

## THE WORKSHOP SCHOOL

221 S Hanson St

CSI School Plan | 2020 - 2021

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### VISION FOR LEARNING

We believe that all learners have insight, creativity and something important to offer. We believe in our individual and collective value and we choose to work in a way that brings out the best in others and ourselves. We believe that school is a place to develop our talents, build our intellect and explore our creativity. We continuously ask how do I bring my best and how do I help you bring your best. We push to create things that we did not know we could create and to think in ways that we did not know that we could. Our hope is to create a community that sees and seeks the best in each other, values and ignites the potential we all have, and expresses these beliefs through the work that we do. We believe that having this type of community is essential for doing real work. What we believe about people shapes what we believe about work. From our beliefs flow a few simple principles that shape our work: Three simple principles drive the school's design 1. Community first. Our life together begins with the community we build. We build our community through the labor of relationships - earning trust, engaging in difficult conversations, and committing to the work of maintaining, repairing, and strengthening our bonds with each other, especially when it feels challenging. We trust each other, we believe in each other, we seek and expect the best in each other. 2. The work is the work. Real-world questions and problems are our curriculum. Our success is measured by how well we respond to these questions and problems. What we've learned shows in the work we do and the impact we have. Just like in real life, there are no "make-up packets." 3. Persist and improve. A first draft is never a final draft and a prototype is never a finished product. To improve our work, we have to want to make it the best it can be, seek, give and use feedback, and learn from failure.

## STEERING COMMITTEE

Name	Position	Building/Group
Simon Hauger	Principal	Workshop School
Ayanna Walker	Assistant principal	Workshop School
Marina Isakowitz	Math Teacher Leader	Workshop School
Katrina Clark	English Teacher Leader	Workshop School
Jere Tobias	Climate representative	Workshop School
Jessica Patton	Parent	Workshop School
Matthew Riggan	Business partner	PBLI
Deiveian Story	Student	Workshop School
Cari Cantor	PESO member	SDP
Adin Michelen	Special Education SEL	Workshop School
David Lugo	Network learning specialist	SDP
Sherry MacBury	School Improvement Facilitator	PDE

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Led by our Assistant Principal, we will build stronger systems, tools, and lines of communication to identify and support students who fall into the middle tier of academic and/or behavioral support needs by continually developing our MTSS and restorative practice practices.	Regular Attendance School climate and culture Career Standards Benchmark
The addition of partially released math and ELA SBTLs will allow the school to focus in on these specific academic needs in a way that is true to the learning model. The SBTLs will work with the math and ELA teachers to review data, develop specific teaching activities and provide coaching on the implementation of these plans. The result should be both gains in MAP scores as well as Keystone growth. The additional technology will allow students to have access to online platforms like Kahn and No Red Ink which provide supplemental, differentiated instruction to address specific learner needs.	English Language Arts Mathematics Other

## ACTION PLAN AND STEPS

Evidence-based Strategy
Monitor student progress and proactively intervene (EWIMS) - Tier 3 <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a>

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Keystone_ELA	At least 16% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor).
Algebra_Keystone	At least 10% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 10th grade year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set instructional norms and look fors associated with ELA and math instruction.	2020-08-01 - 2020-09-01	Math and ELA SBTL	Use Workshop School ELA and Math competency framework to set the instructional norms. The School Based Teacher Leader is funded with CSI funds: \$122,900 Rationale: The School Based Teacher Leader will lead departmental efforts to analyze student data through the use of data analysis protocols and plan for re-teaching (when needed).
Train teachers in understanding and implementing these norms/look fors.	2020-08-06 - 2020-09-30	SBTLs and Principal	Professional development plans.
Collect progress monitoring data such as STAR assessments, constructed response questions,	2020-09-15 - 2021-06-11	Assistant Principal and Principal	Student data The Assistant Principal is funded with CSI funds, split funded (166,200 x 0.22): \$36,564 Rationale: The Assistant Principal will be dedicated

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
benchmarks, to determine additional academic needs.			to supporting EWIMS initiatives for both academics and restorative practices.
Support teachers in assigning individualized learning plans on online adaptive interventions to students based on their needs and following up on their students' progress.	2020-09-30 - 2021-06-11	Assistant Principal	Student intervention materials Technology is funded with CSI funds: \$15,423 Rationale: Purchasing more Chromebooks will ensure that enough technology is available so that students can participate in blended learning instruction and complete assignments that are tailored to their individual needs.

### Anticipated Outcome

Teachers can articulate instructional norms and have a clear understanding of what to look for in the class as evidence of these norms. Professional development that addresses these norms and look fors. A higher degree of fidelity between classrooms in Math and ELA instruction.

### Monitoring/Evaluation

AP will do weekly monitoring using informal observations. Staff survey for feedback on PD. Formal and informal observations. MAP data. Keystone growth scores.

### Evidence-based Strategy

Content focused coaching - Tier 3 <https://drive.google.com/open?id=1YK1DELhQyfSluLcKfLVL4aqHAg5p6byt>

### Measurable Goals

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Keystone_ELA	At least 16% of students will score at Proficient or Advanced on the Literature Keystone exam by the end of their 10th grade year. (use STAR to monitor).
Algebra_Keystone	At least 10% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 10th grade year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation: Provide coaching based on observation feedback	2020-09-14 - 2021-05-28	Assistant Principal and Principal	Observation feedback
Planning. As a team, we will set norms and expectations in the use of a co-developed informal feedback tool.	2020-08-03 - 2020-08-31	Assistant principal	Graduation requirements and MyWays competencies
Evaluation: At the culmination of the year, staff and leadership will reflect on the effectiveness of the feedback and the process. The principal and AP will use this feedback along with their own observations to evaluation the effectiveness of their coaching.	2021-05-24 - 2021-06-04	Principal	Staff reflections and observations

### Anticipated Outcome

Increased fidelity between classrooms in Math and ELA instruction. Increased MAP and Keystone growth scores.

### Monitoring/Evaluation

The assistant principal and principal will meet monthly to review observation data as well as MAP data.

**Evidence-based Strategy**

Restorative Practices - Tier 1 <https://www.evidenceforpa.org/strategies/198>

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
90% Attendance	At least 76% of students will attend school 90% of days or more.
96% Zero Suspensions	At least 96% 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 teachers and staff in schoolwide norms for Restorative Practices.	2020-08-01 - 2020-09-30	Assistant Principal	PD plan and PD time. The Assistant Principal is funded with CSI funds, split funded (166,200 x 0.22): \$36,564 Rationale: The Assistant Principal will be dedicated to supporting EWIMS initiatives for both academics and restorative practices.
Schedule coaching or ongoing implementation support of identified approach	2020-09-14 - 2021-05-28	Principal	Restorative practices "best practices" document.
Specify key data and process for monitoring implementation of identified approach	2020-09-14 - 2021-05-28	AP	Monitoring tool (spreadsheet)

**Anticipated Outcome**

A clear set of practices that all staff understand and use with fidelity. Increased attendance and decreased suspensions.

**Monitoring/Evaluation**

Restorative data tracker reviewed monthly by AP and Principal.

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### Evidence-based Strategy

Schoolwide Trauma informed practices - Tier 3 <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/trauma-informed-schools>

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
90% Attendance	At least 76% of students will attend school 90% of days or more.
96% Zero Suspensions	At least 96% of 9-12th grade students will have zero out-of-school suspensions.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Engage students and staff in creating a plan for implementation of trauma-informed care.

2020-08-01 -  
2020-09-30

Principal

Lakeside guide to trauma informed approaches Trauma Informed PD funded with CSI funds: \$20,000 Rationale: By providing our staff with trauma-informed training we are increasing our staff's capacity to help students impacted by trauma move forward towards recovery, healing, and hope while also enabling them to be more successful in school and society.

Train teachers and staff in trauma informed care.

2020-08-01 -  
2021-05-28

Principal

Lakeside PD

Leverage external partnership in alignment with identified approaches.

2020-08-01 -  
2021-09-30

Principal and AP will assist

Budget to work with Lakeside and time in PD to implement the work

### Anticipated Outcome

A clear set of practices that all staff understand and use with fidelity. Increased student attendance and decreased suspensions.

### Monitoring/Evaluation

Classroom observations and feedback. Monitoring attendance and suspension data.

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**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 16% 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). (Keystone_ELA)</p>	<p>Monitor student progress and proactively intervene (EWIMS) - Tier 3 <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a></p>	<p>Train teachers in understanding and implementing these norms/look fors.</p>	<p>08/06/2020 - 09/30/2020</p>
<p>At least 10% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 10th grade year. (Algebra_Keystone)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 76% of students will attend school 90% of days or more. (90% Attendance)	Restorative Practices - Tier 1 <a href="https://www.evidenceforpa.org/strategies/198">https://www.evidenceforpa.org/strategies/198</a>	Train teachers and staff in schoolwide norms for Restorative Practices.	08/01/2020 - 09/30/2020
At least 96% of 9-12th grade students will have zero out-of-school suspensions. (96% Zero Suspensions)			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 76% of students will attend school 90% of days or more. (90% Attendance)	Schoolwide Trauma informed practices - Tier 3	Train teachers and staff in trauma informed care.	08/01/2020 -
At least 96% of 9-12th grade students will have zero out-of-school suspensions. (96% Zero Suspensions)	<a href="https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/trauma-informed-schools">https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/trauma-informed-schools</a>		05/28/2021



