Naviance Goal)	Naviance (Tier 4) Link: https://www.evidenceforpa.org/strategies/228	Counselors will provide training around Naviance to teachers	09/01/2020 - 09/30/2020

