

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	1200		
Name of School	John Barry School		
Neighborhood Network	Network 5		
Assistant Superintendent	Ariel Lajara		
ESSA Federal Designation	Non-Designated		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	SGS, PBIS		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A		
Principal Name	KaTiedra Argro		
Years as Principal	2		
Years as Principal at this School	2		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	KaTiedra Argro	John Barry	ktargro@philasd.org
Additional Leadership Team Representative	Myishing Cox	John Barry	mcox@philasd.org
Math Content Specialist/Teacher Leader	Deanna Lewis	John Barry	drlewis@philasd.org
Literacy Content Specialist/Teacher Leader	Jessica Nicholls	John Barry	jnicholls@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Renardo Brown	John Barry	rbrown2@philasd.org
Parent	Shivon Callicut	John Barry Parent	scallicut@philasd.org
Community member	Donald Moore	Mount Carmel Church	office@mtcarmel-bc.org
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Wyatt Cadley	SDP	wcadley@philasd.org
Special Education Case Manager	Robin Focht	SDP	rskolic@philasd.org
Network Attendance Coach	Kesha Hines	SDP	khines2@philasd.org
Network Culture and Climate Coach	Luis Rosario	SDP	lrosario2@philasd.org
Grants Compliance Monitor	N/A	N/A	N/A
Central Office Talent Partner	Ashley Sobrinski	SDP	asobrinski@philasd.org
Network Early Literacy/Literacy Director	Toni Okarma	SDP	aokarma@philasd.org
Network Professional Learning Specialist	Diana Scott and Caitlin Gravina	SDP	dscott@philasd.org cnelson4@philasd.org
Prevention and Intervention Liaison	Tania Leonard	SDP	tleonard@philasd.org
PBIS Coach (if applicable)	Sean Kelly	SDP	skelly@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	Dorie Clayman	John Barry	dclayman@philasd.org
School-Level Early Literacy Coach	Julie Schwartz	Early Literacy	jschwartz@cli.org
School-Level Math Interventionalist	Rachel Eshun	Math Intervention	reshun@philasd.org
School-Level Reading Specialist	Marianne Lefevre	Reading Specialist	mclefevre@philasd.org
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>Barry School provides a place for teaching and learning that meets the needs of all students. Our students and staff want to be here and they are empowered to become the best versions of themselves. Barry school enables all students to make gains that moves them one year or more annually.</p>			

ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

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	95.3%	19.5%	17.1%	63.4%	49	92.3%	13.9%	27.8%	58.3%
1st	83.9%	19.2%	7.7%	73.1%	39	84.1%	13.2%	13.2%	73.6%
2nd	71.1%	37.3%	15.3%	47.5%	41	77.6%	48.5%	19.7%	31.8%
3rd	77.6%	15.6%	22.2%	62.2%	30	71.4%	40.0%	10.0%	50.0%
4th	75.9%	28.3%	11.7%	60.0%	34	56.3%	33.3%	13.3%	53.3%
5th	75.8%	29.8%	25.5%	44.7%	43	72.6%	35.6%	17.8%	46.7%

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	91.4%	11.3%	5.7%	13.2%	69.8%	44	0.0%					
7th	73.0%	3.7%	11.1%	25.9%	59.3%	40	0.0%					
8th	100.0%	5.7%	11.3%	5.7%	77.4%	31	0.0%					

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	95.3%	24.4%	24.4%	51.2%	54	94.9%	13.5%	45.9%	40.5%
1st	82.3%	9.8%	15.7%	74.5%	38	84.1%	13.2%	17.0%	69.8%
2nd	72.3%	35.0%	21.7%	43.3%	42	74.1%	42.9%	20.6%	36.5%
3rd	69.0%	15.0%	15.0%	70.0%	38	75.0%	28.6%	11.9%	59.5%
4th	75.9%	21.7%	21.7%	56.7%	40	61.3%	28.6%	26.5%	44.9%
5th	67.7%	11.9%	21.4%	66.7%	38	77.4%	12.5%	33.3%	54.2%

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	86.2%	26.0%	8.0%	24.0%	42.0%	39	0.0%					
7th	62.2%	30.4%	17.4%	21.7%	30.4%	46	0.0%					
8th	86.8%	10.9%	10.9%	19.6%	58.7%	41	0.0%					

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	25.2%	35.7%	27.6%	27.8%	25.2%	38.2%	35.7%	29.2%	All students	94.6%	94.5%	85.7%
90-95% days	15.9%	24.7%	29.6%	27.0%	15.9%	26.1%	24.7%	30.8%	Black/Afr Amer	94.5%	94.4%	85.5%
85-90% days	15.7%	12.4%	15.2%	16.4%	15.7%	11.9%	12.4%	14.0%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	7.9%	9.0%	9.7%	9.7%	7.9%	8.6%	9.0%	10.4%	Asian	100.0%	100.0%	100.0%
<80% days	35.3%	18.2%	17.9%	19.1%	35.3%	15.3%	18.2%	15.7%	White	100.0%	100.0%	100.0%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

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.	35% of students will have 95% or better attendance.	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.	95% 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

Students will report greater levels of belonging, have improved attendance, and have fewer behavior incidents.

Revisit Community Meeting calendar and Student Well-Being Survey Results monthly during climate leadership meetings and revise as needed. Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Design master schedule so that each day begins with a 30 minute community meeting.	6/1/2021	8/1/2021	KaTiedra Argro (Principal)		N
Identify teachers who effectively led community meetings this year, record videos of them leading community meetings, and ask if they would be willing to share practices (and videos) during the summer re-org PD.	4/13/2021	6/30/2021	Coleen Felder (Step Coordinator)	Videos of Community Meetings	N
Staff participate in a Community Meeting PD session during the back-to-school reorganization week (approximately 1 hour + time for staff to share best practices).	8/23/2021	8/30/2021	KaTiedra Argro (Principal)	PD Materials/ Module from District	Y
Create a monthly calendar of Community Meeting topics and resources. Use District guidance as a base but be flexible/ responsive to student needs/ interests.	8/23/2021	6/1/2022	Climate Leadership Team, Renardo Brown (Climate Manager)	District guidance as base and Network Climate and Culture Coach can support	N
Students take Student-Well Being Survey monthly during Community Meeting Time.	9/1/2021	6/30/2022	Classroom Teachers	Well Being Surveys (5min)	N
Revisit Community Meeting calendar and Student Well-Being Survey Results monthly during climate leadership meetings and revise as needed.	10/1/2021	6/30/2022	Climate Leadership Team, Renardo Brown (Climate Manager)	Survey Results	N
Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.	10/1/2021	6/30/2022	Climate Managers and Climate Liaisons		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

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.	35% of students will have 95% or better attendance.	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.	95% 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

Students will report greater levels of belonging, have improved attendance, and have fewer behavior incidents.	PBIS team will meet monthly, TIPS meetings will occur monthly, fidelity check will occur regularly, and PBIS team will complete annual Tiered Fidelity Inventory and Self-Assessment Survey.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Confirm PBIS Team membership and include student and family representation. Also will want to assign team roles and responsibilities.	8/31/2021	9/30/2021	PBIS Team		N
All staff participate in PBIS professional development during the summer reorganization week. Topics to cover include: review behavior flowchart, behavior expectations, problem behavior definitions, explicitly teaching behavioral expectations, specific praise, praise ratios, minor and major entry forms into SIS, and tangible reinforcements.	8/23/2021	8/30/2021	PBIS Team/SDP PBIS Coach	PBIS PD Materials	Y
Teachers and staff roll out behavior expectations to students via explicit lesson plans.	9/1/2021	9/15/2021	All Teachers/PBIS Team	PBIS Lesson Plans (including common spaces)	N
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.). Put in placeholders for reward schedule but come up with actual incentives later once student voice is incorporated.	8/23/2021	9/1/2021	PBIS Team	Schoolwide incentives calendar	N
Schedule time for PBIS staff training boosters throughout the year (particularly after long breaks).	1/4/2022	4/22/2022	PBIS Team		Y
Share tier 1 data with school staff on a quarterly basis.	10/1/2021	6/30/2022	Climate Managers	SchoolNet, Qlik, PBIS Rewards	N
Develop strategies to incorporate family, community, and student voice and involvement (including a survey that allows families and community members to provide input on tier 1 climate practices).	11/1/2021	6/30/2022	PBIS Team/SDP PBIS Coach		N
Development of at least monthly Team Initiated Problem Solving meetings.	10/1/2021	6/30/2022	PBIS Team		N
Fidelity data collection in alignment with TFI.	4/1/2022	6/30/2022	PBIS Team		N
Complete annual Tiered Fidelity Inventory.	4/1/2022	6/30/2022	PBIS Team/SDP PBIS Coach	Tiered Fidelity Inventory	N
Designate time & complete the PBIS self-assessment survey.	4/1/2022	6/30/2022	Principal Argro	PBIS Self-Assessment survey	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #3:						
Schoolwide Youth Voice & Leadership Initiatives (Focus: Tier I Supplemental 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.	35% of students will have 95% or better attendance.	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.	95% 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			
Students will reports greater levels of belonging, empowerment, and community.			The Youth Voice group will meet monthly to monitor progress toward goals, vision, and initiatives.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
School leadership attends District PD on Youth Voice & Leadership Initiatives.	8/23/2021	8/30/2021	KaTiedra Argro (Principal)	District PD	Y	
Identify Youth Voice adult sponsor.	8/30/2021	9/15/2021	KaTiedra Argro (Principal)		N	
Train school staff on Youth Voice & Leadership Initiatives.	10/1/2021	10/31/2021	Youth Voice Adult Sponsor		Y	
Recruit & create a diverse student advisory.	10/1/2021	10/31/2021	Youth Voice Adult Sponsor		N	
Establish a team meeting schedule (at least monthly) for student advisory team and sponsor.	10/1/2021	10/31/2021	Youth Voice Adult Sponsor and KaTiedra Argro (Principal)	Time in Schedule	N	
Identify key Youth Voice goals and vision/ mission.	11/1/2021	11/30/2021	Youth Voice Adult Sponsor		N	
Progress monitor on initiatives & goals.	11/1/2021	6/30/2022	Youth Voice Adult Sponsor		N	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	Math proficiency has remained low because teachers have been more focused on procedural math rather than conceptual math- this shift will require adjustments in how teachers plan their lessons.	At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Teachers will implement best practices in order to effectively implement the district's Math framework. Instructional leadership teams will monitor implementation of the framework, along with student data, to set instructional goals and focus areas. These goals and focus areas will inform professional learning (such as CPT time and professional development) and will be adjusted to increase student outcomes as more data is gathered. Teachers will become confident and comfortable with the Math Framework, allowing them to plan effective lessons and increase student outcomes.

Once a semester as part of Network Instructional Rounds, school leaders will analyze District, Learning Network, and school-level data by subgroup to determine school-level priorities for improving outcomes for groups of students. Members of the Instructional Leadership Team will meet monthly to (1) collect a triangulation of data, (2) revisit progress towards last month's goals, (3) determine areas of strength and areas of improvement aligned with focus areas, (4) adjust observation & feedback schedule and professional learning for next month, and (5) set next month's goals based on triangulated data.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes, including expectations for half days, late arrivals, etc.	5/3/2021	8/23/2021	Myshing Cox (Assistant Principal)	Master Schedule	N
Ensure that all leaders and teachers actively participate in the District's and network professional learning for implementation of the Math framework. Professional Development will also need to focus on how teachers can differentiate more meaningfully in their core math instruction (reference lesson plan template rolled out in Spring of 20-21).	8/23/2021	6/1/2022	Katiedra Argro (Principal), Myshing Cox (Assistant Principal), Deanna Lewis (Academic Teacher Leader)	District PD; Exemplar Videos of Teacher's Executing Math Practices	Y
Members of the instructional leadership team will provide math teachers with guidance around how their lesson plans should be structured (in alignment with the IPP concepts covered this year). This guidance will prioritize the incorporation of conceptual concepts and require teachers to identify how they will differentiate as a part of their core math instruction (using evidence-based strategies).	4/29/2021	6/30/2021	Katiedra Argro (Principal), Myshing Cox (Assistant Principal), Deanna Lewis (Academic Teacher Leader)	Reference Marin lesson plan template (combining IPP and LP expectations)	N
Members of the instructional leadership team will review lesson plans weekly to ensure planning completed using the mathematics framework.	8/23/2021	6/1/2022	Deanna Lewis (Academic Teacher Leader)		N
Implement an observation & feedback schedule aligned to "Look Fors" and network professional development goals that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation/goal setting.	9/8/2021	6/1/2022	Katiedra Argro (Principal)	Look Fors document	N
Members of the instructional leadership team will identify the data sources used for monthly data triangulation meetings.	8/23/2021	6/30/2022	Katiedra Argro (Principal), Instructional Leadership Team		N
Members of the instructional leadership team will meet monthly to (1) collect triangulation data, (2) revisit progress towards goals, (3) determine areas of strengths and areas of improvement aligned with focus areas, (4) adjust observation and feedback schedule and professional learning for the next month, and (5) set next month's goals based on triangulated data.	10/1/2021	6/1/2022	Katiedra Argro (Principal), Instructional Leadership Team		N
Collaborate with Network PLS and Central Office Points of Contact to support CPT and school-based professional learning.	8/23/2021	6/1/2022	Katiedra Argro (Principal), Instructional Leadership Team, Diana Scott (LN5 Professional Learning Specialist)		N
Once a semester as part of Network Instructional Rounds, school leaders will analyze District, Learning Network, and school-level data by subgroup to determine school-level priorities for improving outcomes for groups of students.	9/8/2021	5/1/2022	Katiedra Argro (Principal)	QlikBAM Data Applications	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	ELA proficiency has been stagnant because teachers have not been demonstrating consistent growth in building their instructional capacity- teachers need to be pushed beyond establishing a culture of compliance within the domain of school climate.	At least 19% of grade 3-8 students will score proficient/advanced on the ELA PSSA	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.
Board Goal 2	3rd grade ELA proficiency has remained below the district average because teachers have inconsistently implemented effective small group instruction- to grow teachers will need more support from coaching and PD around how data can inform effective SGI.	At least 26% of grade 3 students will score proficient/advanced on the ELA PSSA	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
Board Goal 3	Math proficiency has remained low because teachers have been more focused on procedural math rather than conceptual math- this shift will require adjustments in how teachers plan their lessons.	At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

The percentage of 2nd grade students reading at grade level will increase 30% compared to 20-21.

Assessment data will be analyzed during CPT using SDP data analysis protocols. A schoolwide schedule for progress monitoring & tracking will be updated bi-weekly and monitored by the Schoolwide Leadership Team.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
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.	8/23/2021	8/30/2021	KaTiedra Argro (Principal), Myshing Cox (Assistant Principal)		Y
Engage leaders and staff in professional learning to learn the expectations for implementation of MTSS.	8/23/2021	8/30/2021	KaTiedra Argro (Principal), Myshing Cox (Assistant Principal)	Can connect with Network Prevention and Intervention Liasion	Y
Ensure that all teachers have time to collaborate with the Counselor, ESOL teachers, and special education teachers during Common Planning Time to ensure that evidence-based strategies are being utilized to reach all learners.	4/29/2021	8/23/2021	Myshing Cox (Assistant Principal)	Master Schedule	N
District assessments will be administered quarterly to identify class-level instructional needs for Math and Reading.	9/1/2021	6/30/2022	Classroom Teachers, KaTiedra Argro (Principal)	District Academic Universal Screener	N
Assessment data will be analyzed during CPT using SDP data analysis protocols.	9/1/2021	6/30/2022	Deanna Lewis (Academic Teacher Leader), Jessica Nichols (Academic Teacher Leader)	SDP Data Protocols	N
Teachers will develop plans to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill.	9/1/2021	6/30/2022	Classroom Teachers, KaTiedra Argro (Principal)		N
Teachers will receive PD around implementing data-driven small group instruction, and subsequently be expected to implement SGI in their classrooms.	9/1/2021	9/30/2021	Myshing Cox (Assistant Principal), Julie Schwartz (Reading Interventionalist)		Y
A schoolwide schedule for progress monitoring & tracking will be updated bi-weekly and monitored by the Schoolwide Leadership Team.	9/1/2021	6/30/2022	Julie Schwartz (Reading Interventionalist), Marianne Lefevere (Central Office Reading Specialist), TBD (Math Interventionalist)	Barry Data Tracker	N

John Barry School [1200] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 19% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 19% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 19% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 19% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 19% 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	At least 26% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 26% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 26% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 26% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 26% 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	At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 15% 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	At least 35% of all students will attend school 95% of days or more	At least 35% of all students will attend school 95% of days or more in Q1.	At least 35% of all students will attend school 95% of days or more in Q2.	At least 35% of all students will attend school 95% of days or more in Q3.	At least 35% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 95% of students will have zero out-of-school suspensions	At least 95% of students will have zero out-of-school suspensions in Q1.	At least 95% of students will have zero out-of-school suspensions in Q2.	At least 95% of students will have zero out-of-school suspensions in Q3.	At least 95% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				