

**THE SCHOOL DISTRICT OF PHILADELPHIA
2021-2022**

School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)

School Grade Span	00-05
ULCS Code	5470
Name of School	William Cramp School
Neighborhood Network	Network 11
Assistant Superintendent	Amelia Coleman Brown
ESSA Federal Designation	TSI
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	Project Prevent
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Community School
Principal Name	Deanda Logan
Years as Principal	12
Years as Principal at this School	12

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Deanda Logan	W. Cramp School	dlogan@philasd.org
Additional Leadership Team Representative	William Hunt	W. Cramp School	whhunt@philasd.org
Math Content Specialist/Teacher Leader	Tonya Cabeza	W. Cramp School	tjkintz@philasd.org
Literacy Content Specialist/Teacher Leader	Jaclyn Gates	W. Cramp School	kgates@philasd.org
Science Content Specialist/Teacher Leader	Daniel Fitzsimmons	W. Cramp School	dfitzsimmons@philasd.org
School-based Climate Representative	Julie Cheifetz	W. Cramp School	jcheifetz@philasd.org
Parent	Luz Velez	W. Cramp School	N/A
Community member	Ashley Tomlinson	W. Cramp School	atomlinson@philasd.org
Business partner (other than parent or community member)	Dr. Jeremiah Goldstein	St. Christopher Hospital	kg846@drexel.edu
Student (required for High Schools)	Jasmine Alvarado	W. Cramp School	N/A
Planning and Evidence-based Support (PESO) member	Nina Fonseca	SDP	nfonseca@philasd.org
Special Education Case Manager	Linda Kerrigan	SDP	lkerrigan@philasd.org
Network Attendance Coach	Mariangeli Diodonet	SDP	mdiodonet@philasd.org
Network Culture and Climate Coach	Raphael Stewart	SDP	rrstewart@philasd.org
Grants Compliance Monitor	Steven Shaefer	SDP	sshaefer@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	Felicia Brown	SDP	fbrown@philasd.org
Network Professional Learning Specialist	Nihessah Almond	SDP	njalmond@philasd.org
Prevention and Intervention Liaison	Montrell Duckett	SDP	mduckett@philasd.org
PBIS Coach (if applicable)	Aubrey Depa	SDP	abeiswenger@philasd.org
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Paul Gerber	SDP	pgerber@philasd.org
EL Point Person	Anna D'Angelo	W. Cramp School	adangelo@philasd.org
STEP Clinical Coordinator	Ashley Tomlinson	W. Cramp School	atomlinson@philasd.org
School Community Coordinator	Ana Cruz	W. Cramp School	acruz@philasd.org
School Nurse	Leticia Laboy	W. Cramp School	lmlaboy@philasd.org
Community School Coordinator	William Reed	Community Schools	william.reed@phila.gov

"What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)"

William Cramp School provides all students with the academic, technological and social skills needed to be productive and contributing citizens in our society. We believe all children can learn at high levels. We believe all children can reach their learning potential and that the achievement gap can be eliminated. We believe that Cramp school has an enormous, positive, critically important, life-changing impact on children's lives. We believe the School District of Philadelphia can become a high performing organization. We believe that all children should be educated in a safe, orderly, holistic, nurturing environment.

	Board Goal 1: Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.				Board Goal 2: 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.			
	Gr 3-8 ELA PSSA: % at Pro/Adv				Gr 3 ELA PSSA: % at Pro/Adv			
	2016-17	2017-18	2018-19	2018-19 Status	2016-17	2017-18	2018-19	2018-19 Status
Schoolwide	22.0%	21.8%	19.7%	Off-Track	29.3%	34.5%	22.4%	Off-Track
Black/African American	16.7%	20.5%	16.7%	Off-Track	12.5%	35.7%	9.1%	Off-Track
Hispanic/Latino	22.7%	23.2%	19.0%	Off-Track	31.3%	36.1%	21.2%	Off-Track
White	33.3%	25.0%	40.0%	On-Track	100.0%	0.0%	25.0%	Off-Track
Asian			0.0%	Off-Track				
American Indian								
Native Hawaiian/Pacific Isl								
Multiracial	16.7%	10.0%	26.1%	Off-Track	16.7%	25.0%	44.4%	On-Track
Special Education	15.6%	18.0%	13.9%	Off-Track	20.0%	36.4%	25.0%	Off-Track
English Learner	4.7%	12.0%	13.3%	Off-Track	4.8%	25.8%	7.7%	Off-Track
Economically Disadvantaged	22.0%	21.9%	20.5%	Off-Track	29.3%	34.5%	22.2%	Off-Track

Directions	Data Analysis on Board Goal 1	Data Analysis on Board Goal 2
<i>What is the most significant schoolwide data trend you see here (Example: "We see a 2-point increase from 17-18 to 18-19.")?</i>	The overall rate of students performing at the proficient level in ELA has remained stagnant at 22%, 21%, and 19% over the last 3 tested years.	Our 3rd grade ELA proficiency rates saw an increase followed by a decrease over the last 3 tested years from 31.3% to 36.1% to 21.2%.
<i>What is the most significant data trend you see when you examine subgroups? (Example: "We saw a 10-point YOY drop for Latino students from 17-18 to 18-19.")</i>	Proficiency rates among most of our subgroups including our African-American and Hispanic students have been inconsistent, with an increase in 2017-18 but returning to lower levels in 2018-19.	Our 3rd grade ELA proficiency rates for most of our subgroups increase in 17/18 and fell back down in 18/19.
<i>Select your priority "What Statement"</i>	Over the last three tested years, our schoolwide and subgroup ELA proficiency rates have not increased consistently and we are off-track in comparison to board goal 1.	Over the last three tested years, our 3rd grade ELA proficiency rates have not increased consistently and we are off-track in comparison to board goal 2.

ADDITIONAL DATA ANALYSIS

ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)

[AIMSweb Reading Gr K-5 Data \(Click for link to data\)](#)

aimsweb Reading	Winter 2020-21					Fall 2020-21				
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3	
K	87.3%	6.5%	4.8%	88.7%	34	81.4%	5.3%	12.3%	82.5%	
1st	90.3%	9.2%	7.7%	83.1%	23	86.3%	12.7%	1.6%	85.7%	
2nd	87.7%	34.0%	10.0%	56.0%	33	82.8%	47.9%	16.7%	35.4%	
3rd	88.7%	27.0%	19.0%	54.0%	34	83.1%	33.9%	22.0%	44.1%	
4th	85.7%	38.9%	16.7%	44.4%	48	82.8%	28.3%	17.0%	54.7%	
5th	76.3%	31.1%	14.8%	54.1%	42	79.7%	39.7%	11.1%	49.2%	
Based on your school's Reading Assessment data, what do you consider to be strengths? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?					Based on your school's Reading Assessment data, what do you consider to be concerns? What does race/ethnic subgroup data tell you? What about ELs or students with IEPs?					
Finding 1	4th grade made significant growth in Tier 1 from 28.3% in fall to 38.9% in winter. 4th grade SGP is 48.1. Very close to a 50!					Finding 1	Increase in Tier 3 from Fall to Winter K, 2, 3, and 5 from Fall to Winter. 2nd grades students show a significant increase in Tier 3 from 38.4 to 56 from fall to winter.			
Finding 2	Kindergarten made some progress in Tier 1 from 5.3% in fall to 6.5% in winter					Finding 2	Avg SGP across grade levels is below 50			
Finding 3	1st grade students decreased the number of students in Tier 3 from 85.7 to 83.1 from fall to winter					Finding 3	3rd and 5th grade- less students participated in winter than in fall.			

Math Assessment Data (Leading Indicators for Board Goals 3, and 4)

[AIMSweb Math Gr K-5 Data \(Click for link to data\)](#)

aimsweb Math	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	81.7%	10.3%	17.2%	72.4%	44	81.4%	5.3%	12.3%	82.5%
1st	88.9%	10.9%	10.9%	78.1%	31	83.6%	11.5%	14.8%	73.8%
2nd	82.5%	25.5%	17.0%	57.4%	32	82.8%	52.1%	14.6%	33.3%
3rd	84.5%	18.3%	21.7%	60.0%	37	84.5%	28.3%	23.3%	48.3%
4th	87.3%	21.8%	21.8%	56.4%	43	84.4%	14.8%	24.1%	61.1%
5th	75.0%	11.7%	16.7%	71.7%	46	84.8%	3.0%	26.9%	70.1%

Climate Data

Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				Suspension Data (Click for link to data)			
Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	29.8%	44.4%	37.4%	36.6%	29.8%	45.0%	44.4%	41.1%	All students	99.1%	99.6%	97.7%
90-95% days	22.1%	29.4%	31.7%	32.8%	22.2%	30.1%	29.4%	29.7%	Black/Afr Amer	98.9%	98.9%	98.9%
85-90% days	12.9%	13.3%	13.0%	13.8%	10.0%	11.9%	13.3%	15.1%	Hispanic/Latino	99.0%	99.8%	97.4%
80-85% days	7.5%	6.1%	9.0%	8.4%	8.5%	7.2%	6.1%	7.1%	Asian		100.0%	100.0%
<80% days	27.6%	6.8%	8.8%	8.4%	29.6%	5.7%	6.8%	7.1%	White	100.0%	100.0%	100.0%

WHY Planning			
Board Goals and What Statements	Board Goal 1: Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	Board Goal 2: 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	Board Goal 3: Grades 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.
	Board Goal 1 What Statement	Board Goal 2 What Statement	Board Goal 3 What Statement
	<i>Over the last three tested years, our schoolwide and subgroup ELA proficiency rates have not increased consistently and we are off-track in comparison to board goal 1.</i>	<i>Over the last three tested years, our 3rd grade ELA proficiency rates have not increased consistently and we are off-track in comparison to board goal 2.</i>	<i>Over the last three tested years, our schoolwide and subgroup math proficiency rates have not increased consistently and we are off-track in comparison to board goal 3.</i>
Other Data Points	Board Goal 1: Additional Data Points to Consider	Board Goal 2: Additional Data Points to Consider	Board Goal 3: Additional Data Points to Consider
	Reading: Increase in Tier 3 from Fall to Winter K, 2, 3, and 5 from Fall to Winter. 2nd grades students show a significant increase in Tier 3 from 38.4 to 56 from fall to winter.	Reading: Increase in Tier 3 from Fall to Winter K, 2, 3, and 5 from Fall to Winter. 2nd grades students show a significant increase in Tier 3 from 38.4 to 56 from fall to winter.	Math: 3rd grade Tier I data indicates a decrease from 28.3% in the Fall to 18.3% in the Winter. Tier 3 data indicates an increase from 48.3 in the fall to 60% in the winter.
	Reading: Avg SGP across grade levels is below 50	Reading: Avg SGP across grade levels is below 50	Math: Average SGP for all grades in from fall to winter is less than 50.
	Climate: Students attending 95% has decreased from 45% in Jan 2020 to 29.8% in Jan 2021.	Climate: Students attending 95% has decreased from 45% in Jan 2020 to 29.8% in Jan 2021.	Climate: Students attending 95% has decreased from 45% in Jan 2020 to 29.8% in Jan 2021.
	Climate: Students attending less than 80% of the time has increased from 6.8% in 19-20 to 27.6% 20-21(currently).	Climate: Students attending less than 80% of the time has increased from 6.8% in 19-20 to 27.6% 20-21(currently).	Climate: Students attending less than 80% of the time has increased from 6.8% in 19-20 to 27.6% 20-21(currently).
	5 Whys: Board Goal 1	5 Whys: Board Goal 2	5 Whys: Board Goal 3
Original What statement:	Over the last three tested years, our schoolwide and subgroup ELA proficiency rates have not increased consistently and we are off-track in comparison to board goal 1.	Over the last three tested years, our 3rd grade ELA proficiency rates have not increased consistently and we are off-track in comparison to board goal 2.	Over the last three tested years, our schoolwide and subgroup math proficiency rates have not increased consistently and we are off-track in comparison to board goal 3.
Why does this problem exist?	There is a gap in transferring our students from learning to read to reading to learn (phonics to comprehension).	There is a gap in transferring our students from learning to read to reading to learn (phonics to comprehension).	Teachers and staff need consistent, supportive feedback in the implementation of grade level standards and instructional practices aligned to meet student needs.
Why does this problem exist?	We are not effectively addressing the lack of strong foundational skills in literacy that some of our students have.	We are not effectively addressing the lack of strong foundational skills in literacy that some of our students have.	Teachers need on-going professional development, coaching and feedback to build instructional pedagogy for implementation of standards based instruction and planning.
Why does this problem exist?	There is a need for additional intervention strategies to support students in tier 2 and tier 3 during whole group, small group and one-on-one. Additionally, there is lack of consistency with standards-aligned instruction including high-level instructional tasks designed to meet grade level standards.	There is a need for additional intervention strategies to support students in tier 2 and tier 3 during whole group, small group and one-on-one. Additionally, there is lack of consistency with standards-aligned instruction including high-level instructional tasks designed to meet grade level standards.	There is a new math initiative framework being implemented that requires additional coaching and support.
Why does this problem exist?	There is an inconsistent transfer of professional development and coaching feedback/support into teacher instructional practice.	There is an inconsistent transfer of professional development and coaching feedback/support into teacher instructional practice.	Teachers need support and coaching in planning standards based instruction
Why does this problem exist?	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	Teachers need to provide teachers with specific and targeted feedback daily on areas of refinement directly aligned to standards-based instruction and the needs of students.
y statements	Final Why Statement: Board Goal 1	Final Why Statement: Board Goal 2	Final Why Statement: Board Goal 3
	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	Teachers need specific and targeted feedback daily on areas of refinement directly aligned to standards-based instruction and the needs of students.
	Additional Whys for Consideration	Additional Whys for Consideration	Additional Whys for Consideration

Why?

PRIORITY AREAS (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

Essential Practices		Rating	Definition of Rating
Instruction	1 EP 01: Align curriculum, assessments, and instruction to the PA Standards	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2 EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3 EP03: School teams 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	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4 EP04: Identify and address individual student learning needs	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation
	5 EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6 EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7 EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8 EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary	School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9 EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on changing student needs.
	10 EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11 EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Exemplary	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	12 EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. <i>*This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.</i>	Operational	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13 EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family and Community Engagement	14 EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15 EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Exemplary	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results. School personnel and community partners assess the effectiveness of their relationships on a regular basis to continuously improve opportunities and supports.
Professional Development	16 EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17 EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18 EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Priority Ratings of Essential Practices

Not Yet Evident	0	Emerging	0	Operational	14	Exemplary	4
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Board Goal	Why Statement	Selected Essential Practice
Board Goal 1: Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 2: 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Board Goal 3: Grades 3-8, proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	Teachers need specific and targeted feedback daily on areas of refinement directly aligned to standards-based instruction and the needs of students.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
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BUDGET PLANNING

Based on the identified priority areas and aligned root-causes, what are the key resources needed to support you in meeting your goals? Ensure that each budget item is complete with a clear rationale for why that resources is needed and how it will help you address the goal and priority area.

Board Goal 1

Board Goal 1:	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.		
Why Statement 1:	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student ta		
Essential Practice 1:	EP 01: Align curriculum, assessments, and instruction to the PA Standards		
Schoolwide Goal 1:	% of students in grades 3-8 proficient on the ELA PSSA will grow to	%	
Subgroup Goal 1:	% of students in grades 3-8 proficient on the ELA PSSA will grow to	%	for subgroups

Budget Item (This language should match what is listed in SMS.)	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
School Based Teacher Leader			If we purchase an SBTL, then we will have a highly qualified individual to lead Common Planning Time sessions and to provide consistent coaching to our staff, which will better position us to meet our ELA achievement goals.	126,000	Title 1	Yes

Board Goal 2

Goal Statement 2:	% of 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.		
Why Statement 2:	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student ta		
Essential Practice 2:	EP 01: Align curriculum, assessments, and instruction to the PA Standards		
Schoolwide Goal 2:	% of 3rd grade students proficient on ELA PSSA will grow to	10%	
Subgroup Goal 2:	% of 3rd grade students proficient on ELA PSSA will grow to	18%	for subgroups

Budget Item (This language should match what is listed in SMS.)	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
SSA			If we purchase SSAs, then we will have individuals who are able to pull Tier II and Tier III students out for regular small group and one-on-one interventions, which will better position us to meet our ELA achievement goals.	126,000	Title 1	Yes
Experience Corps Tutors		K-3	If we purchase Experience Corps Tutors, then we will have individuals who are able to pull Tier II and Tier III students out for regular small group and one-on-one interventions while also providing enrichment for Tier I students, which will better position us to meet our ELA achievement goals.	10,000	Title 1	Yes
Materials and Supplies (Library Books)			If we purchase more library books, then our students will have more opportunities to build their reading fluency, which will better position us to meet our ELA achievement goals.	256	Title 1	Yes

Board Goal 3

Goal Statement 3:	% of students in grades 3-8 proficient on the Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.		
Why Statement 3:	Teachers need specific and targeted feedback daily on areas of refinement directly aligned to standards-based instruction and the needs of students.		
Essential Practice 3:	EP 01: Align curriculum, assessments, and instruction to the PA Standards		
Schoolwide Goal 3:	% of students in grades 3-8 proficient on the Math PSSA will grow to	10%	
Subgroup Goal 3:	% of students in grades 3-8 proficient on ELA PSSA will grow to	18%	for subgroups

Budget Item (This language should match what is listed in SMS.)	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
School Based Teacher Leader			If we purchase an SBTL, then we will have a highly qualified individual to lead Common Planning Time sessions and to provide consistent coaching to our staff, which will better position us to meet our Math achievement goals.	126,000	Title 1	Yes

Additional Goal 1	
Additional Goal 1:	At least 42% of all students will attend school 95% of days or more.
Subgroup Goal 1:	
Linked to Board Goal:	Choose the Board Goal best aligned to your Additional Goal
Essential Practice:	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for

Budget Item (This language should match what is listed in SMS.)	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
School Community Coordinator			If we purchase an SCC, then we will have a point person to oversee our attendance systems, with a particular focus on reviewing EWV attendance reports and contacting families of students with too many unexcused absences. This individual will better position us to meet our attendance goals.	\$77,800	Title 1	Yes

Additional Goal 2	
Additional Goal 2:	At least 99% of students will have zero out-of-school suspensions.
Subgroup Goal 2:	
Linked to Board Goal:	Choose the Board Goal best aligned to your Additional Goal
Essential Practice:	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for

Budget Item (This language should match what is listed in SMS.)	Subgroup	Grade Level(s)	Rationale: How will this resource help me achieve my goals? (Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)	Cost	Funding Source	Was this item allocated in the final budget?
Student Climate Staff, 5 Hours			If we purchase climate support staff, then we will have more individuals we are able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. These individuals will better position us to meet our behavior goals.	\$130,000	Title 1	Yes

Additional Goal 3	
Additional Goal 3:	
Subgroup Goal 3:	
Linked to Board Goal:	Choose the Board Goal best aligned to your Additional Goal
Essential Practice:	

If you are working on the Phase One School Planning document without your PESO representative present, please watch each of the following videos **before** attempting to complete each sheet. These provides provide clear what-to-do directions about how to complete each sheet and address frequent misconceptions. Feel free to watch a video, complete a section, and then return to watch the next video.

Video Link	Video Length
Committee	2min 25sec
Goals 1&2	3min 34 sec
Goal 3	3 min 45 sec
Goal 4	3 min 34 sec
Goal 5	3 min 50 sec
Additional Data	4min 03sec
Why	3min 58sec
Priority Areas	2min 49sec
Budget	

Here are some additional resources to reference when working on your School Improvement Plan

Guide to Schoolwide Planning	Data Analysis Guide for School Planning
School Planning Timeline	Optional: Root Cause Protocol

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 2	There is a continuous need to use CPT protocols to hone in on the specifics of planning out literacy lessons including guiding questions and aligning student tasks to grade level standards and objectives. There is also a need to provide teachers with similar and consistent feedback from leadership team members after observations.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> The school's instructional materials and assessments are aligned to the Common Core Standards in every subject to ensure vertical and horizontal alignment by grade level. The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. 	We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the literacy framework.	8/1/21	6/15/2022	Principal & AP	Literacy Framework	Y
Implement an observation & feedback schedule that will identify trends in literacy data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	10/1/21	6/15/2022	Principal, AP & SBTLs	Literacy Framework, Danielson Model	N
Collect a triangulation of literacy data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	8/23/21	6/15/2022	Teachers, ESOL Lead, SPECM, SBTLs, Principal & AP	aimsweb, classroom assessment data, PSSA data	Y
Assess lesson planning and curriculum implementation by using the "Look For" documents.	8/23/21	6/15/2022	AP & Principal	"Look For" documents	N
Determine quarterly implementation goals aligned to "Look For" data.	8/23/21	5/1/2022	Principal, AP & SBTLs	aimsweb data	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/1/21	6/15/2022	Principal & SBTLs	District PLS, Network PLS	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	8/23/21	6/15/2022	Teachers	Literacy Framework, Quarters at a Glance	Y
Align Framework & Curriculum implementation to the professional learning expectations and focus.	8/23/21	6/15/2022	Principal, AP & SBTLs	Literacy Framework, ReadyGEN Materials	Y
Analyze student data to monitor progress towards meeting expected student outcomes.	8/23/21	6/15/2022	Teachers, ESOL Lead, SPECM, SBTLs, Principal & AP	aimsweb data	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	Teachers need specific and targeted feedback daily on areas of refinement directly aligned to standards-based instruction and the needs of students.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> The school's instructional materials and assessments are aligned to the Common Core Standards in every subject to ensure vertical and horizontal alignment by grade level. The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. 	We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/1/21	6/15/2022	Principal & AP	Math Framework	Y
Implement an observation & feedback schedule that will identify trends in math data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	10/1/21	6/15/2022	Principal, AP & SBTLs	Math Framework, Danielson Model	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	8/23/21	6/15/2022	Teachers, ESOL Lead, SPECM, SBTLs, Principal & AP	aimsweb, classroom assessment data, PSSA data	Y
Assess lesson planning and curriculum implementation by using the "Look For" documents.	8/23/21	6/15/2022	AP & Principal	"Look For" documents	N
Determine quarterly implementation goals aligned to "Look For" data.	8/23/21	5/1/2022	Principal, AP & SBTLs	aimsweb data	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/1/21	6/15/2022	Principal & SBTLs	District PLS, Network PLS	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	8/23/21	6/15/2022	Teachers	Math Framework, Quarters at a Glance	Y
Align Framework & Curriculum implementation to the professional learning expectations and focus.	8/23/21	6/15/2022	Principal, AP & SBTLs	Math Framework, ReadyGEN Materials	Y
Analyze student data to monitor progress towards meeting expected student outcomes.	8/23/21	6/15/2022	Teachers, ESOL Lead, SPECM, SBTLs, Principal & AP	aimsweb data	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 42% of all students will attend school 95% of days or more.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 99% of students will have zero out-of-school suspensions.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Leadership and staff are provided continuous professional development to develop and sustain practices related to social and emotional learning. Adults implement these practices with fidelity. The school intentionally creates opportunities for students to build positive relationships with peers. Stakeholders perceive the school as warm, inviting, and helpful.

We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish Community Meeting schedule for each grade	8/23/2021	8/30/2021	Principal		N
Train staff in Community Meeting (and its connections to social-emotional learning)	8/23/2021	8/30/2021	Counselor	Community Meeting Slide Deck	Y
Create a Year-Long calendar of CM topics and responsibilities	8/23/2021	9/30/2021	Counselor		N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	11/1/2021	6/1/2022	Counselor	Community Meeting calendar	N
Progress monitor implementation including the "check for understanding" survey	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
Incorporate Student Well-Being Survey	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	9/1/2021	6/15/2022	Principal		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Project Prevent (Focus: Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 42% of all students will attend school 95% of days or more.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 99% of students will have zero out-of-school suspensions.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> • School leaders provide data summary reports to school community at least three times per year. • A schoolwide team manages the design, delivery, and evaluation of behavior support systems in the school. • Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors. 	We will monitor the effectiveness and implementation of this strategy during monthly Project Prevent Meetings, through attendance and suspension data from Qlik, ODRs, and minor behavior forms.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create a Project Prevent School-Based Team	8/23/2021	9/15/2021	Principal & AP		N
Team Attendance of All Roles is 80% or higher	9/1/2021	6/15/2022	Project Prevent Team	Meeting Agendas	N
Establish a Regular Meeting Schedule for Project Prevent Team at Least Once Monthly	8/23/2021	9/15/2021	Project Prevent Team Facilitator	Zimbra Calendar Invites	N
Allocate time for the Project Prevent Team to Prepare for Meetings and Complete Project Tasks	9/1/2021	6/15/2022	Principal & AP		N
Maintain Project Prevent Trajectory for School's Tier I, Tier II, and Tier III Work	9/1/2021	6/15/2022	Project Prevent Team	Trajectory Document	N
Build Implementation Science Structures into the School	9/1/2021	6/15/2022	Project Prevent Team Data Analyst	Data Collection Tools & Meeting Agenda	N
Prioritize Data Collection For the Team to Review	9/1/2021	6/15/2022	Principal, AP, Project Prevent Team Data Analyst		N
Provide Training Time & Space for Project Work	9/1/2021	6/15/2022	Principal & AP		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

PBIS - Currently Implementing (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 42% of all students will attend school 95% of days or more.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 99% of students will have zero out-of-school suspensions.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful.
- The school intentionally creates opportunities for students to build positive relationships with peers.
- Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals; the goals are enhanced with authentic student- driven opportunities for reconciliation when appropriate.

We will monitor the effectiveness and implementation of this strategy using attendance and suspension data from Qlik, SIS PBIS dashboard, district wide survey, ODRs, minor behavior forms, Tier Fidelity Inventories, and monthly TIPS meetings.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Include a family/community member(s) and a student member(s) on the PBIS team	8/23/2021	9/30/2021	PBIS Team		N
Designate a tier 1 Climate Lead	8/23/2021	9/30/2021	PBIS Team		N
Establish team operating procedures: Ensure teams are meeting regularly and team members are following their meeting roles/following through on assigned tasks	8/23/2021	6/15/2022	PBIS Team	School Calendar	N
Retrain staff on behavior management flowchart, documentation procedures (major/minor), and define administrative follow up for behavioral infractions	8/23/2021	8/30/2021	PBIS Team	PD Materials	Y
Schedule time at least quarterly for PBIS related PDs or time dedicated during PLC to revisit best practices include behavior specific praise, praise to correction ratio, etc.	8/23/2021	6/15/2022	PBIS Team	School Calendar, PD Calendar	Y
Share PBIS tier 1 data with all staff members at least quarterly and elicit feedback/suggestions	8/23/2021	6/15/2022	PBIS Team	Tier 1 Data from PBIS Calendar, SIS & Qlik	N
Elicit family and community voice on tier 1 practices including incentives and discipline procedures (can be done at PBIS team meetings if a family/community member is included)	8/23/2021	6/15/2022	PBIS Team		N
Elicit student input on tier 1 practices including incentives (can be done at PBIS team meetings if a student is included)	8/23/2021	6/15/2022	PBIS Team		N
Develop a system for PBIS language specific walkthroughs and complete intermittently	8/23/2021	6/15/2022	PBIS Team	Walk Through Look Fors	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #6:

Universal Screener (Focus: Tiers II/III Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 42% of all students will attend school 95% of days or more.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 99% of students will have zero out-of-school suspensions.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> A core MTSS team leads and manages the MTSS for the school. All students are screened a minimum of three times per year. Screening instruments used are brief, have standardized administration and scoring rules, predict student performance on established benchmarks, and are technically adequate. 	We will monitor the implementation and effectiveness of this approach during MTSS meetings looking for a decrease in the number of students needing tier 2 supports and an increase in overall SEL at a tier 1 level
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide Universal Screener overview to school leadership team	8/23/2021	10/1/2022	Principal	Climate & Culture Coach/ P&I	Y
Identify Tier 2 team members	8/23/2021	10/1/2022	Principal, Climate team		N
Establish Tier 2 team meeting schedule	8/23/2021	10/1/2022	Principal, Climate team		N
Train Tier 2 team on Universal Screener, implementation, data analysis & equity	8/23/2021	12/1/2021	Tier 2 team / School counselor	Climate & Culture Coach/ P&I	Y
Train Tier 2 team on small group interventions	8/23/2021	12/1/2021	School Counselor	P&I	Y
Establish method and schedule to communicate Universal Screener data to school staff	8/23/2021	12/1/2021	tier 2 team		N
Determine Universal Screener dates and schedule (3x/year)	8/23/2021	12/1/2021	Principal/ tier 2 team		N
Train school staff on Universal Screener overview, Equity & next steps	10/1/21	6/15/2022	Climate team (AP, counselor)		Y
Train school staff on Universal Screener	10/1/2021	6/15/2022	Climate team (AP, counselor)		Y
Administer Universal Screener	11/1/2021	6/15/2022	teachers		N
Review Universal Screener Data	11/1/2021	6/15/2022	tier 2 team	results from Universal Screener	N
Follow steps in Evidence-based small group intervention action steps 4-8	12/1/2021	6/15/2022	tier 2 team	results from Universal Screener	N
Communicate data and next steps to school staff	12/1/2021	6/15/2022	tier 2 team		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #7:

Evidence-based Small Group Interventions (Focus: Tiers II/III Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 42% of all students will attend school 95% of days or more.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 99% of students will have zero out-of-school suspensions.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- A core MTSS team leads and manages the MTSS for the school.
- School resources and staff are strategically aligned and matched to students needs based on data and progress monitoring.
- Continuous progress monitoring drives instructional decision-making and tiered movement.

We will monitor the implementation and effectiveness of this approach during MTSS meetings by looking at the number of students who have benefited and transitions out of the appropriate small group intervention

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide an overview to school leadership team in small group interventions	8/23/2021	10/1/2022	Prevention and Intervention		Y
Identify tier 2 team members	8/23/2021	10/1/2022	Principal, climate team		N
Establish tier 2 team meeting schedule	8/23/2021	10/1/2022	Principal, climate team		N
Determine a method to identify students in need of tier 2 supports Identification of needs is driven by student data within the MTSS process	8/23/2021	10/1/2022	Principal, climate team		N
Place students in appropriate small group interventions	10/1/2021	6/15/2022	climate team	Student Data	N
Select the most-appropriate small group intervention	10/1/2021	6/15/2022	climate team		N
Support training of intervention providers (counselor, climate manager, social worker) in identified small group intervention	10/1/2021	6/15/2022	Prevention & Intervention		Y
Support and Train staff on behavior planning in SIS to progress monitor intervention effectiveness	10/1/2021	12/1/2021	counselor	SIS	Y

BOARD GOAL 1		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Overall	At least 24% of all students in grades 3-5 will score proficient/advanced on the ELA PSSA.	At least 15% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 24% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.	
	Actual Performance					
	Met Target?					
BOARD GOAL 2		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Overall	At least 27% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.	
	Actual Performance					
	Met Target?					
BOARD GOAL 3		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Overall	At least 15% of all students in grades 3-5 will score proficient/advanced on the Math PSSA.	At least 5% of students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 10% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 15% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	N/A. There are only 3 testing windows for the District's within-year math assessments per school year.	
	Actual Performance					
	Met Target?					
95% ATTENDANCE GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Overall	At least 42% of all students will attend school 95% of days or more.	At least 55% of all students will attend school 95% of days or more in Q1.	At least 50% of all students will attend school 95% of days or more in Q2.	At least 45% of all students will attend school 95% of days or more in Q3.	At least 42% of all students will attend school 95% of days or more in Q4.	
	Actual Performance					
	Met Target?					
ZERO SUSPENSION GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Overall	At least 99% of students will have zero out-of-school suspensions.	At least 100% of students will have zero out-of-school suspensions in Q1.	At least 99.9% of students will have zero out-of-school suspensions in Q2.	At least 99.5% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.	
	Actual Performance					
	Met Target?					
BOARD GOAL 1 (Hispanic/Latinx)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Hispanic/Latinx	At least 24% of Hispanic students in grades 3-5 will score proficient/advanced on the ELA PSSA.	At least 15% of Hispanic students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% of Hispanic students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 24% of Hispanic students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.	
	Actual Performance					
	Met Target?					
BOARD GOAL 1 (Economically Disadvantaged)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Economically Disadvantaged	At least 24% of Economically Disadvantaged students in grades 3-5 will score proficient/advanced on the ELA PSSA.	At least 15% of Economically Disadvantaged students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% of Economically Disadvantaged students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 24% of Economically Disadvantaged students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.	
	Actual Performance					
	Met Target?					
BOARD GOAL 3 (English Learners)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
EL	At least 7.5% of EL students in grades 3-5 will score proficient/advanced on the Math PSSA.	At least 5% of EL students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 6% of EL students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 7% of EL students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	N/A. There are only 3 testing windows for the District's within-year math assessments per school year.	
	Actual Performance					
	Met Target?					