

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-08		
ULCS Code	2210		
Name of School	Bache-Martin School		
Neighborhood Network	Network 12		
Assistant Superintendent	Jamina Clay		
ESSA Federal Designation	CSI		
Admission Type	Neighborhood		
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	Mark Vitvitsky		
Years as Principal	7		
Years as Principal at this School	7		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Mark Vitvitsky	Bache Martin	mdvitvitsky@philasd.org
Additional Leadership Team Representative	TBD	TBD	TBD
Math Content Specialist/Teacher Leader	Ian McCutcheon	Bache Martin	imccutcheon@philasd.org
Literacy Content Specialist/Teacher Leader	Erin Pierce	Bache Martin	epierce@philasd.org
Science Content Specialist/Teacher Leader	TBD	TBD	TBD
School-based Climate Representative	Ashley Cocca	Bache Martin	acocca@philasd.org
Parent	Tara Desmond		
Community member	TBD	TBD	TBD
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	TBD	TBD	TBD
Network Attendance Coach	Kesha Hines	School District of Philadelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Philadelphia	dphelps@philasd.org
Grants Compliance Monitor	Brittany Hopkins	School District of Philadelphia	bhopkins@philasd.org
Central Office Talent Partner	Andi Starks	School District of Philadelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	Jen Dianna	School District of Philadelphia	jdianna@philasd.org
Network Professional Learning Specialist	Patricia Ayres	School District of Philadelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Philadelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	Aja Hunter	School District of Philadelphia	ahunter@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	Aaron MacLennan	School District of Philadelphia	apmaclennan@philasd.org
EL Point Person	N/A	N/A	N/A
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.)			
<p>Bache-Martin is an inclusive community that strives to develop and empower all students to achieve their greatest potential.</p>			

Bache-Martin - 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	85.5%	26.4%	17.0%	56.6%	34	85.2%	42.3%	17.3%	40.4%
1st	88.3%	52.8%	9.4%	37.7%	55	89.7%	44.2%	9.6%	46.2%
2nd	84.9%	80.0%	4.4%	15.6%	53	83.3%	73.3%	11.1%	15.6%
3rd	66.7%	73.7%	10.5%	15.8%	59	52.6%	80.0%	6.7%	13.3%
4th	72.4%	64.3%	16.7%	19.0%	51	64.9%	70.3%	8.1%	21.6%
5th	75.0%	30.3%	12.1%	57.6%	46	70.5%	22.6%	25.8%	51.6%

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2020-21						Winter 2019-2020					
	Particip	At/Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	71.1%	18.5%	7.4%	33.3%	40.7%	41	68.8%	13.6%	20.5%	20.5%	45.5%	65
7th	60.0%	13.9%	8.3%	19.4%	58.3%	40	64.2%	17.6%	14.7%	26.5%	41.2%	40
8th	59.6%	21.4%	17.9%	17.9%	42.9%	48	51.7%	20.0%	0.0%	26.7%	53.3%	

**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	85.5%	45.3%	17.0%	37.7%	39	86.9%	54.7%	13.2%	32.1%
1st	85.0%	47.1%	7.8%	45.1%	49	89.7%	38.5%	17.3%	44.2%
2nd	75.5%	80.0%	5.0%	15.0%	57	87.0%	68.1%	12.8%	19.1%
3rd	66.7%	73.7%	10.5%	15.8%	59	54.4%	77.4%	6.5%	16.1%
4th	75.9%	56.8%	9.1%	34.1%	46	56.1%	75.0%	12.5%	12.5%
5th	65.9%	17.2%	24.1%	58.6%	38	56.8%	16.0%	28.0%	56.0%

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2020-21						Winter 2019-2020					
	% Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	% Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	57.9%	22.7%	27.3%	27.3%	22.7%	52	64.1%	24.4%	12.2%	17.1%	46.3%	25
7th	55.0%	36.4%	18.2%	15.2%	30.3%	45	58.5%	45.2%	22.6%	6.5%	25.8%	73
8th	59.6%	42.9%	25.0%	3.6%	28.6%	48	48.3%	35.7%	21.4%	35.7%	7.1%	35

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	64.5%	63.9%	52.6%	47.5%	65.2%	62.4%	63.9%	54.5%	All students	97.3%	94.3%	89.6%
90-95% days	11.3%	19.6%	26.7%	30.3%	11.7%	23.2%	19.6%	26.7%	Black/Afr Amer	96.0%	91.9%	85.7%
85-90% days	8.0%	7.8%	8.1%	11.4%	8.4%	6.8%	7.8%	8.1%	Hispanic/Latino	100.0%	98.4%	93.7%
80-85% days	4.3%	5.1%	6.7%	5.3%	2.3%	4.0%	5.1%	4.7%	Asian	100.0%	100.0%	100.0%
<80% days	11.8%	3.6%	5.9%	5.5%	12.3%	3.6%	3.6%	6.1%	White	99.1%	99.0%	98.9%

Bache-Martin - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #1:						
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 _% 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.			
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 _% 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.			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
At least 90% of staff can list at least 67% of the expectations Formal system for acknowledging student behavior is used by at least 90% of staff			Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need modifications.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Hold staff kick-off with a focus on (1) Increasing staff knowledge of behavior expectations, (2) Increasing staff use of behavior expectations language, and (3) Reviewing behavior expectations teaching system, (4) Reviewing use of problem behavior definitions and behavior flowchart.	8/23/21	8/31/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	PBIS Training Manual, Behavior Flow Chart, PBIS Expectations Lesson Plans	Y	
Ensure that PBIS signage is visible across all settings	8/23/21	8/31/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	PBIS Signage	N	
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.)	8/23/21	9/10/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Calendar	N	
Schedule for entire PBIS Team to attend 3 full days of training throughout the year	9/1/21	10/1/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Calendar, PBIS Coach	Y	
Plan meetings for entire school year and ensure that PBIS Coach is added to the invite to attend monthly TIPS Meetings	9/1/21	10/1/21	Vitvitsky/Principal	Calendar, PBIS Coach	N	
Develop fidelity check calendar	9/1/21	10/1/21	Vitvitsky/Principal	Calendar, Fidelity Check Rubric	N	
Conduct ongoing fidelity checks each week	9/1/21	10/1/21	Vitvitsky/Principal, McAdoo/Director of Student Services, and Jenkins/Director of Student Services	Calendar, Fidelity Check Rubric	N	
Add a student and parent to the PBIS team	9/1/21	10/1/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services		N	
Students not responding to Tier I will be referred for Tier II interventions	10/1/21	4/30/22	Counselors and Social Worker	SIS Data, MTSS Plans	N	
Tier II plans - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Counselors and Social Worker	SIS Data, MTSS Plans	N	
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Counselors and Social Worker	SIS Data, MTSS Plans	N	
Schedule time for PBIS staff training boosters throughout the year	12/1/21	12/17/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Calendar, PBIS Coach	Y	
Share tier 1 data with school staff quarterly	12/1/21	6/1/22	Vitvitsky/Principal	Qlik, SIS	N	

Bache-Martin - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

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 _% 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.
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 _% 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.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

100% of K-8 classrooms have a daily, consistent time to conduct Community Meeting
90% of staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour

The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incident data to determine whether we are on track to meet our EOY Zero OSS goal.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish Community Meeting schedule for each grade	9/1/21	10/1/21	Vitvitsky/Principal	Calendar	N
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Community Meeting Training Materials	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Calendar and Community Meeting Curriculum	N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/15/21	6/1/22	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Calendar, Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports)	N
Progress monitor implementation	11/1/21	6/1/22	Vitvitsky/Principal	"Check for Understanding" Survey for Staff	N
Incorporate Student Well-Being Survey	11/1/21	12/22/21	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	11/1/21	12/22/21	Vitvitsky/Principal	District Climate Support Staff	Y

Bache-Martin - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #3:						
Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
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 _% 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.			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
70% of students who require a Student Attendance Improvement Conference will have one. 90% of students who require a Student Attendance Improvement Plan will have one.			Quarterly, the attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Set meeting schedule for Attendance team	8/23/21	8/31/21	Cocca/Counselor	Calendar	N	
Specify key attendance data and the attendance team's process for monitoring effectiveness of attendance incentives.	8/23/21	9/3/21	Cocca/Counselor	Qlik, SchoolNet, SIS	N	
Train teachers in their role in supporting our attendance initiatives, which includes building relationships with students to support their attendance.	8/23/21	8/27/21	Vitvitsky/Principal	Qlik, SchoolNet, SIS	Y	
Increase attendance-related communication with parents by creating, then sharing, a calendar of school days in session with key dates/events listed so that parents know when to send their kids to school. This calendar will be shared once at the beginning of each semester, and then reminders will go out to parents on an as needed basis.	9/3/21	5/1/22	Vitvitsky/Principal	Calendar, Attendance Flyer	N	
The attendance team will review attendance reports each week to identify early on which students are nearing 3 unexcused absences to make sure parents receive communication reminding them of the attendance policies and teachers know which students to proactively check on, and which students are nearing 6 unexcused absences to determine whether early interventions for these students before the SAIP process.	9/3/21	6/1/22	Cocca/Counselor	SIS	N	
As a result of each monthly attendance review and on a rolling basis, students with 3 unexcused absences will receive a C-31 letter in the mail.	9/17/21	6/1/22	Cocca/Counselor	C-31 Letters, SIS	N	
Schedule coaching or ongoing implementation support for the attendance team around attendance initiatives at least once a quarter.	10/1/21	11/1/21	Cocca/Counselor	Calendar	Y	
Each month, the attendance team will collect and review key attendance data, which will include the weekly attendance data collected by the counselor.	10/1/21	5/31/22	Cocca/Counselor	Qlik, SchoolNet, SIS	N	
By the 6th unexcused absence, students will have a Student Attendance Improvement Conference with parents. During this meeting, a student attendance intervention plan (SAIP) will be written up to get to the root cause of the issue and to develop a plan for overcoming hurdles to regular attendance.	10/1/21	6/1/22	Cocca/Counselor	SIS, SAIP	N	
SAIPs will be progress monitored every 30 days to determine their effectiveness	11/1/21	6/1/22	Cocca/Counselor	SIS, SAIP	N	
Once the student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	11/1/21	6/1/22	Cocca/Counselor	SIS, SAIP	N	

Bache-Martin - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

Common Planning Time (Focus: Tier I Academics)		Standards-Aligned Instruction	
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Teachers have not been placing enough cognitive demand on students due to a lack of comfortability with wait time/pushing them if they do not immediately have the answer.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 2	There is a lack of standards aligned instruction in ELA due to an emphasis on lower levels of cognitive demand due to use of ELA materials that are poorly aligned and spend too much time focusing on lower levels of demand.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 3	There is a lack of standards aligned instruction in Mathematics due to an emphasis on lower levels of cognitive demand due to use of Mathematics materials that are poorly aligned and spend too much time focusing on lower levels of demand.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
90% of lesson plans clearly reflect grade-level standards-aligned curriculum and reflect high expectations for all students. CPT time allows for regular routine dialogue about standards instruction and assessment with a focus on integrating the use of evidence-based instructional practices. 90% of CPT IPP for collaboration and evaluation of instructional effectiveness focuses on planning and delivering grade-level, standards aligned instruction.	Instructional leadership team will meet every other week to review progress around teacher coaching. Instructional leadership team will review lesson plans and student data on a weekly basis. On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a monthly basis lesson plans and informal walk-through observations will be reviewed by leadership team. CPT rolling agendas and IPP documents will be utilized and reviewed quarterly.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Common Planning Time of 45-60 minutes will be built into all teachers' calendars focusing on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/1/21	8/27/21	Vitvitsky/Principal	Rosters	N
Pre- and post-tests will be administered to students for each curriculum unit in order to (1) determine whether students have master pre-req skills and (2) to assess student mastery of standards-based objectives	9/1/21	6/1/22	Math and ELA Teachers	Pre- and Post Assessments, Curriculum Units	N
Teachers will be expected to design standards-aligned lesson plans weekly that use the Common Core Standards and SDP Look Fors Document to drive their instruction and include aligned tasks, flexible student groups, intervention plans, and evidence that data is being used to inform instruction.	9/1/21	6/1/22	Math and ELA Teachers	Curriculum Units, Pre- and Post-Assessments	N
The SBTL will facilitate weekly common planning time meetings, where they will work with teachers on collaboratively reviewing student data (formative data, progress monitoring data, and within-year assessment data) and developing lesson plans in alignment with the ELA and Math Frameworks	9/1/21	6/1/22	Pierce/SBTL	SDP Look Fors Document, Lesson Plans, SDP Math and Literacy Frameworks	N
The ESOL Specialist will provide PD to teachers around best practices in co-teaching	9/1/21	10/31/21	ESOL Specialist	PD Calendar	Y
The instructional leadership team will visit math and ELA classrooms each at least once a week in order to construct feedback based on standards aligned instruction, content focused teaching, scope/sequence and rigor of tasks.	9/15/21	6/1/22	Vitvitsky/Principal, TBD/ Assistant Principal, and Pierce/SBTL	Observation Rubric, Lesson Plans	Y
The instructional leadership team will visit math and ELA classrooms each at least once a week in order to construct feedback based on standards aligned instruction, content focused teaching, scope/sequence and rigor of tasks.	9/15/21	6/1/22	Vitvitsky/Principal, TBD/ Assistant Principal, and Pierce/SBTL	Observation Rubric, Lesson Plans	Y
Each quarter, the principal will identify a cohort of teachers that will receive coaching support (i.e. modeling, observation/feedback, collaborative lesson planning, standards-aligned objectives) from the ILT.	10/1/21	5/1/22	Vitvitsky/Principal and TBD/Assistant Principal	Completed Observation Rubrics and Notes	Y
The SBTL will conduct weekly coaching/reflection sessions with the teachers as it relates to teachers' goals related to the standards-aligned instruction content being taught and identification of students' needs. During these weekly meeting, the SBTL will also monitor teachers' implementation of the district's Math and Literacy Frameworks.	10/1/21	6/1/22	Pierce/SBTL	SDP Look Fors Document, Common Core Standards, Lesson Plans, SDP Math and Literacy Frameworks	Y
Instructional leadership team will meet every two weeks to review their progress around teacher coaching and teachers' implementation of coaches' action steps.	10/1/21	6/1/22	Vitvitsky/Principal, TBD/ Assistant Principal, and Pierce/SBTL	Action Steps Log, Completed Observation Rubrics	Y
The ESOL Specialist will provide ongoing support to teachers that the instructional leadership team identify as needing co-teaching support	11/1/21	6/1/22	ESOL Specialist	Action Steps Log, Completed Observation Rubrics and Notes	Y
Every 6 weeks, teachers who are not meeting expectations as it relates to content being taught will be identified and receive additional support from Administration. Teacher support and coaching is increased and put into a 6-week cycle of intensive support.	11/1/21	6/1/22	Vitvitsky/Principal and TBD/ Assistant Principal	Action Steps Log, Completed Observation Rubrics and Notes	Y
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Vitvitsky/Principal and TBD/ Assistant Principal	School Plan, Routines Agenda	N

Bache-Martin - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
MTSS (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 1	Teachers have not been placing enough cognitive demand on students due to a lack of comfortability with wait time/pushing them if they do not immediately have the answer.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			
Board Goal 2	There is a lack of standards aligned instruction in ELA due to an emphasis on lower levels of cognitive demand due to use of ELA materials that are poorly aligned and spend too much time focusing on lower levels of demand.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			
Board Goal 3	There is a lack of standards aligned instruction in Mathematics due to an emphasis on lower levels of cognitive demand due to use of Mathematics materials that are poorly aligned and spend too much time focusing on lower levels of demand.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
90% of Tier III (Intensive Intervention) students will have an MTSS plan in SIS 85% of Tier III (Intensive Intervention) students will be progress monitored at least once in between quarterly assessment cycles 90% of Tier II and Tier III students will receive SGI or one-to-one instruction at least twice a week. 90% of those plans will contain differentiated SGI for Tier II and Tier III students.			On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. On a quarterly basis, Tier II and III students will be progress monitored using the district's within-			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Teachers will receive PD around SDP's assessment tool, including how to administer the assessment, how to read data reports, and MTSS expectations for progress monitoring Tier 2 and Tier 3 students	8/23/21	10/1/21	Assessment Coordinator	Assessment Platform, SDP MTSS Expectations Document	Y	
Teachers will receive PD around how to use the Foundations program to teach critical reading skills.	8/23/21	10/1/21	Pierce/SBTL	Foundations	Y	
Early Literacy Teachers who will be implementing Foundations will receive professional development around selecting Learning Activities, utilizing the Teacher Guide, and administering pre- and post-assessments.	8/23/21	10/31/21	Pierce/SBTL	Foundations, PD Calendar	Y	
Early Literacy Teachers will include the use of Foundations Learning Activities in their weekly lesson plans.	8/31/21	6/14/22	ELA Teachers	Foundations, Lesson Plans	N	
Early Literacy Teachers (with the assistance of SSAs) will assign and implement Foundations Learning Activities on a daily basis during Literacy Blocks to teach foundational reading skills.	8/31/21	6/14/22	ELA Teachers and Supportive Services Assistants	Foundations Learning Activities	N	
The ACCESS test will be administered to all EL students at the beginning of the year, as this test will help determine students' levels and the types of supports they'll need for the year. The on-demand WIDA screener will be administered to any new or incoming EL students as necessary.	9/1/21	6/14/22	ESOL Specialist	ACCESS Test Materials	N	
Screen all students using SDP's preferred assessment tool for potential reading and math problems at the beginning of the year, in the middle of the year, and at the end of the year.	10/1/21	10/31/21	Math and ELA Teachers	Assessment Platform, Data Tracker	N	
District assessments will be administered quarterly to identify class-level instructional needs for Math and Reading	10/1/21	6/1/22	Math and ELA Teachers	Assessment Platform	N	
Teachers will deliver differentiated reading instruction for all students in accordance with the district's Literacy Framework. Instructional foci will be based on assessments of students' current reading level as well as other key metrics related to reading provided by the district's assessment tool along with formative data collected by teachers.	10/15/21	6/1/22	Math and ELA Teachers	SDP Literacy Framework, Student Data	N	
Teachers will provide intensive, systematic instruction in accordance with the district's Math Framework on up to three foundational reading or math skills in small groups to Tier 2 students who score below the benchmark score on the universal screener.	10/15/21	6/1/22	Math and ELA Teachers	SDP Math Framework, Student Data	N	
In collaboration with the Counselor, ESOL Teacher, SPECM and Special Education teachers, teachers will use observation & feedback data, student data, and parental/guardian/agency input to determine the instructional areas to support, by content, by standard, by concept, and by skill.	10/15/21	5/1/22	Vitvitsky/Principal and Pierce/SBTL	Assessment Data Reports, SDP Data Analysis Protocol	N	
Supportive Services Assistants and teachers will monitor the progress of Tier 2 and Tier 3 students at least once a month.	11/1/21	5/31/22	Supportive Services Assistants and Math and ELA Teachers	Assessment Platform, Data Tracker	N	
The ESOL specialist will analyze the ACCESS testing data to identify targeted supports for ELs, and provide this information to teachers, especially ELA teachers.	12/16/21	12/23/21	ESOL Specialist	Individual Student Reports	N	
ESOL Specialist will assist with weekly planning to ensure that lessons contain proper scaffolding and differentiation for ELL students	11/1/21	6/1/22	ESOL Specialist	Individualized Learning Plan, Lesson Plans	N	
Teachers will create and update MTSS plans in SIS after each cycle of screening and progress monitoring	11/15/21	6/1/22	Math and ELA Teachers	Assessment Data Reports, SIS, SDP MTSS Expectations Document	N	
SSAs and teachers will provide intensive one-to-one and pull-out instruction (as possible based on additional staff support) on a daily basis to students who show minimal progress after spending a reasonable time in Tier 2 small group instruction.	11/15/21	6/1/22	Supportive Services Assistants and Math and ELA Teachers	MTSS Plans, Lesson Plans	N	
Teachers will receive PD during 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	12/1/21	2/1/22	Assessment Coordinator	Assessment Data Reports	Y	
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Vitvitsky/Principal and TBD/ Assistant Principal	School Plan, Routines Agenda	N	

Bache-Martin School [2210] 2021-2022 School Plan

BOARD GOAL 1		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 41% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 32% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 38% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
		Actual Performance				
		Met Target?				
BOARD GOAL 2		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 41% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 32% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 38% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 41% students in grades K-3 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 31% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 31% students in grades 3-8 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
		At least 65% of all students will attend school 95% of days or more	At least 74% of all students will attend school 95% of days or more in Q1.	At least 71% of all students will attend school 95% of days or more in Q2.	At least 68% of all students will attend school 95% of days or more in Q3.	At least 65% 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
		At least 98% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 98% of students will have zero out-of-school suspensions in Q3.	At least 98% of students will have zero out-of-school suspensions in Q4.
		Actual Performance				
		Met Target?				