		OL DISTRICT OF PHII 2021-2022							
School-based Plan	ning T	ool (Phase 1 Root Ca	use Analysis and Bud	get)					
School Grade Span			06-08						
ULCS Code			6480						
Name of School		Academy for the Middle Years at Northwest							
Neighborhood Network			Network 6						
Assistant Superintendent			Kimberly Newman						
ESSA Federal Designation			Non-Designated						
Admission Type			Special Admit						
District Classification (SGS- Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)			N/A						
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)			N/A						
Principal Name			Jodan Floyd						
Years as Principal			8						
Years as Principal at this School			8						
		Planning Team							
Team Member Title		Team Member Name	Organization	Email Address					
Principal		Jodan Floyd	AMY NW	jnfloyd@philasd.org					
Additional Leadership Team Representative		Walter Myrick	AMY NW	wmyrick@philasd.org					
Math Content Specialist/Teacher Leader		Kristen Hettel AMY NW		khettel@philasd.org					
Literacy Content Specialist/Teacher Leader		Stephanie McKenna	AMY NW	smkenna@philasd.org					
Science Content Specialist/Teacher Leader		Mary Jones	AMY NW	mjones4@philasd.org					
School-based Climate Representative		Michelle Brathwaite	AMY NW	mbrathwaite@philasd.og					
Parent		Jeannette Rivera	working-momof6@live.com						
Community member		Eric McMahon	Watershed Church	EMAC79@ME.COM					
Business partner (other than parent or community me	mber)	Stephen Nejman	ACME	Stephen.Nejman@acmemarkets.					
Student (required for High Schools)									
Planning and Evidence-based Support (PESO) mem	ber	Leya Egea-Hinton	SDP Central Office	legeahinton@philasd.org					
Special Education Case Manager		Lynda Larubio	SDP Central Office	lsupplee@philasd.org					
Network Attendance Coach		Michaela Finkelstein	SDP Central Office	mfinkelstein@philasd.org					
Network Culture and Climate Coach		Daniel Merin	SDP Central Office	dmerin@philasd.org					
Grants Compliance Monitor		Patty Nelson	Grants & Compliance Office	pnelson@philasd.org					
Central Office Talent Partner		Laurese Harper	Talent Office	lharper@philasd.org					
Network Early Literacy/Literacy Director		Toni O'Karma	SDP Central Office	aokarma@philasd.org					
Network Professional Learning Specialist		Martha Schlatter	SDP Central Office	mdschlatter@philasd.org					
Prevention and Intervention Liaison		Howard Marcus	SDP Central Office	hcmarcus@philasd.org					
PBIS Coach (if applicable)		Hasana Ahmad	SDP Central Office	hahmad@philasd.org					
Relationships First Coach (if applicable)		Cynthia Jones	SDP Central Office	cjones3@philasd.org					
Youth Court Coach (if applicable)		John Papiano	SDP Central Office	jpapiano@philasd.org					
Community School Coordinator (if applicable)		N/A	N/A	N/A					
Multilingual Manager		Maria Villella	SDP Central Office	mvillella@philasd.org					
EL Point Person									
				<del> </del>					

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.)

#### VISION

To graduate all students with the skills they will need to be accepted and successful in a high school of their

MISSION STATEMENT
Students and staff work collaboratively at AMY NW through supporting and encouraging each other to become socially responsible, self-disciplined agents of change. Our rigorous curriculum promotes intellectual curiosity, creative thinking, and challenges students to meet their full potential. WE BELIEVE:

The academic achievement of each student is our primary goal.

Learning is a lifelong process.

Education is a shared responsibility among students, family, school staff, and community.

School staff serve as role models of professionalism, integrity, commitment and ethical behavior through

visionary leadership to promote sustainable skill sets for future success.

Every student is a valuable part of the AMY NW community able to make positive contributions.

Students learn in different ways and at different rates. A respectful and safe school environment contributes to educational and social GROWTH for all.

Students develop self-esteem through compassionate, respectful relationships with caring adults and meaningful experiences in school and the community.

## **ADDITIONAL DATA ANALYSIS**

# **ELA Assessment Data**

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

### STAR Reading Assessment (Click for link to data)

		Winter 2020-21						Winter 2019-2020					
STAR Reading	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	
6th	92.9%	26.4%	15.4%	27.5%	30.8%	40	95.5%	46.7%	21.9%	25.7%	5.7%	43	
7th	92.5%	35.4%	19.2%	23.2%	22.2%	46	89.2%	40.7%	24.2%	20.9%	14.3%	49	
8th	91.8%	42.7%	23.6%	21.3%	12.4%	49	95.0%	39.6%	25.0%	25.0%	10.4%	33	

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

STAR Math Assessment (Click for link to data)

									<u>-,,</u>			
	Winter 2020-21						Winter 2019-2020					
STAR Math	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	91.8%	36.7%	22.2%	15.6%	25.6%	41	98.2%	42.6%	21.3%	17.6%	18.5%	40
7th	87.9%	50.0%	17.0%	20.2%	12.8%	49	95.1%	58.8%	20.6%	13.4%	7.2%	55
8th	91.8%	61.8%	16.9%	13.5%	7.9%	46	90.1%	63.7%	13.2%	13.2%	9.9%	53

					Cli	mate D	ata					
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	80.2%	78.9%	69.6%	67.7%	81.2%	78.9%	78.9%	69.9%	All students	98.5%	97.3%	100.0%
90-95% days	12.0%	13.1%	19.8%	20.4%	10.1%	13.1%	13.1%	20.1%	Black/Afr Amer	98.2%	96.8%	100.0%
85-90% days	3.2%	3.7%	6.1%	6.7%	3.9%	3.7%	3.7%	6.7%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	1.3%	0.6%	2.7%	4.2%	1.9%	1.2%	0.6%	1.5%	Asian	100.0%	100.0%	100.0%
<80% days	3.2%	3.7%	1.8%	1.0%	2.9%	3.1%	3.7%	1.8%	White	100.0%	100.0%	100.0%

Monitor the implementation of instructional strategies to reach learners at

various levels. Provide feedback to teachers based on classroom monitoring of instructional strategies to reach all learners. Set and follow plan for utilization of small, flexible groups as an intervention for

learning. Regroup students as needed based on assessment of skills and needs Students will complete common assessments and tasks min 1x a month.

Bring findings, recommendations, and questions from common assessments and district level taks. PLCS on a weekly basis for additional support and to

Data Team meets monthly to triangulate math data to determine areas of strength and areas to improve as it aligns to District instructional expectations. Analyze student data (computer based interventions, district wide assessments, network level assessments) to monitor progress towards meeting expected student outcomes. Determine quarterly implementation goals aligned to "Look

Plan a math night for families to learn how to best support their students with math instruction. Online web resources, open ended items, intervention

meetings between the principal and SBTL.

establish a whole-school culture around this practice.

For" data.

program.

	Comprehensive Plan: S	trategies	and Action Ste	ps		
	Evidence Ba	sed Strategy	#1:			
	Math Framework (Focus: Tier I Academics)					
Select Any Applicable Goals	Why Statement	Goa	l Statement	Esse	ntial Practice	
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.		ents proficient on Math from 21.5% in August by August 2026.	EP12: Implement an evidence-based system of schoolwide behavior interventions and supports. "This essential practice only be considered for schools that have been selected and as a "PBIS School" through the Office of Student Support Sc		
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	ation	
Lesson plans clearly refe Curriculum documents	urriculum is delivered with fidelity to all students. erence grade-level, standards-aligned curriculum and reflect high expectations for all stude and lesson plans include guidance for accommodations and modifications for all learners. evaluate student learning at a level of rigor comparable to the cognitive/performance leve		assessments, adaptive int	ementation and effectiveness of t terventions, classroom assessmer dual/class progress monitoring.		
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Create Master Schedule to allow for block scheduling 90 min period.	3/2021	6/1/2021	Mrs. Domers (Roster Chari)	N/A	N
	Align our math block to the to expectations of the math framework	5/2021	6/1/2022	Kristen Hettel (SBTL)	No	N
	Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance). monitored via observations and lesson plans	9/2021	6/1/2022	Teachers	As Needed	Υ
	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.	8/2021	6/1/2022	Jodan Floyd (Principal) Kristen Hettel (SBTL)		Υ
	Weekly meeting with School based teacher leader to discuss monitoring of framework implementation to make needed adjustments including supports and coaching for teachers as needed.	8/2021	6/1/2022	Jodan Floyd(Principa)	N/A	N

9/2021

12/2021

10/2021

10/2021

10/2021

8/2021

6/1/2022

6/1/2022

6/1/2022

6/1/2022

6/1/2022

11/1/2021

Jodan Floyd (Principal) N/A Kristen Hettel (SBTL)

Kristen Hettel (SBTL) N/A

Leadership Team

Kristen Hettel (SBTL) Task and Rubrics

Jodan Floyd (Principal) Data Protocols / Student Work

Jodan Floyd (Principal) Data Protocols / Student Work Kristen Hettel (SBTL)

Kristen Hettel (SBTL) Resources for Parents

N

	Comprehensive Plan: S	Strategies	and Action Ste	eps
	Evidence Ba	ased Strategy	#2:	
	MTSS (Focus: Tier I Academics)			
Select Any Applicable Goals	Why Statement	Goa	l Statement	Essential Practice
Board Goal 1	Because there is a desire to fill the students missing instructional gaps prior to moving forward, the students often complete tasks that are not aligned to the outcomes of the grade level standards.	Grade 3-8 stude PSSA will grow 2019 to 65.0%	EP 01: Align curriculum, assessments, and instruction to the PA Standards	
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August		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
planned formative asses	ented system for collecting and analyzing data on a pre-determined schedule. Lesson plar ssment strategies at multiple points in the instructional process. Educators continually mo based on multiple checks for understanding.		assessments, online adap	ctiveness and implementation of this strategy using district benchmark otive interventions, lesson plan feedback, walkthroughs and observations, sta, and the CPT schedule cycle.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Engage leaders and staff in professional learning to learn the expectations for implementation. Teachers will receive PD at the start of the school year around (1) which assessment reports to utilize for identifying class-level learning needs by content, standard, concept, and skill and (2) adjusting instruction based on that class-level data analysis	8/2021	8/2021- Ongoing as needed	Kristen Hettel (SBTL)	STAR reports CC standards	Υ
Identify evidenced-based instructional strategies, that align to the instructional needs. Teachers will develop plans to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill	8/2021	6/1/2022	Kristen Hettel (SBTL) All Teachers	CC standards, Resources and curriculum as needed	Υ
Student data is analyzed using the triangulation of computer based interventions, district wide assessments, and to identify students needing support at the start of the year and ongoing throughout the year.	8/2021	6/1/2022	Teachers	Data Reports / class assessments and student work	N
MTSS plans for ELA are developed and put into SIS systems.	9/2021	6/1/2022	Kristen Hettel (SBTL) Misty Domers (SPECUM)	n/a	N
MTSS plans for Math are tracked at the school level.	9/2021	6/1/2022	Kristen Hettel (SBTL) Misty Domers (SPECUM)	n/a	N
Assessment data will be analyzed during CPT using SDP data analysis protocols to progress monitor students and adjust/develop MTSS plan based on individual or whole class needs.	9/2021	6/1/2022	Kristen Hettel (SBTL)	Data Reports	N
Assessment data will be analyzed during Leadership Team / Data meetings using SDP data analysis protocols to progress monitor students and adjust/develop MTSS plan based on individual or whole class needs.	9/2021	6/1/2022	Jodan Floyd (Principal)	Data Reports	N
Parents of students who are in tier 3 MTSS will be scheduled to have 1-1 parent meetings to look a data and plans for student supports.	9/2021	6/1/2022 -Ongoing as needed	Lori Blanco (Counselor)	Student data and plans	N

	Comprehensive Plan: S	trategies	and Action Ste	ps		
	Evidence Ba	sed Strategy	#3:			
PBIS - Cu	rrently Implementing (Focus: Tier I Climate Framework)					
Select Any Applicable Goals	Why Statement	Goa	l Statement	Esse	ential Practice	
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.		ents proficient on Math from 21.5% in August by August 2026.	behavior interventions and su only be considered for school	e-based system of schoolwide po apports. *This essential practice s as that have been selected and tr the Office of Student Support Ser	should rained
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		ats and staff will schoolwide PBIS urage positive behavior.	behavior interventions and su only be considered for school	e-based system of schoolwide pr apports. *This essential practice s as that have been selected and tr the Office of Student Support Ser	should rained
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	ation	
classroom management	ult, and student-student interactions are positive, caring, and respectful. Educators use ev t strategies with fidelity to support positive behavior for all students as well as to interven- Educators maximize instructional time through well-managed classroom routines.		suspension data from Qli		this strategy using attendance and de survey, ODRs, minor behavior for	ms,
	Anthon Chang	Austrians	Austriantani	Lord Down / Dorldon	Adetarials / Deserves	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train all staff in PBIS methods as well as the PBIS flowchart. The August training will occur virtually with follow up meetings and trainings in person when possible.	8/2021	8/30/2021	PBIS Team	PBIS flowchart, materials, and n	Y
Train the staff on the minor and major forms for reporting incidents in the School Information System (SIS). This training will occur virtually in August to start the 20-21 school year, with in person follow up when possible.	8/2021	8/30/2021	PBIS Team	Minor and Major form Samples	Y
Create a calendar of PBIS related incentives .	8/2021	8/30/2021	PBIS Team	SDP Calendar	N
Implement and hold PBIS incentive	9/2021	6/1/2022	PBIS Team	AMY Swag and various other ma	N
Develop / Implement student voice and involvement plan. This will be an ongoing process that allows students to have input in the things they would like to see as well as feedback around the things that are working well and those that need improvement. Meetings to get student input will occur virtually to start the 20-21 school year and will move to in person when possible	8/2021	6/1/2022	PBIS Team	N/A	N
Establish the TIPS team to include a student.	9/2021	9/30/2021	Walter Myrick (PBIS team member)	N/A	N
Create Tips Meeting Schedule - to occur weekly at the start of the school year and more or less often as needed during the rest of the school year. Meetings will occur virtually to start the 20-21 school year until in person meetings are possible (ODR's data trends, etc)	9/2021	9/30/2021	Walter Myrick (PBIS team member)	N/A	N
Implement regular (weekly, bi-weekly) PBIS fidelity checks to provide feedback to staff as appropriate on things that are going well and areas of improvement that are needed.	9/2021	6/1/2022	PBIS Team	N/A	N
Regularly monitor Tier 1 data to again adjust course as needed during the year. (Weekly or Bi-Weekly) If one area is going well we will continue with that area if the data indicates that morning entry is a concern we would then make adjustments there as needed based on the data.	9/2021	6/1/2022	Kristen Hettel (PBIS member)	N/A	N

	Comprehensive Plan: S	trategies	and Action Ste	ps
	Evidence Ba	sed Strategy	#4:	
	Universal Screener (Focus: Tiers II/III Climate)			
Select Any Applicable Goals	Why Statement	Goa	l Statement	Essential Practice
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.	Grade 3-8 stude PSSA will grow 2019 to 52.0% I	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 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		ts and staff will schoolwide PBIS urage positive behavior.	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
	ented system for collecting and analyzing data on a pre-determined schedule. Provide sup plans, develop and monitor plans to support student growth. Educators continually monit ehavior and attendance.		suspension data, district	ctiveness and implementation of this strategy using attendance and wide survey, ODRs, walkthroughs and observations, community meeting lity tools, and minor behavior forms.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train intervention Providers in the identified interventions- 1.Calm Cat which addresses anxiety and depression and 2. Coping Power - which addresses Aggression . These trainings will occur virtually to start the 20-21 school year and follow up will be in person when in person meeting is possible.	9/2021	9/2021 (Based on Distinct training dates )	Lori Blanco (Counselor)	Coping Power and Calm Cat trai	Υ
Universal Screener - Training of Admin	8/2021	8/2021	Jodan Floyd (Principal)		Υ
Train student support team (school based teacher leader, dean, nurse, counselor, and special education liaison) in their roles as identified in tier 2 supports. Initial training to occur in August with additional training and supports offered through the first marking period. These trainings will occur virtually to start the 20-21 school year.	9/2021	10/2021 (ongoing as needed)	Jodan Floyd (Principal)	Tier II and Tier III support plans	Υ
Complete the Universal Screener Screening	9/2021	10/2021	Lori Blanco (Counselor)		N
Create Behavior plans for all students that are receiving Tier II and Tier III supports. Initial plans created in September with additional plans added as needed during the school year.	9/2021	6/1/2022	Lori Blanco (Counselor)	Student plans and input from vi	N
Monitor student plans based on identified data. Data such as office referrals, participation in counselor groups, other identified data in each students individual plan	9/2021	6/1/2022	Lori Blanco (Counselor)	Referral Data, progress monitoring data	N
Student small group meetings/ circles based on student need: loss, aggression, anxiety, depression, etc. to be held weekly or bi-weekly as needed during the entire school year. Groups will be fluid allowing for student movement in and out during the school year. (Tier II). We will meet to see if these groups can still meet virtually and if not we will regroup to move them until schools can meet in person.	9/2021	6/1/2022	Lori Blanco (Counselor)	Student data and notes to identify various groups	N
student 1-1 meetings with the counselor based on student need: loss, aggression, anxiety, depression, etc. to be held weekly or bi-weekly as needed during the entire school year. (Tier III)	9/2021	6/1/2022	Lori Blanco (Counselor)	Student data and note to identify who needs the 1-1 support.	N
Meeting with Principal to discuss the data monitoring of individual student plans to identify areas of progress as well as make any needed changes to plans and approaches. Bi-weekly	9/2021	6/1/2022	Jodan Floyd (Principal)	N/A	N
Every adult in the school will check in with a group of 8-13 students that they check in with weekly to support building a community with to target specific students and provide support. One advisory per week.	8/2021	6/1/2022	Jodan Floyd (Principal)	N/A	N
Parent meetings will be held with families of students that are in Tier I and Tier II	8/2021	6/1/2022	Lori Blanco	N/A	N
					1

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.

#### **Comprehensive Plan: Strategies and Action Steps Evidence Based Strategy #5:** Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate) Select Any **Applicable Goals Goal Statement** Why Statement **Essential Practice** EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. \*This essential practice should After a year out of the school building, we are focusing our efforts on reestablishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance 100% of students and staff will only be considered for schools that have been selected and trained participate in a schoolwide PBIS Additional Goal 1 system to encourage positive behavior as a "PBIS School" through the Office of Student Support Services AMY NW will establish and implement a Tier 2 and Tier 3 MTSS program. 100% of students that are in need of Tier 2 and Tier 3 supports will 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 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 participate in the supportive services Additional Goal 2 behavior and attendance as needed. as a "PBIS School" through the Office of Student Support Services EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. \*This essential practice should We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with. Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026. only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services. Board Goal 3 Anticipated Outputs (link out to EP Look Fors) Monitoring/Evaluation

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
Each classroom has a daily, consistent time to conduct Community Meeting for 25-30 minutes.	8/23/2021	8/30/2021	Counselor & Dean	Community Meeting Slide Deck	Υ
Staff participates in training module on Community Meeting and its connections to social-emotional learning during the back-to-school reorganization week	8/23/2021	9/30/2021	Counselor & Dean		N
Create a Year-Long calendar of CM topics and responsibilities using calendar provided by the Office of School Climate & Culture and is adjusted through out the year as needed.	11/1/2021	6/1/2022	Counselor & Dean	Community Meeting calenda	N N
Revisit and review community meeting topics discussed during Common Planning Time in addition to making revisions as needed throughout the year based on current events or other needs.	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
Progress monitor implementation through staff participation in "check for understanding" survey and develop individual coaching tools.	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
Incorporate Student Well-Being Survey administered monthly during Community Meeting	9/1/2021	6/15/2022	Principal		N
Make a plan for ongoing coaching and support at the district and school-level; support is outlined and agreed upon by principal and district support.	9/1/2021	6/15/2022	Principal		

We will monitor the effectiveness and implementation of this strategy using attendance and

self-assessment and fidelity tools, and minor behavior forms.

suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting

BOARD GOAL 1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 70% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 70% students in grades 6-8 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 70% students in grades 6-8 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 70% students in grades 6-8 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 70% students in grades 6-8 will score at or above grade- level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 3	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 24% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 24% students in grades 6-8 will score at or above grade- level on the District's within-year math assessment in Q1	At least 24% students in grades 6-8 will score at or above grade- level on the District's within-year math assessment in Q2	At least 24% students in grades 6-8 will score at or above grade- level on the District's within-year math assessment in Q3	At least 24% students in grades 6-8 will score at or above grade- level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	attend school 95% of days or more	At least 90% of all students will attend school 95% of days or more in Q1.	At least 85% of all students will attend school 95% of days or more in Q2.	At least 80% of all students will attend school 95% of days or more in Q3.	At least 75% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				