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	6060
Name of School	Martin Luther King High School
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)	SGS, CTE
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	STEP, IBHS, JJC, Relationships First
Principal Name	Keisha Q. Wilkins
Years as Principal	6
Years as Principal at this School	6

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Keisha Wilkins	Martin Luther King Jr. HS	kqfaust@philasd.org
Additional Leadership Team Representative	Schnee Gant	Martin Luther King Jr. HS	segant@philasd.org
Additional Leadership Team Representative	Carlos Peterson	Martin Luther King Jr. HS	cpeterson@philasd.org
Additional Leadership Team Representative	Steven Sykes	Martin Luther King Jr. HS	ssykes@philasd.org
Math Content Specialist/Teacher Leader	Jill Stevenson	Martin Luther King Jr. HS	jmyarnall@philasd.org
Literacy Content Specialist/Teacher Leader	Dr. Stephen Flemming	Martin Luther King Jr. HS	sflemming@philasd.org
Science Content Specialist/Teacher Leader	Jill Stevenson	Martin Luther King Jr. HS	jmyarnall@philasd.org
School-based Climate Representative	Jamal Ferguson	Martin Luther King Jr. HS	jkferguson@philasd.org
Parent	Tasha Samuels	Martin Luther King Jr. HS	tashasamuels0717@gmail.com
Community member	Christine Wiggins	Youth Prevention Coalition	naa.servant@gmail.com
Business partner (other than parent or community member)	Khym Lawson	Associated Alumni of King HS	khatlaw1@gmail.com
Student (required for High Schools)	Samiya Sawyer	Martin Luther King Jr. HS	9741190@philasd.org
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Regional Director	Edward Davies	SDP	eadavies@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	Catherine Darin	SDP	cdarin@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)	TBD	TBD	TBD
Relationships First Coach (if applicable)	NA	SDP	dmerin@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	NA		
Special Education Compliance Monitor	Aisha Eubanks	Martin Luther King Jr. HS	aaeubanks@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 teachers, administrators, and staff of The Promise Academy at Martin Luther King High School, in collaboration with parents, guardians, community members and others, are committed to ensuring that all MLK students are respected for who they are and are empowered to grow both academically and personally. We are a student-centered school where everything we do is directly aligned with student success. We absolutely believe in the worth, intelligence, special gifts and dignity of each and every student. We passionately and with a sense of urgency are devoted to constantly creating and maintaining a safe, orderly and secure environment where high levels of teaching and learning occur and where our students understand that they are royal scholars whom we expect to represent the great legacy of Dr. King.
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Martin Luther King 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	65.4%	8.7%	6.7%	17.3%	67.3%	30	41.1%	8.6%	6.9%	25.9%	58.6%
10th	59.4%	4.9%	3.7%	11.0%	80.5%	34	49.6%	7.6%	4.5%	12.1%	75.8%
11th	53.1%	14.5%	11.6%	18.8%	55.1%	40	42.5%	16.7%	11.1%	25.9%	46.3%
12th	59.9%	9.4%	8.2%	16.5%	65.9%	36	42.9%	6.7%	8.3%	21.7%	63.3%

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	60.4%	15.6%	3.1%	30.2%	51.0%	35	57.4%	11.1%	16.0%	24.7%	48.1%
10th	54.3%	18.7%	14.7%	20.0%	46.7%	42	57.1%	18.4%	19.7%	30.3%	31.6%
11th	51.5%	20.9%	6.0%	22.4%	50.7%	35	42.5%	37.0%	11.1%	20.4%	31.5%
12th	47.2%	16.4%	16.4%	11.9%	55.2%	34	36.4%	25.5%	11.8%	19.6%	43.1%

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	36.7%	23.3%	27.7%	16.5%
90-95% days	9.6%	21.9%	20.1%	16.7%
85-90% days	8.0%	12.8%	14.4%	14.8%
80-85% days	5.2%	9.4%	9.3%	10.6%
<80% days	40.5%	32.6%	28.5%	41.4%

Monthly Attendance Snapshots (Click for link to data)

Jan 2021	Jan 2020	March 2020	March 2019
34.5%	23.1%	23.3%	30.6%
12.5%	22.6%	21.9%	21.8%
7.9%	11.4%	12.8%	13.3%
3.8%	10.6%	9.4%	8.5%
41.3%	32.4%	32.6%	25.7%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	83.9%	80.4%	77.6%
Black/Afr Amer	83.9%	80.1%	77.3%
Hispanic/Latino	76.9%	78.9%	94.7%
Asian	100.0%	100.0%	100.0%
White	83.3%	100.0%	53.8%

Martin Luther King 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	Special Ed and Gen Ed teachers need to collaborate, co-plan, and co-teach lessons that are aligned to PA standards and differentiated for student needs	% 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
- Lesson plans and instruction include at least 60% of the look fors in the ELA Framework, where differentiation for students needs (drawing from OSS framework) are also evident throughout the instructional block and where pacing meets the District's curricular expectations. - Content-specific PD and coaching models align with data on teacher needs in relation to the ELA/OSS Frameworks - 51% of teacher and student mindsets value literacy class cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies.	- Conduct learning walks to assess teachers' implementation of the ELA Framework strategies discussed in PD at King, using the LN4 ELA framework feedback tool - As an instructional leadership team, review teachers' lesson plans to determine alignment to the PD strategies discussed at King and rate the grade-level instruction evident in the lesson plans - Mid-year survey teachers/support staff to determine any new needs or unanticipated needs

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Inventory existing reading materials at King and purchase additional resources if necessary	7/1/2021	8/31/2021	Leadership Team/English Dept	Checklist of existing reading resources	N
Create a beginning of the year survey for teachers to complete regarding areas of needed professional learning within the ELA framework	7/15/2021	8/31/2021	Flemming/Peterson	survey materials	N
Identify research on differentiation best practices with teachers	8/1/2021	9/15/2021	Leadership Team	Summary of research on best practice to share	N
Create a PD scope/sequence on co-teaching models and King's literacy/differentiation strategies for the year, particularly in support of the ELA instructional block and helping students access complex texts	8/1/2021	10/1/2021	Leadership team	teacher surveys, input, observation data, and goals	N
Schedule PD "Achieve 3000" for ELA teachers at least once per semester on how to effectively use these tools for individualized learning	8/1/2021	5/1/2022	S. Flemming, SBTL	Acheive3000 subscription	N
Implement monthly PD opportunities, which include traditional workshops, classroom intervisitation, and lesson studies.	8/23/2021	4/1/2022	Leadership team	PD plan	N
Establish collaboration norms between special and general education teachers	8/23/2021	12/1/2021	S. Sykes/A. Eubanks (Sped department)	Intervention materials/ Relevant IEP Documents	N
Ensure that all leaders and teachers actively participate in the District's professional learning for ELA framework implementation.	9/1/2021	6/1/2022	Flemming/Peterson	PD log	N
Within professional learning time, incorporate time for teachers to analyze lessons and written teacher cases that include curricular and instructional models to have a vision of practice on which to anchor their own learning and growth	9/1/2021	6/1/2022	Flemming/Peterson	PD plan	N
Teachers will administer diagnostic tests, such as Achieve 3000, during the first month of school, while also offering additional testing dates to include new students, in order to screen students for their reading and math difficulties.	9/1/2021	10/1/2021	S. Flemming, SBTL	Acheive3000 subscription	N
ELA Lead will monitor student usage of Achieve 3000 weekly to ensure fidelity with the 45/90 minutes of student usage per week, assign new lessons if needed, and also drive competitions and reward students.	9/1/2021	6/1/2020	S. Flemming, SBTL	Acheive3000 subscription	N
Ensure that Special Education teachers know which students they service in ELA, and the plan for collaborating with their general education teacher counterparts	9/1/2021	6/1/2022	S.Sykes/A. Eubanks (Sped Department)	Intervention materials/ Relevant IEP Documents/Content Area	N
develop a plan to build buy in with teachers and monitor investment in the framework	9/1/2021	6/1/2022	Leadership Team	Copy of ELA Framework	N
Teachers will integrate Achieve 3000 or other online programs into their digital learning model each week for at least 45 minutes per intervention (90 minutes for 9th grade).	9/7/2021	6/1/2022	S. Flemming, SBTL	Acheive3000 subscription	N
Share research on differentiation best practices with teachers during each PD day	9/15/2021	6/14/2022	Leadership Team	Summary of research on best practice to share	
Provide teachers with model lesson plans that incorporate King's strategies for literacy instruction	9/15/2021	2/15/2022	Flemming/Peterson	model plans	N
As an instructional leadership team, review teachers' lesson plans to determine alignment to the PD strategies discussed at King and rate the grade-level instruction evident in the lesson plans	10/1/2021	6/1/0222	Leadership team	lesson plans, meeting times, rubric or tool	
Identify what student data will be used to inform instruction	10/15/2021	12/1/2021	Flemming/Peterson	multiple data sources	N
Conduct learning walks to assess teachers' implementation of the ELA Framework strategies discussed in PD at King, using the LN4 ELA framework feedback tool	10/15/2021	6/1/2022	Flemming/Peterson	framework feedback tool, scheduled time,	N
plan and implement 2 writing celebrations such as a poetry slam or essay contest	11/1/2021	5/1/2022	English/Arts Department	assignments, rubrics, flyers, space for celebration, meeting time to plan	N
conduct 2 schools visits at KHSA or another LN4 schools	12/1/2021	6/1/2022	Leadership Team		N
utilize common rubrics for writing across grades and/or content areas	12/1/2021	6/1/2022	English Department	determine common rubrics, time to plan and norm	Y
Adjust the PD plan based on ELA framework implementation data and teacher feedback on PD needs	12/1/2021	3/1/2022	Leadership team	triangulated data and PD plan	N
Mid-year survey teachers/support staff to determine any new needs or unanticipated needs.	1/1/2022	2/1/2022	Flemming/Peterson	survey materials	N
develop units for various genres of writing	1/27/2022	6/1/2022	English Department	genre calendar	N
					N

Martin Luther King 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	Special Ed and Gen Ed teachers need to collaborate, co-plan, and co-teach lessons that are aligned to PA standards and differentiated for student needs	% 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
- Lesson plans and instruction include at least 80% of the look fors in the Math Framework, where differentiation for students needs (drawing from OSS framework) are also evident throughout the instructional block and where pacing meets the District's curricular expectations. - Content-specific PD and coaching models align with data on teacher needs in relation to the Math/OSS Frameworks - 51% of teacher and student mindsets value math class cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies.	- Monitor lesson plans and provide immediate feedback - monitor student engagement through the use of "Student outcome Goals" - Create a beginning of the year survey for teachers to complete regarding areas of needed professional learning within the Math Framework

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create a PD plan for new teachers	7/15/2021	8/30/2021	Stevenson (SBTL)/Gant (AP)	New Math Curriculum	N
Create a beginning of the year survey for teachers to complete regarding areas of needed professional learning within the Math Framework	8/1/2021	9/15/2021	Stevenson/Gant	Survey	N
Train teachers on the new curriculum-- provide curriclum if available and working sessions	8/1/2021	9/30/2021	Stevenson	New Math Curriuclum	N
Create structure and teacher expectations for intervention use based on student performance data	8/15/2021	9/30/2021	Stevenson/Gant	Diagnostic Assessments per subject	N
Ensure that all leaders and teachers actively participate in the District's professional learning for math framework implementation.	8/15/2021	6/1/2022	Ms. Brown (PD attendance)	district PD schedule; PD log	N
Review the NEW math curriculum and plan for its implementation	8/20/2021	10/30/2021	Mrs. Stevenson	NEW math curriculum	Y
Monitor lesson plans and provide immediate feedback	8/20/2021	4/15/2022	Mrs. Gant	Google Classroom for submittin	N
provide PD Around Norms in the Math Classroom (Promote positivity, Equitable group work, Academic Safety, Quality Work, and Risk Taking)	8/25/2021	8/25/2021	Stevenson	Text: Necessary Conditions	Y
As an instructional leadership team, review teachers' lesson plans to determine alignment to the PD strategies discussed at King and rate the grade-level instruction evident in the lesson plans	8/26/2021	5/30/2022	Stevenson/Gant	scheduled time to mee; lesson plans; tool for norming feedback	N
Weekly check-ins along with collaboration of same subject teachers	9/1/2021	6/1/2022	Mrs. Stevenson	schedule time	N
structure asynch time and provide PL on how to do it; monitor usage	9/1/2021	11/15/2021	Stevenson/Gant	clear expectations (document or otherwise)	N
set and comminucate clear expectations around inclusive student activities	9/1/2021	10/1/2021	Stevenson/Gant	clear expectations (document or otherwise)	N
train teachers on the new curriculum-- Q1 units	9/1/2021	11/15/2021	Stevenson	units; time to meet	N
PD on supporting students who are Special Ed during small groups	9/15/2021	11/1/2021	Mrs. Eubanks	PD resources and materials	Y
monitor student engagement through the use of "Student outcome Goals".	9/15/2021	12/1/2021	Stevenson/Gant	Student Outcome Goals	N
Instructional walks and informal observations will be conducted each quarter to identify trends in instructional practice and to allow for consistent feedback to be provided to teachers.	9/20/2021	3/24/2021	Stevenson/Gant/Admin Team	walkthrough tools	N
provide PD on co-teaching models and best practices/ expectations and King	9/24/2021	11/24/2021	Eubanks	PD materials	
use the math framework feedback tool to provide loops of feedback	9/30/2021	6/1/2022	Leadership Team	feedback tool	N
Schedule PD with ""Math Intervention TBD" for math teachers at least once per semester on how to effectively use these tools for individualized learning pathways as part of the MTSS process.	10/1/2021	5/1/2022	Stevenson/Gant	PD plan	N
identify which students need to master pre-algebraic skills; provide intervention	10/1/2021	11/1/2021	Math Teachers	assessment data	N
Within professional learning time, incorporate time for teachers to analyze lessons and written teacher cases that include curricular and instructional models to have a vision of practice on which to anchor their own learning and growth	10/1/2021	6/1/2022	Leadership Team	PD plan and schedule	N
Professional learning on small group instruction (after STAR data availablbe)	10/1/2021	12/20/2021	Stevenson/Gant	PD plan	Y
Teachers will integrate math intervention (TBD) into class for a minimum of 45 minutes per week.	10/4/2021	5/30/2022	Stevenson/Gant	math intervention program	N
Identify what student data will be used to inform instruction	10/4/2021		Math Teachers and SBTL	multiple data sources	N
monitor use of interventions and provide usage data to teachers and students	10/15/2021	6/1/2022	Stevenson/Gant	math intervention program	N
make intervention usage connect directly to the math framework, STAR and teacher assessments	10/30/2021		Mrs. Gant	math intervention program	N
train teachers on the new curriculum-- Q2 units	11/15/2021	1/30/2022	Stevenson	units; time to meet	Y
Mid-year survey teachers/support staff to determine any new needs or unanticipated needs.	12/1/2021	2/1/2022	Mrs. Stevenson/Ms. Gant	survey and time to analyze data	N
Adjust the PD plan based on math framework implementation data and teacher feedback on PD needs	12/15/2021	3/15/2022	Mrs. Stevenson/Ms. Gant	mulitple data sources; team to triangulate the data	N
train teachers on the new curriculum-- Q3 units	2/1/2022	4/1/2022	Stevenson	units; time to meet	Y
train teachers on the new curriculum-- Q4 units	4/1/2022	6/1/2022	Stevenson	units; time to meet	Y

Martin Luther King HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Common Planning Time (Focus: Tier I Academics)	EBS: Standards Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Special Ed and Gen Ed teachers need to collaborate, co-plan, and co-teach lessons that are aligned to PA standards and differentiated for student needs	% 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
Board Goal 5	We need to more intentionally market and define CTE pathways for students.	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

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
For core-content CPT: - CPT buy-in is enhanced through ongoing PD that increases teachers' capacities to plan and teach their content effectively, and through the identification of data sources (i.e. universal screeners) that support teachers' instructional planning - The feasibility of the CPT strategy is attained through (a) sacred and structured time set aside each week for meaningful, content-specific collaboration, (b) the use of protocols to guide focused discussion, and (c) facilitation of CPT by skilled leaders. - CPT discussions include courageous conversations about issues of equity and/or racial biases and opportunities for planning/refining culturally responsive instruction for the academic success of all students. **For CTE-specific CPT:** - The appropriateness of the CTE CPT strategy will be developed through ongoing PD that increase CTE teachers' capacities to plan and teach their content effectively, and through the identification of data sources (NOCTI, PALs) that should focus the work of the CTE teachers. - A designated school leader will be appointed to help design the CTE vision for the school, facilitate CPT meetings for CTE meetings, and develop CTE teachers' pedagogical content knowledge, in order to increase the feasibility of CTE collaboration - In terms of fidelity, CTE teachers will engage in CPT in order to both meet SDP deadlines and also collaborate on curricular innovation (based on real world needs and student needs), and collect/analyze student data at least once a semester	- At the end of each semester, CPT participants will be surveyed on their perceptions on the effectiveness of CPT in helping them plan instruction and teach their content effectively (align survey questions with the outputs) - Lesson plans in Google Classrooms will be reviewed each week in relation to the CPT themes/focus areas for planning - Student work on constructed response questions will be analyzed every other week (bi-weekly) using the SDP Student Work Analysis Protocol to demonstrate whether students are demonstrating proficiency of grade-level concepts. - Student data on STAR and Benchmark assessments will be analyzed at least once a quarter to see if the school is making progress towards end of year goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
School leaders will establish a coaching and PD schedule with Mark Wilson, Career Awareness Specialist, which will incorporate trainings on PALs, CPT collaboration, etc.	8/1/2021	10/30/2021	Principal Wilkins and Mark Wilson, Career Awareness Specialist	PD schedule, school calendar	
A schedule of CPT meetings for core content teachers and CTE teachers will be established at the beginning of the year, where there will be one opportunity for collaboration between core content teachers and CTE teachers, and one opportunity for delineated CPT	8/1/2021	9/15/2021	Principal Wilkins	School calendar, CPT schedule, teacher schedules	
Teachers will receive PD at the start of the school year around (1) which STAR reports to utilize for identifying individual student learning needs and how to triangulate these reports with Imagine Math/Achieve 3000 data, (2) how to create tiered groups based on diagnostic reports, (3) how to create instruction plans for those tiered groups, and (4) how to monitor student progress toward addressing identified learning needs.	8/23/2021	9/30/2022	SBTLs	PD schedule, PD resources	
CPT agendas will be created by the SBTLs and administrators to align with the scope/sequence and instructional frameworks each week	8/31/2021	6/1/2022	School administrators and SB	CPT agendas, instructional frameworks	
SBTLs will oversee weekly common planning time to provide support around planning standards-aligned units of instruction and weekly lesson plans that include standards-based objectives and criteria for mastery	9/7/2021	6/14/2022	SBTLs	CPT agendas, instructional frameworks	Y
At least one CPT a month will be dedicated to SEL with STEP Clinical Coordinator and Counselors	9/7/2021	5/1/2022	STEP Clinical Coordinator; Counselors	CPT agendas	
SBTLs and administrators will establish a CPT cycle that includes: setting expectations, lesson planning based on grade-level standards, data review (CRQs, STAR, student work protocols), and sharing of best practices (including through instructional rounds).	9/30/2021	6/14/2022	School administrators and SB	CPT agendas, instructional frameworks	
Student work on constructed response questions will be analyzed every other week (bi-weekly) using the SDP Student Work Analysis Protocol to demonstrate whether students are demonstrating proficiency of grade-level concepts.	10/1/2021	6/1/2022	SBTL's	Student work anaysis form	
Teachers will develop re-teach and intervention plans based on their analysis of student work and student data every other week.	10/1/2021	6/1/2022	SBTL	Intervention templates	
Lesson plans in Google Classrooms will be reviewed each week in relation to the CPT themes/focus areas for planning	10/1/2021	6/14/2022	School administration	Google Classroom, CPT documents	
Student data on STAR and Benchmark assessments will be analyzed at least once a quarter to see if students are showing growth each quarter.	10/20/2021	6/1/2022	SBTL's	STAR Data reports	
At least once a quarter, PD on CTE instructional strategies will be provided to CTE teachers	11/1/2021	6/1/2022	Principal Wilkins and Mark Wilson, Career Awareness Specialist	PD schedule for CTE Teachers	
At the end of each semester, CPT participants will be surveyed on their perceptions on the effectiveness of CPT in helping them plan instruction and teach their content effectively	12/1/2021	12/15/2022	School administration, with LN4 PLS	CPT survey	
At the end of each semester, CPT participants will be surveyed on their perceptions on the effectiveness of CPT in helping them plan instruction and teach their content effectively	6/1/2022	6/14/2022	School administration, with LN4 PLS	CPT survey	

Martin Luther King HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
	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	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- 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 - Faculty/staff will work together to adapt Healing Together to meet the credit recovery needs of students and as a result, buy-into the appropriateness of this strategy - The feasibility and sustainability of Healing Together will be achieved through clear systems/structures that allot sufficient time, material resources, and human capital resources to this strategy - There will be implementation with fidelity of at least 75% of the components of community meeting/advisory, which include time each day for (a) greeting, (b) share related to SEL or CCR, (c) activity related to SEL or CCR, and (d) a closing/challenge. - The community meetings/advisory time will result in a sense of classroom identity, school identity around credit attainment and CTE programming, an orientation to helping students succeed on their paths to graduation, and partnerships with various school stakeholders involved in helping students achieve their postsecondary plans	- Staff will fill out a "check for understanding" survey at the mid-year mark and end of year mark to determine their understanding of the Healing Together initiative - The school counseling/MTSS team will review students' credit profiles at the end of each quarter to determine progress towards the graduation goals - Observations of community meetings will occur at least once a quarter to determine fidelity of implementation

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Students who failed courses the previous year will be registered in 9th and 10th grade credit recovery courses this year (11th and 12th grade students will be registered with the District's credit recovery offerings)	7/1/2021	6/14/2022	Darcelle Void-Boston, Roster Chair	Previous transcripts, after school credit recovery funding	N
Students will have the opportunity to experience one CTE course each quarter in the 9th grader so they can identify a pathway for 10th grade	7/1/2021	6/14/2022	Darcelle Void-Boston, Roster Chair	Student rosters	
Train staff in advisory (and its connections to social-emotional learning and college/career advising)	8/23/2021	8/31/2021	Counselors		
The counselors will establish monthly advisory themes in a yearlong calendar, and revisit as needed	8/23/2021	9/30/2021	Counselors		
Identify a community organization to support students who have both experienced and demonstrated socioemotional/behavioral concerns	8/23/2021	10/30/2021	STEP Clinical Coordinator, Conflict Resolution Speicalist		
Establish anti-violence workshops to work with students in small groups in classrooms and/or in advisory	8/23/2021	10/30/2021	STEP Clinical Coordinator, Conflict Resolution Speicalist, Temple's Anti-Violence Organization		
The counselors will provide advisory resources to teachers, who can adapt them to fit needs of the school community	8/31/2021	6/14/2021	Counselors		
Promote trade schools and expose students to those opportunities	9/1/2021	6/14/2022	Sakinah Sabree, 11/12th Grade Counselor		
In advisory, 9/10th Grade Counselor will review with students at the begining of school year what credits are required to move from current grade to the next grade, the credits needed for graduation.	9/7/2021	10/1/2021	Patricia Vasquez-Smith, 9/10th grade counselor	MLK Credit Bingo	
The 11th/12th grade counselor will meet with all student to develop a solid post-secondary plan and identify academic and career activities to prepare and motivate students during advisory.	9/7/2021	10/1/2021	Sakinah Sabree, 11/12th Grade Counselor	MLK Credit Bingo, SIS	
Teachers will refer students to counselors (or students will refer themselves) based on concerns about grades/attendance/behavior in an ongoing basis	9/7/2021	6/14/2022	Patricia Vasquez-Smith, 9/10th grade counselor and Sakinah Sabree, 11/12th Grade Counselor Dean of Student Support		
Revisit advisory resources during Common Planning Time once a month	9/30/2021	6/14/2022	Counselors		
At the middle and end of each marking period, review student grades (Check and Reflect) to identify those who failed a course and those on track for credit attainment. During these Check and Reflect conferences, students will be reminded about the need to pass courses/stay on track to avoid credit recovery necessities so that they can enroll in CTE pathways in 10-12th grades	10/15/2021	6/14/2022	Patricia Vasquez-Smith, 9/10th grade counselor and Sakinah Sabree, 11/12th Grade Counselor Dean of Student Support	Check and Reflect forms	
Introduce this community organization to staff to orient them to their supports	11/1/2021	12/20/2021	STEP Clinical Coordinator, Conflict Resolution Speicalist		
Progress monitor implementation using "check for understanding" survey	12/1/2021	12/20/2021	Ferguson (Climate Manager), with the SDP Climate Office and LN4 Climate and Culture Coach		
Incorporate Student Well-Being Survey, which is a 5 minute survey administered in advisory as needed	12/1/2021	6/14/2022	Ferguson (Climate Manager), with the SDP Climate Office and LN4 Climate and Culture Coach		
The 9/10th grade counselor will complete credit profiles for 10th graders after the first semester grades are finalized to document which students are on track for graduation and which are not and then need to have credit recovery	1/1/2022	2/1/2022	Patricia Vasquez-Smith, 9/10th grade counselor		
The 11/12th grade counselor will complete credit profiles for 11th and 12th graders after the first semester grades are finalized to document which students are on track for graduation and which are not and then need to have credit recovery	1/1/2022	2/1/2022	Sakinah Sabree, 11/12th Grade Counselor		
Survey 9th grade students to see what CTE programs interest them	3/1/2022	4/30/2022	Patricia Vasquez-Smith, 9/10th grade counselor		
Based on student survey data, determine what CTE programs we can bring in down the road based on funding and materials needed	4/30/2022	6/14/2022	Patricia Vasquez-Smith, 9/10th grade counselor		
Progress monitor implementation using "check for understanding" survey	5/20/2022	6/14/2021	Ferguson (Climate Manager), with the SDP Climate Office and LN4 Climate and Culture Coach		
The 9/10th grade counselor will complete credit profiles for 10th graders after the second semester grades are finalized to document which students are on track for graduation and which are not and then need to be enrolled in summer school	6/1/2022	2/14/2022	Patricia Vasquez-Smith, 9/10th grade counselor		

	The 11/12th grade counselor will complete credit profiles for 11th graders after the second semester grades are finalized to document which students are on track for graduation and which are not and then need to be enrolled in summer school	6/1/2022	2/14/2022	Sakinah Sabree, 11/12th Grade Counselor		

Martin Luther King HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

PBIS - New Schools (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	To improve relationship building between our staff and students, we need to balance both the understanding of the macro systemic issues that are facing our students in addition to the micro level of understanding of who our students are on an individual level so we can build that into the rapport building and culture of learning in each clasroom. The school can support this with schoolwide intentionality around the events that occur in the school where students and staff can share parts of themselves.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.
Additional Goal 1	To improve relationship building between our staff and students, we need to balance both the understanding of the macro systemic issues that are facing our students in addition to the micro level of understanding of who our students are on an individual level so we can build that into the rapport building and culture of learning in each clasroom. The school can support this with schoolwide intentionality around the events that occur in the school where students and staff can share parts of themselves.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- PBIS values, behavioral expectations, and discipline policy reflect the collective input from school stakeholders (e.g, students, teachers, parents), with the majority of these stakeholders believing that that the PBIS vision is the appropriate, culturally reponsive and sustaining approach to climate at the school - The planning for the PBIS model for next year will be seen as feasible through the appropriate allocation of time, resources, and documentation systems for (a) PBIS teams to meet regularly to plan PBIS Initiatives, review student data, and implement/monitor student interventions and (b) faculty/staff to teach/reinforce positive behavioral norms in the classroom, promote PBIS initiatives, and receive ongoing support to improve their PBIS practices.	- Pre/post survey (and focus groups) will be administered to staff and students on their peceptions of the PBIS model - Each quarter, students' attendance and suspension data will be reviewed to determine school progress towards end of year goals

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Solicit stakeholder feedback on the preliminary PBIS model (values, behavior expectations, etc) in community meetings (students), SAC meetings (parents), staff meetings	4/1/2021	5/30/2022	Ferguson (Climate Manager), Climate Support Staff, Lancit (STEP Clinical Coordinator), Counselors, FACE Liaison		
Complete the Self-Assessment Survey	5/1/2021	6/14/2021	Ferguson (Climate Manager) and PBIS Coach		
Norm PBIS understanding/expectations among the school leadership team	7/1/2021	8/23/2021	Ferguson (Climate Manager) and PBIS Coach		
Restablish a PBIS team, with clear team operating procedures	8/1/2021	12/1/2021	Ferguson (Climate Manager) and PBIS Coach		
Each quarter, create/implement a calendar of town/halls incentives that will be offered on a monthly basis to incentivize attendance and behavior	8/23/2021	11/15/2021	Ferguson (Climate Manager), Climate Support Staff, Lancit (STEP Clinical Coordinator), Counselors		
Contact 8th grade feeder patterns to recieve lists of IBHS students	8/23/2021	10/30/2021	STEP Clinical Coordinator and Counselors		
Establish a multidisciplinary MTSS team to discuss and assess students response to interventions	8/23/2021	9/30/2021	Ferguson (Climate Manager), STEP Clinical Coordinator and Counselors		
Establish collaboration norms with IBHS provider and truancy provider	8/31/2021	10/30/2021	STEP Clinical Coordinator and Counselors		
Re-integrate SAP provider into the school for assessments and appropriate referrals	8/31/2021	10/30/2021	STEP Clinical Coordinator and Counselors		
Obtain releases of information from outside, Tier 3 providers for continuity of care	8/31/2021	6/14/2022	STEP Clinical Coordinator and Counselors		
Set an ongoing calendar schedule to meet with outside providers including and not limited to; DHS, JPO, and Behavioral Health	8/31/2021	10/30/2021	STEP Clinical Coordinator and Counselors		
Meet as a MTSS team to discuss students' attendance/climate data and the movement across tiers based on interventions	9/30/2021	6/14/2022	Ferguson (Climate Manager), Conflict Resolution Specialist, STEP Clinical Coordinator and Counselors		
The PBIS team will attend a full day of training throughout the year	12/1/2021	12/20/2021	Ferguson (Climate Manager) and PBIS Coach		
Each quarter, create/implement a calendar of town/halls incentives that will be offered on a monthly basis to incentivize attendance and behavior	12/1/2021	12/20/2021	Ferguson (Climate Manager), Climate Support Staff, Lancit (STEP Clinical Coordinator), Counselors		
Solicit stakeholder feedback on the preliminary PBIS model (values, behavior expectations, etc) in community meetings (students), SAC meetings (parents), staff meetings	12/1/2021	1/30/2022	Ferguson (Climate Manager), Climate Support Staff, Lancit (STEP Clinical Coordinator), Counselors, FACE Liaison		
Create 3-5 school-wide behavior expectations and associated behavior skills	12/1/2021	1/30/2022	Ferguson (Climate Manager) and PBIS Coach		
Develop formal lesson plans for teaching behavior expectations	12/1/2021	1/30/2022	Ferguson (Climate Manager) and PBIS Coach		
Develop PBIS materials that teachers can utilize to teach behavior expectations	12/1/2021	1/30/2022	Ferguson (Climate Manager) and PBIS Coach		
Each quarter, create/implement a calendar of town/halls incentives that will be offered on a monthly basis to incentivize attendance and behavior	1/30/2022	2/10/2022	Ferguson (Climate Manager), Climate Support Staff, Lancit (STEP Clinical Coordinator), Counselors		
The PBIS team will attend a full day of training throughout the year	2/1/2022	3/1/2022	Ferguson (Climate Manager) and PBIS Coach		
Create school-contextual classroom managed and office managed behavior definitions	2/1/2022	3/30/2022	Ferguson (Climate Manager) and PBIS Coach		

	Make a school Behavior Management Flowchart	2/1/2022	3/30/2022	Ferguson (Climate Manager) and PBIS Coach	
	The PBIS team will attend a full day of training throughout the year	3/1/2022	3/30/2022	Ferguson (Climate Manager) and PBIS Coach	
	Prepare formal PBIS manual with all permanent products	3/1/2022	3/30/2022	Ferguson (Climate Manager) and PBIS Coach	
	Schedule, plan for, and prepare to deliver student kickoffs and staff trainings for next year	3/1/2022	3/30/2022	Ferguson (Climate Manager) and PBIS Coach	
	Each quarter, create/implement a calendar of town/halls incentives that will be offered on a monthly basis to incentivize attendance and behavior	4/1/2022	4/15/2022	Ferguson (Climate Manager), Climate Support Staff, Lancit (STEP Clinical Coordinator), Counselors	
	Complete annual Tiered Fidelity Inventory (TFI) & Action Plan for next year	5/1/2022	6/1/2022	Ferguson (Climate Manager) and PBIS Coach	

Martin Luther King High School [6060] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 4	At least 6% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 12% 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 17% 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 12% 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 17% 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 12% 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 17% 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 12% 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 17% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 5	At least 55% of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 43% 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 47% 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 51% 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 55% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 33% of all students will attend school 95% of days or more	At least 48% of all students will attend school 95% of days or more in Q1.	At least 43% of all students will attend school 95% of days or more in Q2.	At least 38% of all students will attend school 95% of days or more in Q3.	At least 33% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
90% ATTENDANCE GOAL	At least 38% of all students will attend school 90% of days or more	At least 53% of all students will attend school 90% of days or more in Q1.	At least 48% of all students will attend school 90% of days or more in Q2.	At least 43% of all students will attend school 90% of days or more in Q3.	At least 38% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
ZERO SUSPENSION GOAL	At least 83% of students will have zero out-of-school suspensions	At least 95% of students will have zero out-of-school suspensions in Q1.	At least 91% of students will have zero out-of-school suspensions in Q2.	At least 87% of students will have zero out-of-school suspensions in Q3.	At least 83% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GRADUATION GOAL	At least 54% of students will graduate with their 4-year cohort	At least 39% 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 44% 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 49% 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 54% 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?				