VISION FOR LEARNING

Students should leave our school with a mastery of the requisite skills and knowledge needed to complete one of our 10 CTE programs. Students should be proficient in core academic content areas so that they have multiple options for continuing their post-secondary education and the pursuit of employment.

STEERING COMMITTEE

Name	Position	Building/Group
Colette Langston	Principal	Swenson HS
Judy Haughton	Assistant Principal	Swenson HS
Brian Thudium	Math Specialist	Swenson HS
Terese Gallen	English Specialist	Swenson HS
Abram Cushner	Science Specialist	Swenson HS
Dean Lent	Climate Specialist	Swenson HS
Lisa Thompson	Parent	Swenson HS
MeiMei Kwong	Community Member	Swenson HS
Dennis McDonough	Business Partner	Finishing Trades Institute
Edlisse Salas-Romero	Student	Swenson HS
Lisa Baranek	Special Education Case Manager	Swenson HS
Joe Taylor	Planning Support	School District of Philadelphia
Alison Barnes	Professional Learning Specialist	School District of Philadelphia
Shaniece Boyd	Attendance Coach	School District of Philadelphia
Kyle Cephas	Climate and Culture Coach	School District of Philadelphia
Johanna Agnew	Prevention and Intervention Specialist	School District of Philadelphia
Ervin Miller	Talent Partner	School District of Philadelphia
John O'Brien	Grants Compliance Monitor	School District of

Name	Position	Building/Group
		Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices, with a focus on improving scaffolding and differentiation practices	English Language Arts Mathematics STEM
We will implement a multi-tiered system of supports with a focus on better serving our students who have faced significant traumas that impact their ability to be successful behaviorally and academically	School climate and culture Regular Attendance Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy
Universal Screening for Emotional/Behavioral Risk

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least 97% of 9-12th grade students will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a plan for comprehensive MTSS that includes targeted supports	2020-08-01 - 2020-08-31	Jody Rubin and Valerie Hertz/Counselors	SIS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
for students at Tiers II and III			
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	2020-08-01 - 2020-08-31	Colette Langston/Principal and Judy Haughton/Assistant Principal	Calendar
Establish clear roles and responsibilities for oversight and implementation of identified approach	2020-08-01 - 2020-08-31	Colette Langston/Principal	Organizational Chart
Create behavior plans for all students receiving Tier II or Tier III services	2020-09-14 - 2021-06-11	Jody Rubin and Valerie Hertz/Counselors and Dean Lent/Dean of Students	Behavior Plans

Anticipated Outcome

All students requiring a Tier II and III plan will receive one

Monitoring/Evaluation

The counselor will oversee universal screener completion data to ensure all students have been assessed The MTSS team will meet monthly to review Tier II/III interventions to determine which students need new interventions and which students can be exited

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Evidence-based Strategy

Youth Courts

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least 97% of 9-12th grade students will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train intervention providers in Youth Court	2020-08-24 - 2020-09-18	Dean Lent/Dean of Students	Youth Court Materials
Leverage external partnerships in alignment with Youth Court	2020-10-05 - 2021-02-26	Dean Lent/Dean of Students	Youth Court Materials
Assign students to Tier II interventions based on referral data	2020-10-05 - 2021-06-11	Dean Lent/Dean of Students	Referral Template, SIS
Identify and review key data and process for monitoring effectiveness of Youth Court	2020-10-05 - 2021-06-11	Dean Lent/Dean of Students	Youth Court Data, SIS

Anticipated Outcome

Students will have the opportunity to make amends for low-level offenses they commit

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

Evidence-based Strategy

Attendance Incentives and Early Warning Indicator Monitoring System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance Goal	At least 56% 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 and SAIP process	2020-08-03 - 2020-08-31	Judy Haughton/Assistant Principal	Organizational Chart
Identify key data and process for monitoring effectiveness of attendance incentives and SAIP process	2020-08-24 - 2020-09-30	Judy Haughton/Assistant Principal	EWI Reports
Students with 3+ unexcused absences will receive C-31 letters	2020-09-14 - 2021-06-11	Jody Rubin and Valerie Hertz/Counselors	C-31 Letters, EWI Reports
Meetings will be scheduled with the parents of students with 6+ unexcused absences to develop SAIPs that identify and remove barriers to attendance	2020-10-01 - 2021-06-11	Jody Rubin and Valerie Hertz/Counselors	SAIP Template, EWI Reports
Once the student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	2020-10-01 - 2021-06-11	Jody Rubin and Valerie Hertz/Counselors	Truancy Paperwork, EWI Reports
Students in the	2020-10-05 -	Judy	EWI Reports, Incentives

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
90%-94% attendance band will be identified and incentivized	2021-06-11	Haughton/Assistant Principal	

Anticipated Outcome

Teacher attendance taking practices will improve Students experiencing barriers to attendance will be identified and supports will be put in place

Monitoring/Evaluation

SAIP plans will be progress monitored every 30 days Quarterly, the attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal

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Evidence-based Strategy

Common Planning Time

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	At least 50% 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 28% 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 24% 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
CPT calendar will be	2020-08-01 -	Colette	Calendar, Teacher Rosters

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
developed so that teachers have opportunities to plan with their content teams	2020-08-31	Langston/Principal	
Develop a CPT cycle to include topics such as (1) Data Analysis, (2) The MTSS Process, (3) Collaborative Lesson Planning, (4) PD/sharing of best practices, (5) Creating Common Assessments	-	Colette Langston/Principal	CPT Calendar
Data analysis protocols for STAR, Benchmarks, and student work will be completed	2020-10-05 - 2021-05-31	Judy Haughton/Assistant Principal	Data Analysis Protocols
Teachers will develop plans for re-teaching and adjusting instructional practices based on reviews of student data	-	Judy Haughton/Assistant Principal	Lesson Plans
PD/sharing of best practices will be conducted around differentiation, scaffolding, checks for understanding, and student engagement	2020-08-24 - 2021-06-11	Colette Langston/Principal	PD Materials, Lesson Plans

Anticipated Outcome

Teachers will have increased opportunities to collaborate Teachers will receive regular PD around core instructional practices that are relevant to all teachers

Monitoring/Evaluation

CPT sign in sheets and agendas will be developed and stored physically and electronically Quarterly STAR and benchmark data will be analyzed to determine whether students are making gains in core academic courses

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Evidence-based Strategy

Common Assessments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	At least 50% 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 28% 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 24% 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
ELA, Math, and Biology Keystone-content teachers will create an assessment using released items from the Keystone.	2020-09-01 - 2020-09-11	Keystone Content Teachers	ZipGrade, Common Assessment
ELA, Math, and	2020-09-14 -	Keystone Content	Common Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Biology Keystone-content teachers will administer this assessment at the start of the school year in order to establish a baseline for each student in order to identify individual and class-wide strengths and areas of need.	2020-09-30	Teachers	
Teachers will use ZipGrade to analyze the assessment and identify areas of need. Gaps of skills and knowledge for individual students will be addressed during daily instruction.	2020-09-21 - 2020-12-18	Keystone Content Teachers	ZipGrade, Common Assessment
Teachers in tested areas will meet with the school's instructional leadership to discuss trends in data and to talk about the implications.	2020-09-21 - 2020-12-18	Judy Haughton/Assistant Principal and Colette Langston/Principal	ZipGrade, Common Assessment
ELA, Math, and Biology Keystone-content teachers will administer a condensed version of the baseline assessment at the mid-way point of the school year in order	2021-01-11 - 2021-01-29	Keystone Content Teachers	ZipGrade, Common Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to measure individual and class-wide growth and areas of need.			
Teachers will use ZipGrade to analyze the assessment and identify areas of need. Gaps of skills and knowledge for individual students will be addressed during daily instruction.	2021-01-18 - 2021-02-19	Keystone Content Teachers	ZipGrade, Common Assessment
Teachers in tested areas will meet with the school's instructional leadership to discuss trends in data and to talk about the implications.	2021-01-18 - 2021-02-19	Judy Haughton/Assistant Principal and Colette Langston/Principal	ZipGrade, Common Assessment
ELA, Math, and Biology Keystone-content teachers will administer a condensed version of the baseline assessment at the three-quarter point of the school year in order to measure individual and class-wide growth and areas of need.	2021-04-01 - 2021-04-16	Keystone Content Teachers	ZipGrade, Common Assessment
Teachers will use ZipGrade to analyze the assessment and	2021-04-12 - 2021-05-14	Keystone Content Teachers	ZipGrade, Common Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
identify areas of need. Gaps of skills and knowledge for individual students will be addressed during daily instruction.			
Teachers in tested areas will meet with the school's instructional leadership to discuss trends in data and to talk about the implications.	2021-04-12 - 2021-05-07	Judy Haughton/Assistant Principal and Colette Langston/Principal	ZipGrade, Common Assessment
On a quarterly basis, Teachers and Data Teacher Leader will meet to discuss subgroup student performance to determine whether progress is being made in closing achievement gaps.	2020-09-14 - 2021-06-11	Colette Langston/Principal	ZipGrade, Common Assessment

Anticipated Outcome

Teachers will accurately identify student strengths and challenges using data from ZipGrader and will subsequently create small groups accordingly in order to address individual student learning needs

Monitoring/Evaluation

On a quarterly basis, Teachers and Data Teacher Leader will meet to discuss subgroup student performance to determine whether progress is being made in closing achievement gaps.

Evidence-based Strategy

Check and Reflect

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
9th On-Track Goal	At least 95% of 9th grade students will be on-track for graduation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Check and Reflect will be introduced to staff so that they understand its functions, the data it provides, and how to hold conversations with students using this tool	2020-08-24 - 2020-08-28	Jody Rubin and Valerie Hertz/Counselors	Check and Reflect Report
A schedule for Check and Reflect implementation will be created	2020-09-14 - 2020-09-30	Jody Rubin and Valerie Hertz/Counselors	Calendar
Check and Reflect reports will be shared and reviewed with students monthly, during which students will set SMART goals for themselves	2020-10-01 - 2021-06-11	Teachers	Check and Reflect
Teachers will hold follow-up meetings with students to review their progress in meeting the goals they set for themselves	2020-10-19 - 2021-06-11	Teachers	Check and Reflect

Anticipated Outcome

Students will have increased awareness of their academic and attendance data

Monitoring/Evaluation

Quarterly, administration will review 9th grade on-track data to determine whether we are on-track to meet our EOY 9th grade on-track goal

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of 9-12th grade students will have zero out-of-school suspensions. (Zero OSS)	Youth Courts	Train intervention providers in Youth Court	08/24/2020 - 09/18/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 50% 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) At least 28% 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 24% 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)	Common Planning Time	PD/sharing of best practices will be conducted around differentiation, scaffolding, checks for understanding, and student engagement	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 95% of 9th grade students will be on-track for graduation. (9th On-Track Goal)	Check and Reflect	Check and Reflect will be introduced to staff so that they understand its functions, the data it provides, and how to hold conversations with students using this tool	08/24/2020 - 08/28/2020