

BUILDING 21 ALLENTOWN

265 Lehigh St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Passion. Power. Agency. Sparked by their passion, aware of their power, students build agency and capacity to impact their world.

STEERING COMMITTEE

Name	Position	Building/Group
Jose	Rosado	Allentown School District
Telsa	Comunale	Allentown School District
George	Nonnemacher	Allentown School District
Heather	Harlen	Allentown School District
Chris	Tempro	Allentown School District
Ann Marie	Stevens	Allentown School District
Melissa	Routson	Allentown School District
Andrew	Pattison	Allentown School District
Charles	Linehan	Building 21 Network
Thomas	Gaffey	Building 21 Network
Sandra	Moumoutjis	Building 21 Network
Shannon	Salter	Allentown School District
James	Novak	Allentown School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we provide professional learning in Restorative Circles and an Introduction to Restorative Practices, then teachers will implement circles in their classroom and students will feel welcomed and respected.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>If staff is provided with responsive grade level standards-based materials, curricula, and support then teacher instruction and student achievement will improve.</p>	<p>Career Standards Benchmark</p>
<p>If students are provided opportunities to extend their learning beyond the classroom and guided to reflect on their experiences, then portfolios can be populated and allow students to identify pathways or opportunities for post-secondary success.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
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<p>If Building 21 utilizes a wide variety of assessments to monitor student learning and adjust programming and instructional practices to meet the need of every student then teachers will provide appropriate instruction and intervention to ensure student growth.</p>	<p>School climate and culture</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Engage instructional teams in developing standards-aligned units of instruction.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math, Bio, ELA (Teacher)	By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning.
Math, Bio, ELA (Student)	Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment.
EL	90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prioritizing: Identify and prioritize most critical learning standards among the full set of relevant standards.	2020-07-13 - 2020-07-17	Jose Rosado / Principal	Standards Aligned System (SAS)
Unpacking: Identify the explicit and implicit domain skills for those learning standards.	2020-07-20 - 2020-07-24	Jose Rosado / Principal	Standards Aligned System (SAS)
Powering: Identify essential skills from among the domain skills.	2020-07-20 - 2020-07-24	Jose Rosado / Principal	Standards Aligned System (SAS) Building 21 Competencies
Identify end of year learning targets and vertically align to ensure	2020-07-27 - 2020-08-31	Jose Rosado / Principal	Standards Aligned System (SAS) Building 21 Competencies

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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continuity between grades and courses and sufficient coverage of domains.

Attach learning targets to continua to measure mastery.	2020-07-27 - 2020-08-31	Jose Rosado / Principal	Building 21 Competencies & Continua
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Divide and scaffold end of year targets to most appropriately sequence (Scope and Sequence). Provide professional development related to Scope & Sequence / Standards lists.	2020-07-27 - 2020-08-31	Jose Rosado / Principal	
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Anticipated Outcome

Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Monitoring/Evaluation

Professional development agendas, walk throughs and observations

Evidence-based Strategy

Deliver sound instruction in a variety of modes. (Classroom Instruction - Preparation)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math, Bio, ELA (Teacher)	By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning.
Math, Bio, ELA (Student)	Based on an interim target calculation and using 2018 baseline

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

data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment.

EL

90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year.

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

Weekly lesson plans based on aligned units of instruction.

2020-09-08 -
2021-07-05

Jose
Rosado/Principal

Guide that aligns standards, curriculum, instruction and assessment. Template for planning Common assessments Continua to measure mastery

Individualized instructional plans in response to individual student performance on assessments.

2020-09-08 -
2021-07-05

Jose
Rosado/Principal

Guide that aligns standards, curriculum, instruction and assessment. Template for planning Common assessments Continua to measure mastery

Record of each student's mastery of specific learning objectives.

2020-09-08 -
2021-07-05

Jose Rosado /
Principal

SLATE: Competency Dashboard, Task Dashboard, Students Personalized Learning Plan

Anticipated Outcome

Teacher lesson plans organized in task dashboard

Monitoring/Evaluation

Weekly submission of lesson plans on students task dashboard

Evidence-based Strategy

Extend Learning opportunities for students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Benchmark	98% of students will have 8 artifacts evidenced on their Personal Learning Plans by the end of their 11th grade year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use early intervention data to screen for rising 11th grade students that have fewer than 6 artifacts evidenced.	2020-09-08 - 2020-09-18	Kristyn Senneca / Partnership Coordinator	Student Personalize Learning Plan College and Career Ready Benchmarks Looker Data
Advisors to hold 1 on 1 conference with any advisee short of the 6 artifacts.	2020-09-21 - 2020-10-02	Kristyn Senneca / Partnership Coordinator	
Identify and or develop service learning and summer enrichment opportunities for students.	2020-09-08 - 2021-07-05	Kristyn Senneca / Partnership Coordinator.	

Anticipated Outcome

Service learning Worked based learning Career cluster map

Monitoring/Evaluation

Evidence-based Strategy

Curriculum, Assessment, and Instructional Planning

Measurable Goals

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Math, Bio, ELA (Teacher)	By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage instructional teams in assessing and monitoring student mastery.	2020-09-08 - 2021-07-05	Jose Rosado / Principal	Common Assessments (Pre & Post) Continua Formative assessment methods
Pre and post test administered to all students in grade level.	2020-09-08 - 2021-07-05		
Cycle for reviewing results	2020-09-08 - 2021-07-05		
Revision to instructional plans based on results including flexible grouping of students to account intervention and enrichment.	2020-09-08 - 2021-07-05		

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

Monitoring/Evaluation

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Restorative Practices	Building 21 will end the 2020-2021 school year with a regular attendance rate of 80% or higher for all students groups.
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Restorative Practices	100% of administrators and teachers at Building 21 High School will attend both the Introduction to Restorative Practices and Restorative Practices Professional Learning.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Teachers will attend Introduction to Restorative Practices Professional Development.	2020-09-08 - 2021-06-17		
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Teachers will attend the Restorative Circles Professional Development.	2020-09-08 - 2021-06-17		
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School leaders will model restorative language with talking with students.	2020-09-08 - 2021-06-17		
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Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p>	<p>Curriculum, Assessment, and Instructional Planning</p>	<p>Engage instructional teams in assessing and monitoring student mastery.</p>	<p>09/08/2020 - 07/05/2021</p>
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Building 21 will end the 2020-2021 school year with a regular attendance rate of 80% or higher for all students groups. (Restorative Practices)	Restorative Practices	Teachers will attend Introduction to Restorative Practices Professional Development.	09/08/2020 - 06/17/2021
100% of administrators and teachers at Building 21 High School will attend both the Introduction to Restorative Practices and Restorative Practices Professional Learning. (Restorative Practices)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement _____ ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Black student group showed growth and a growth score of 71. This score was above the statewide growth standard of 70.

Students are building on a broad set of skills through exposure opportunities that include school visits, off site visits to community facilities and summer enrichment programs. These opportunities will allow them to discover their passions and pursue post secondary careers that align with their interests.

The Black student group had a growth score of 71.

We are struggling to identify an strength in math across any student groups.

Overall proficiency on the the Keystone exam increased by one percentage point.

Foster Quality Professional Learning - identifying professional learning needs through analysis of data and multiple learning designs to support the learning needs of staff.

Both the Hispanic and economically disadvantaged student groups increased from 17-18 to 18-19.

Students had a growth score of 71, which is above the statewide growth standard for ELA. (Black student group)

Challenges

Meeting Annual Academic Growth; English Language Arts

Proficiency on Pennsylvania State Assessments; English Language Arts/Literature

Standard for PA Academic Growth - Students need to be a trajectory that meets or exceeds the PA Academic Growth target in order to perform at a proficient level on State Assessments and to build the necessary skills to be College and Career ready.

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Implement a multi-tiered system of supports for academics and behavior

Implement evidence-based strategies to engage families to support learning

Both ELA and Math growth score (50 for both areas) were significantly below the

Challenges

statewide growth standard of 70.

Significant decrease in proficiency on the English Keystone (44.2% to 27%).

Lack of growth for all student groups in all Keystone Assessments.

Attendance is below state expectations for all students groups.

Career benchmarks are below state expectations for all student groups.

Only 54% of the EL population, with sufficient data to measure growth, maintained and grew their overall performance level.

Most Notable Observations/Patterns

Students, all groups, are showing little or no evidence of success on standardized assessments. Additionally, the evidence suggests that students are not making adequate progress as measured through Standard PA Academic Growth in all content areas.

Challenges	Discussion Point	Priority for Planning
Implement a multi-tiered system of supports for academics and behavior	Restorative Practices (will also support attendance - lagging indicator)	✓
Both ELA and Math growth score (50 for both areas) were significantly below the statewide growth standard of 70.	Focus on PA-Core Standards through effective use of Professional Development.	✓
Attendance is below state expectations for all students groups.	Attendance will be a focus related to Restorative Practices as we implement a multi-tiered system.	
Career benchmarks are below state expectations for all student groups.		✓
Only 54% of the EL population, with sufficient data to measure growth, maintained and grew their overall performance level.		✓

ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in developing standards-aligned units of instruction.

Action Steps	Anticipated Start/Completion Date
Prioritizing: Identify and prioritize most critical learning standards among the full set of relevant standards.	07/13/2020 - 07/17/2020

Monitoring/Evaluation	Anticipated Output
Professional development agendas, walk throughs and observations	Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Material/Resources/Supports Needed	PD Step
Standards Aligned System (SAS)	no

Action Steps	Anticipated Start/Completion Date
Unpacking: Identify the explicit and implicit domain skills for those learning standards.	07/20/2020 - 07/24/2020

Monitoring/Evaluation	Anticipated Output
Professional development agendas, walk throughs and observations	Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Material/Resources/Supports Needed	PD Step
Standards Aligned System (SAS)	no

Action Steps**Anticipated Start/Completion Date**

Powering: Identify essential skills from among the domain skills.

07/20/2020 - 07/24/2020

Monitoring/Evaluation**Anticipated Output**

Professional development agendas, walk throughs and observations

Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Material/Resources/Supports Needed**PD Step**

Standards Aligned System (SAS) Building 21 Competencies

no

Action Steps**Anticipated Start/Completion Date**

Identify end of year learning targets and vertically align to ensure continuity between grades and courses and sufficient coverage of domains.

07/27/2020 - 08/31/2020

Monitoring/Evaluation**Anticipated Output**

Professional development agendas, walk throughs and observations

Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Material/Resources/Supports Needed**PD Step**

Standards Aligned System (SAS) Building 21 Competencies

no

Action Steps**Anticipated Start/Completion Date**

Attach learning targets to continua to measure mastery.

07/27/2020 - 08/31/2020

Monitoring/Evaluation**Anticipated Output**

Professional development agendas, walk throughs and observations

Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Material/Resources/Supports Needed**PD Step**

Building 21 Competencies & Continua

no

Action Steps**Anticipated Start/Completion Date**

Divide and scaffold end of year targets to most appropriately sequence (Scope and Sequence). Provide professional development related to Scope & Sequence / Standards lists.

07/27/2020 - 08/31/2020

Monitoring/Evaluation**Anticipated Output**

Professional development agendas, walk throughs and observations

Competency Road Map (Scope & Sequence) Standards Based Portfolio (Math) Exemplar Studio Designs

Material/Resources/Supports Needed**PD Step**

yes

Action Plan: Deliver sound instruction in a variety of modes. (Classroom Instruction -

Preparation)

Action Steps	Anticipated Start/Completion Date
Weekly lesson plans based on aligned units of instruction.	09/08/2020 - 07/05/2021

Monitoring/Evaluation	Anticipated Output
Weekly submission of lesson plans on students task dashboard	Teacher lesson plans organized in task dashboard

Material/Resources/Supports Needed	PD Step
Guide that aligns standards, curriculum, instruction and assessment. Template for planning Common assessments Continua to measure mastery	yes

Action Steps	Anticipated Start/Completion Date
Individualized instructional plans in response to individual student performance on assessments.	09/08/2020 - 07/05/2021

Monitoring/Evaluation	Anticipated Output
Weekly submission of lesson plans on students task dashboard	Teacher lesson plans organized in task dashboard

Material/Resources/Supports Needed	PD Step
Guide that aligns standards, curriculum, instruction and assessment. Template for planning Common assessments Continua to measure mastery	yes

Action Steps**Anticipated Start/Completion Date**

Record of each student's mastery of specific learning objectives.

09/08/2020 - 07/05/2021

Monitoring/Evaluation**Anticipated Output**

Weekly submission of lesson plans on students task dashboard

Teacher lesson plans organized in task dashboard

Material/Resources/Supports Needed**PD Step**

SLATE: Competency Dashboard, Task Dashboard, Students Personalized Learning Plan

yes

Action Plan: Extend Learning opportunities for students.**Action Steps****Anticipated Start/Completion Date**

Use early intervention data to screen for rising 11th grade students that have fewer than 6 artifacts evidenced.

09/08/2020 - 09/18/2020

Monitoring/Evaluation**Anticipated Output**

Service learning Worked based learning Career cluster map

Material/Resources/Supports Needed**PD Step**

Student Personalize Learning Plan College and Career Ready Benchmarks Looker Data

no

Action Steps

Anticipated Start/Completion Date

Advisors to hold 1 on 1 conference with any advisee short of the 6 artifacts.

09/21/2020 - 10/02/2020

Monitoring/Evaluation

Anticipated Output

Service learning Worked based learning Career cluster map

Material/Resources/Supports Needed

PD Step

yes

Action Steps

Anticipated Start/Completion Date

Identify and or develop service learning and summer enrichment opportunities for students.

09/08/2020 - 07/05/2021

Monitoring/Evaluation

Anticipated Output

Service learning Worked based learning Career cluster map

Material/Resources/Supports Needed

PD Step

no

Action Plan: Curriculum, Assessment, and Instructional Planning

Action Steps**Anticipated Start/Completion Date**

Engage instructional teams in assessing and monitoring student mastery.

09/08/2020 - 07/05/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Common Assessments (Pre & Post) Continua Formative assessment methods

yes

Action Steps**Anticipated Start/Completion Date**

Pre and post test administered to all students in grade level.

09/08/2020 - 07/05/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

no

Action Steps**Anticipated Start/Completion Date**

Cycle for reviewing results

09/08/2020 - 07/05/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

yes

Action Steps

Anticipated Start/Completion Date

Revision to instructional plans based on results including flexible grouping of students to account intervention and enrichment.

09/08/2020 - 07/05/2021

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

yes

Action Plan: Restorative Practices

Action Steps

Anticipated Start/Completion Date

Teachers will attend Introduction to Restorative Practices Professional Development.

09/08/2020 - 06/17/2021

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

yes

Action Steps

Anticipated Start/Completion Date

Teachers will attend the Restorative Circles Professional Development.

09/08/2020 - 06/17/2021

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

no

Action Steps

Anticipated Start/Completion Date

School leaders will model restorative language with talking with students.

09/08/2020 - 06/17/2021

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p> <p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p> <p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>	Engage instructional teams in developing standards-aligned units of instruction.	Divide and scaffold end of year targets to most appropriately sequence (Scope and Sequence). Provide professional development related to Scope & Sequence / Standards lists.	07/27/2020 - 08/31/2020
<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p> <p>Based on an interim target calculation</p>	Deliver sound instruction in a variety of modes. (Classroom Instruction - Preparation)	Weekly lesson plans based on aligned units of instruction.	09/08/2020 - 07/05/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p> <p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>			
<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p> <p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the</p>	<p>Deliver sound instruction in a variety of modes. (Classroom Instruction - Preparation)</p>	<p>Individualized instructional plans in response to individual student performance on assessments.</p>	<p>09/08/2020 - 07/05/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Keystone Biology assessment. (Math, Bio, ELA (Student))			
<p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>			
<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p>	<p>Deliver sound instruction in a variety of modes. (Classroom Instruction - Preparation)</p>	<p>Record of each student's mastery of specific learning objectives.</p>	<p>09/08/2020 - 07/05/2021</p>
<p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p>			
<p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>			
98% of students will have 8 artifacts	Extend	Advisors to hold 1	09/21/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
evidenced on their Personal Learning Plans by the end of their 11th grade year. (Career Benchmark)	Learning opportunities for students.	on 1 conference with any advisee short of the 6 artifacts.	- 10/02/2020
<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p> <p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p> <p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>	Curriculum, Assessment, and Instructional Planning	Engage instructional teams in assessing and monitoring student mastery.	09/08/2020 - 07/05/2021
By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))	Curriculum, Assessment, and Instructional Planning	Cycle for reviewing results	09/08/2020 - 07/05/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p>			
<p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>			
<p>By the end of the 2021 School Year, 100% of teacher lesson plans will be grade level standards-based and include differentiated instruction strategies for personalized teaching and learning. (Math, Bio, ELA (Teacher))</p>	<p>Curriculum, Assessment, and Instructional Planning</p>	<p>Revision to instructional plans based on results including flexible grouping of students to account intervention and enrichment.</p>	<p>09/08/2020 - 07/05/2021</p>
<p>Based on an interim target calculation and using 2018 baseline data, Building 21 40.53% of students will be advanced or proficient on the Keystone Literature assessment. Based on an interim target calculation and using 2018 baseline data, 31.15% of students will be advanced or proficient on the Keystone Algebra assessment. Based on an interim target calculation and using 2018 baseline data, 25.93% of students</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>will be advanced or proficient on the Keystone Biology assessment. (Math, Bio, ELA (Student))</p> <p>90% of English Learners will maintain or grow their overall performance level as measured by the World Class Instructional Design and Assessment (WIDA) assessment by the end of the 2020-2021 School Year. (EL)</p>			
<p>Building 21 will end the 2020-2021 school year with a regular attendance rate of 80% or higher for all students groups. (Restorative Practices)</p> <p>100% of administrators and teachers at Building 21 High School will attend both the Introduction to Restorative Practices and Restorative Practices Professional Learning. (Restorative Practices)</p>	Restorative Practices	Teachers will attend Introduction to Restorative Practices Professional Development.	09/08/2020 - 06/17/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Standards		

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
	01/01/0001 - 01/01/0001	

<p>Danielson Framework Component Met in this Plan:</p>	<p>This Step meets the Requirements of State Required Trainings:</p>
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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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