Kensington HS
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Kensington HS

2501 Coral St
Philadelphia, PA 19125
(215)291-4700

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Lisette   Renato Lajara
Superintendent: William Hite

Stakeholder Involvement

Name	Role
R. Brooke Porch	Academic Recovery Liaison : School Improvement Plan
Renato Lajara	Building Principal : School Improvement Plan
Morhaf Sheikh-Yousef	Community Representative
Sarah Valdez	Math Content Specialist/Teacher Leader
Heather Mull Miller	Literacy Content Specialist/Teacher Leader
Robert Delvalle	Student
Melissa Jones	Intermediate Unit Staff Member
Felipe Delvalle, Carmen Delacruz, Wanda Gonzalez	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5**: The school improvement plan covers a two-year period.
- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
    - Clear and Shared Focus
    - High Standards and Expectations
    - Effective Leadership
    - High Levels of Collaboration and Communication
    - Curriculum, Instruction and Assessment Aligned with Standards
    - Frequent Monitoring of Teaching and Learning
    - Focused Professional Development
    - Supportive Learning Environment
    - High Levels of Community and Parent Involvement
- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

- o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
  - o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - o Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
  - o Provide ongoing mechanisms for family and community engagement
- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- Yearly letter to parents

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design & Implementation	11/10/2016 12:00:00 AM	Introductory Meeting & Support for this SY
IU 26 / Office of Federal Programs Design & Implementation	11/29/2016 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design & Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26 / Office of Federal Programs Design & Implementation	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design & Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26 / Office of Federal Programs Design & Implementation	3/13/2017 12:00:00 AM	Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.

IU 26 / Office of Federal Programs Design & Implementation	3/20/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget.
IU 26 / Office of Federal Programs Design & Implementation	4/3/2017 12:00:00 AM	Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU 26 / Office of Federal Programs Design & Implementation	5/1/2017 12:00:00 AM	Technical support with SIP/SLP upload into the Comprehensive Plan Portal

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers collaborate in departmental groups to create monthly common assessments. This assessment initiative was designed to allow teachers to autonomously create an assessment cycle that includes teaching, assessment, data analysis, and remediation. This pedagogy improves student achievement by using frequent formative assessments to guide instructional decision making.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	No
Math	No
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administered by the United States Department of Education, except Reading First.*

o *Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant

State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:
Algebra 1 Keystone scores decreased from 12% proficient or advanced to 11% proficient or advanced.

Accomplishment #2:
Literature Keystone scores increased from 13.5% proficient or advanced to 18% proficient or advanced.

Accomplishment #3:
9th Grade Academy: The number of ninth graders who failed a class decreased from 28% in the first semester to 25% in the third quarter.

Accomplishment #4:
Climate: The percentage of students who attended 95% or more days of school increased from 7% to 10%.

School Concerns

Concern #1:
34.8% School Performance Profile Building Level Score Designation Priority

Concern #2:
Keystone – Student Achievement

Algebra I 8.7% Proficient & Advanced
Biology 6.0% Proficient & Advanced
Literature 9.8% Proficient & Advanced

Concern #3:
Access – Student Achievement 13.89%

Concern #4:
Chronically Truant 71.4%

Concern #5:
 Chronic Tardiness 50.3%

Concern #6:
ADA - Avg-Daily Attendance 79.0%

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

34.8%   School Performance Profile Building Level Score Designation Priority

Keystone – Student Achievement

Algebra I 8.7% Proficient & Advanced
Biology 6.0% Proficient & Advanced
Literature 9.8% Proficient & Advanced

Access – Student Achievement 13.89%

Chronically Truant 71.4%

Chronic Tardiness 50.3%

ADA - Avg-Daily Attendance 79.0%

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

34.8%   School Performance Profile Building Level Score Designation Priority

Keystone – Student Achievement

Algebra I 8.7% Proficient & Advanced
Biology 6.0% Proficient & Advanced
Literature 9.8% Proficient & Advanced

Access – Student Achievement 13.89%

Chronically Truant 71.4%

Chronic Tardiness 50.3%

ADA - Avg-Daily Attendance 79.0%

Systemic Challenge #3 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Chronically Truant 71.4%

Chronic Tardiness 50.3%

ADA - Avg-Daily Attendance 79.0%

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual
Data Source: Keystone Reports – Yearly
September 2017 -May 2018

Specific Targets: Describe Goal: 50% of eligible students will make 1.5 years of growth within the Think Through Math intervention program as measured by the TTM diagnostic assessment in order to support 13% of eligible students scoring proficient or advanced on the Algebra 1 Keystone exam as evidenced by the 2017-2018 Benchmark and Keystone scores.

Type: Annual
Data Source: PSSA
September 2017 – May 20178

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual
Data Source: PVAAS
September 2017- May 2018

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Interim
Data Source: Benchmark

October 2017-June 2018

Specific Targets: 50% of eligible students will make 1.5 years of growth within the I Ready intervention program as measured by the iReady diagnostic assessment in order to support 20% of eligible students scoring proficient or advanced on the Literature Keystone exam as evidenced by the 2017-2018 Benchmark and Keystone scores.

Type: Annual
Data Source: PA School Performance Profile
September 2017- May 2018

Specific Targets: Increase in the PA School Performance Profile Score by 8 points.
Type: Interim
Data Source: Report Cards - Quarterly (September 2017- June 2018)

Specific Targets: Decrease the number of ninth grade students who fail a course from 28% (66 students) to 22% (50 students) as evidenced by quarterly interim and report card grades.

Strategies:

Implement blended learning rotation model with the online intervention program IReady.

Description: This strategy was used in our English classes and increased the number of students demonstrating growth in the intervention and on eligible content skills in accordance with PA core standards as evidence by an increase from 30% to 35% correct on the Literature Benchmark.

SAS Alignment: Instruction

School-Wide, Teacher-Created, Common Assessments

Description: Implementing a common assessment initiative across all content areas requires teachers to analyze multiple sources of student performance data to drive instructional decisions, including strategic student groupings, differentiated direct instruction, assessment, intervention, and remediation on a monthly basis. Instructional coaches have observed an increase in the application of an assessment cycle that includes remediation and differentiated instruction for all learners.

SAS Alignment: Instruction

Instructional Coaching

Description: Evidence has shown that implementing an instructional coaching model across all content areas provides targeted instructional support to groups and individual teachers, fostering collaboration around a shared vision of student achievement. Instructional coaching promotes instructional best practices for student engagement, rigor, and relevance by providing ongoing support for teachers in their classrooms.

SAS Alignment: Instruction

Gradebook Monitoring Protocol

Description: By implementing a gradebook monitoring protocol, ninth grade teachers and administrators will be able to monitor the appropriateness of assignments, evaluate whether student work reliably demonstrates mastery of course standards, and provide opportunities for teachers to create action plans for students who are in danger of failing. This strategy decreased the number of unique course failures in the ninth grade from 49% to XX% between the third and fourth marking periods.

SAS Alignment: Instruction

Implementation Steps:

Blended Learning Rotation Model - Administrator

Description: Math teachers will administer the TTM diagnostic assessment to at least 95% of enrolled students at the beginning of the course to establish a baseline of proficiency, at the mid-point of the course, and at the end of the course.

Indicator of Implementation:

Monthly TTM Progress Reports
Baseline
Mid-Point and Final Benchmark Data
Quarterly math interim
report card grades
Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

Instructional Coaching

Description: Math teachers will receive professional development at the beginning of the year on the TTM intervention program, blended learning, effective assessment writing, data analysis, and instructional best practices and will receive continued support in these areas from administration and instructional coaches.

Administrators will review and analyze results from the needs assessment.

Indicator of Implementation:

Informal Walkthroughs
Lesson Plan Review
Teacher Attendance
PLC Meetings

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education

School-Wide, Teacher-Created, Common Assessments
Description:

Indicator of Implementation:

Teacher-Created Common Assessments and Results

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

Gradebook Monitoring Protocol

Description: By implementing a gradebook monitoring protocol, ninth grade teachers and administrators will be able to monitor the appropriateness of assignments, evaluate whether student work reliably demonstrates mastery of course standards, and provide opportunities for teachers to create action plans for students who are in danger of failing. This strategy decreased the number of unique course failures in the ninth grade from 49% to XX% between the third and fourth marking periods.

Indicator of Implementation:

Interim and report card grades.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Degrees of Reading Power assessment -

(DRP)

September 2017; February 2018; June 2018

Specific Targets: All Students will grow by 2 points by end of year

Students at reading level K-6 will grow by 4 points

Type: Annual

Data Source: End of unit assessments

February 2018; June 2018

Specific Targets: An increase of 15% in student mastery of content between mid-term and end-of-year administrations.

Type: Annual

Data Source: Keystone data 2017-2018 school years

Specific Targets: An increase of 10% of students will score proficient on the Keystone Literature, Mathematics and Biology tests each school year

Strategies:

Data Analysis Procedures:

Description:

Data analysis procedures will be implemented to enable teachers to create systems to identify school-wide trends in student outcomes and instructional practices that are linked to student success in mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives. Professional development will be provided to teachers on how to disaggregate student achievement data, identify strengths and concerns, design and use assessments aligned to the standards and identify supports and enrichments. This will ensure the school-wide use of data that is focused on school improvement and the academic growth of all students

SAS Alignment: None selected

Implementation Steps:

Data Analysis Procedures-Professional Development on Data Protocols and Analysis

Description:

Teachers and staff will receive professional development on the creation and use of school-wide data analysis systems to identify trends in student data and instructional practices that are linked to student success school-wide in mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives.

Documented professional development plan that prioritizes assessment in instruction (during in-service days and Common Planning Time), agendas from related professional development and teacher feedback forms

Agenda

Sign in Sheets

PD Evaluation sheet and schedule

Title I Binder

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures-Create Data Analysis Protocols

Description:

Teacher teams (grade group, departments) will create a data-supported system that will be used in order to identify school-wide instructional needs (e.g., a school-wide or grade-level wide focus on learning how to make a claim in writing, learning how to analyze craft and structure of a text for meaning, etc.) that are linked to student success in mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives.

Copy of Data Protocols

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures-Analyze Data

Description:

Teachers and school leaders will systematically use the analysis results from these protocols to identify school-wide, grade-level and content-specific trends in instructional practices that are linked to student success in mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives;

PDE and Locally relevant student's data

Lesson Plans

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures-Monitor Data Analysis

Description:

School leaders will monitor the use of these protocols and the system to ensure that all teachers are using the protocols during designated times in either teacher, grade group or Common Planning Time meetings to ensure that the learning needs of all students across all classrooms are being met.

A matrix of available protocols and systems in the building; a "bank" of protocols and systems, e.g. a binder or Google doc system, in which the resultant data lives.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures-Data Analysis Evaluation

Description:

Leadership Team members will monitor the results of the collaboration around data-supported systems in order to ensure they are being regularly employed and that the results are affecting instructional practices linked to a school-wide, grade level-wide or content-wide focus on mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives, so that the needs of all students across all classrooms are met.

Regular submission of results from the data-supported processes within the established timeframe; a tracker of dates when teacher, grade and leadership team members used the processes and a calendar of bi-annual "data days" in which Leadership Team members evaluate the outcomes of these processes

Lesson Plans

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Degrees of Reading Power assessment -

(DRP)

September 2017; February 2018; June 2018

Specific Targets: All Students will grow by 2 points by end of year

Students at reading level K-6 will grow by 4 points

Type: Interim

Data Source: End of unit assessments

February 2018; June 2018

Specific Targets: An increase of 15% in student mastery of content between mid-term and end-of-year administrations

Type: Annual

Data Source: Keystone data 2017-2018 school years

Specific Targets: An increase of 10% of students will score proficient on the Keystone Literature, Mathematics and Biology tests each school year

Type: Interim

Data Source: Scholarchip

Weekly (September 2017 - June 2018)

Specific Targets: 50% of all students will be chronically tardy as compared to 65% in '16-'17. ADA will be 87%. Increase the percentage of 9th grade students in higher attendance bands by 5% in each band.

Strategies:

Positive Behavior Support Program

Description: This intervention was utilized whole school, resulting in improved attendance and overall behavior as evidenced by a decrease in the number of suspensions from 215 to 162.

SAS: Safe and Supportive School

School Wide Attendance Initiatives

Description: Incentives motivate students to attend school regularly. Implementing incentive programs creates a space for teachers to develop and foster relationships and rapport with students, which, in addition to providing improved academic environments, holds students accountable to their teachers for their attendance in school.

SAS: Alignment: Safe and Support School

Implementation Steps:

Positive Behavior Support Program

Description: The Positive Behavior Support Program will be implemented and maintained by the climate manager and the deans and will be utilized across the entire school to instill the principles of respect for self and respect for others. Daily attendance data and monthly truancy data will be utilized by the Community Relations Liaison (CRL) and other key staff members to track progress and identify students with frequent absences. The entire school will also participate to improve attendance with school wide attendance initiatives.

Indicator of Implementation:

Suspension data
Daily attendance
Community Relations Liaison

Start Date: 9/1/2017   **End Date:** 6/30/2018

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Kensington HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Kensington HS in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Kensington HS in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Algebra 1 Keystone scores decreased from 12% proficient or advanced to 11% proficient or advanced; Literature Keystone scores increased from 13.5% proficient or advanced to 18% proficient or advanced; The number of ninth graders who failed a class decreased from 28% in the first semester to 25% in the third quarter; The percentage of students who attended 95% or more days of school increased from 7% to 10%.

Describe the continuing areas of concern from the past year.

Kensington High School continued areas of concerns consist of Priority Goals:
Algebra I: Describe Goal: 50% of eligible students will make 1.5 years of growth within the Think Through Math intervention program as measured by the TTM diagnostic assessment in order to support 13% of eligible students scoring proficient or advanced on the Algebra 1 Keystone exam as evidenced by the 2017-2018 Benchmark and Keystone scores; Literacy: 50% of eligible students will make 1.5 years of growth within the I Ready intervention program as measured by the I Ready diagnostic assessment in order to support 20% of eligible students scoring proficient or advanced on the Literature Keystone exam as evidenced by the 2017-2018 Benchmark and Keystone scores; 9th Grade Academy: Decrease the number of ninth grade students who fail a course from 28% (66 students) to 22% (50 students) as evidenced by quarterly interim and report card grades; Climate: 12% of students will attend 95% or more of school days as measured by School Net reports, Scholarchip reports, and the School Progress Profile.

Describe the initiatives that have been revised.

In order to move forward in the goals and to continue on a one school, the school is adjusting the school day implementing a block schedule. The purchase of Math and English teachers, an Assistant Principal and a Community Relations Liaison in order to successfully move forward in our school goals for School Year 2017-2018 (SLGQ #4).