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	7510
Name of School	Mary M. Bethune 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.)	N/A
Principal Name	Aliya Catanch-Bradley
Years as Principal	3
Years as Principal at this School	3

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Aliya Catanch-Bradley	Bethune School	acatanchbradley@philasd.org
Additional Leadership Team Representative	Yasmin Evangelista	Bethune School	yevangelista@philasd.org
Math Content Specialist/Teacher Leader	Maurice Graham	Bethune School	magraham@philasd.org
Literacy Content Specialist/Teacher Leader	Herman Douglas	Bethune School	hdouglas@philasd.org
Science Content Specialist/Teacher Leader	Kathi Llloyd	Bethune School	klloyd@philasd.org
School-based Climate Representative	Jimmie Fulton	Bethune School	jifulton@philasd.org
Parent	Thomas Bailey	Parent of Bethune	thomasbailey215@gmail.com
Community member	Mary Beth Hays	Biomedical Temple Univ.	tug27768@temple.edu
Business partner (other than parent or community member)	Josh Klaris	North10/Lenfest	josh@north10phl.org
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Nina Fonseca	SDP	nfonseca@philasd.org
Special Education Case Manager	Addie Christopher	SDP	dkall@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	sschaefer@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	Felicia Brown	SDP	febrown@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)	Keysa Lewis-Morris	SDP	kqlewis@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	Jennifer Morris	SDP	jamorris@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.)

Continuing the legacy of Dr. Mary McLeod Bethune all who enter our learning community will enter to learn and depart to serve.
Our mission at Mary McLeod Bethune Elementary School is to educate and nurture lifelong learners, critical thinkers and problem solvers who are college and career ready and can be successful in a global society.

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	70.7%	4.9%	7.3%	87.8%	29	88.9%	4.2%	4.2%	91.7%
1st	86.4%	7.0%	10.5%	82.5%	28	93.7%	10.2%	1.7%	88.1%
2nd	86.0%	51.2%	16.3%	32.6%	39	75.5%	59.5%	13.5%	27.0%
3rd	70.7%	22.0%	26.8%	51.2%	40	3.4%	50.0%	0.0%	50.0%
4th	53.7%	22.2%	8.3%	69.4%	41	67.2%	26.7%	22.2%	51.1%
5th	84.2%	27.1%	18.8%	54.2%	48	82.1%	19.6%	21.7%	58.7%

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	86.4%	5.3%	5.3%	24.6%	64.9%	50	89.4%	11.9%	0.0%	26.2%	61.9%	72
7th	89.1%	9.8%	4.9%	22.0%	63.4%	35	89.1%	14.0%	5.3%	14.0%	66.7%	39
8th	89.1%	12.3%	15.8%	17.5%	54.4%	53	92.3%	14.6%	12.5%	22.9%	50.0%	58

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	65.5%	13.2%	10.5%	76.3%	37	87.0%	4.3%	10.6%	85.1%
1st	75.8%	0.0%	6.0%	94.0%	22	90.5%	3.5%	17.5%	78.9%
2nd	88.0%	38.6%	20.5%	40.9%	29	79.6%	61.5%	10.3%	28.2%
3rd	62.1%	16.7%	30.6%	52.8%	35	34.5%	25.0%	25.0%	50.0%
4th	74.6%	14.0%	18.0%	68.0%	33	71.6%	25.0%	29.2%	45.8%
5th	75.4%	11.6%	11.6%	76.7%	38	60.7%	11.8%	26.5%	61.8%

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	56.1%	5.4%	29.7%	21.6%	43.2%	42	80.9%	13.2%	7.9%	26.3%	52.6%	51
7th	84.8%	15.4%	20.5%	23.1%	41.0%	41	85.9%	25.5%	5.5%	30.9%	38.2%	31
8th	81.3%	21.2%	19.2%	21.2%	38.5%	33	80.8%	47.6%	14.3%	23.8%	14.3%	58

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	18.5%	40.5%	25.7%	28.3%
90-95% days	14.5%	26.1%	27.2%	28.0%
85-90% days	10.9%	15.3%	18.3%	16.6%
80-85% days	8.2%	8.1%	11.0%	10.3%
<80% days	48.0%	9.9%	17.9%	16.8%

Monthly Attendance Snapshots (Click for link to data)

Jan 2021	Jan 2020	March 2020	March 2019
18.5%	39.8%	40.5%	27.2%
14.5%	28.4%	26.1%	27.9%
10.9%	14.6%	15.3%	21.2%
8.2%	7.4%	8.1%	8.3%
48.0%	9.9%	9.9%	15.4%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	86.7%	93.1%	96.4%
Black/Afr Amer	85.5%	92.8%	95.8%
Hispanic/Latino	91.0%	94.2%	98.9%
Asian			100.0%
White	100.0%	90.9%	90.0%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Common Planning Time (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	The need for timely and systematic feedback and support on instructional practices has been at times marginalized based on the mental and behavioral needs of our learning community. The training and supports of the Climate Team will allow for the focus of the SBTL, Reading Specialist, and the Admin Team to be instructional.	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	The need for timely and systematic feedback and support on instructional practices has been at times marginalized based on the mental and behavioral needs of our learning community. The training and supports of the Climate Team will allow for the focus of the SBTL, Reading Specialist, and the Admin Team to be instructional.	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

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs.	Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Communicate the instructional vision and focus, in alignment to the BoE and District goals and Priorities to all stakeholders.	8/23/2021	6/15/2022	Principal & Reading Specialist	Board Goals & Guardrails, School Plan	N
Schedule formal collaboration (ILT) to assess implementation, students' progress, & teachers' needs.	8/23/2021	6/15/2022	Principal & Reading Specialist		N
Prioritize short and long-term actions, and necessary supports to attain the goal.	11/1/2021	4/30/2022	Principal & Reading Specialist	School Plan	N
Develop a CPT cycle to include topics such as (1) Collaborative Lesson Planning, (2) Data Analysis, (3) The MTSS Process, (4) Sharing of Best Practices, and (5) Creating Common Assessments	8/23/2021	8/31/2021	Principal & Reading Specialist	School District Calendar	N
Analyze assessment data using SDP data analysis protocols	9/13/2021	6/15/2022	Admin Team & Teachers	SDP data analysis protocols	Y
Analyze student work using SDP student work protocols	8/23/2021	6/15/2022	Admin Team & Teachers	SDP student work protocols	Y
Teachers will develop plans for re-teaching and adjusting instructional practices based on reviews of assessment data and student work	9/13/2021	6/15/2022	Teachers & Admin Team		N

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 to do more than 45 minutes worth of data analysis and planning with colleagues. Teachers also need to be compensated for this time outside of the school day which needs to be budgeted for.	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
• A written document articulating the school-wide model of instruction is in place. • 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.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Align our school schedule to expectations for math instructional minutes.	8/23/2021	8/31/2021	SBTL & AP	Math Framework Breakdown	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/23/2021	8/31/2021	SBTL & AP	Math Framework, Envision Overview	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.	9/13/2021	6/15/2022	SBTL & AP	District Calendar	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	9/13/2021	5/30/2022	Admin Team & Teachers	Data Reports	Y
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/23/2021	6/15/2022	SBTL & AP	Contact Numbers for Points of Contact	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	8/23/2021	6/15/2022	Teachers & AP (assess)	Quarter at a Glance	N
Align Framework & Curriculum implementation to the professional learning expectations and focus.	8/23/2021	8/31/2021	SBTL & AP	Math Framework	N
Analyze student data to monitor progress towards meeting expected student outcomes.	10/1/2021	6/15/2022	Admin Team & Teachers	Student Data Protocol	N

Comprehensive Plan: Strategies and Action Steps				
Evidence Based Strategy #3:				
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 33% 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 Sudent 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 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 Sudent 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. Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors. Educators maximize instructional time through well-managed classroom routines.	We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, 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?
Add student, family, and community representation to the PBIS Team.	9/1/2021	6/15/2022	Lead PBIS Coach		N
Schedule for entire PBIS Team to attend 3 full days of training throughout the year	9/1/2021	6/1/2022	AP		N
Inclusively teach behavior expectations	9/1/2021	6/15/2022	Lead PBIS Coach & PBIS Coach	PPT	Y
Train staff on use of problem behavior definitions	9/1/2021	6/15/2022	Lead PBIS Coach & PBIS Coach	PPT	Y
Make adjustments to discipline policies including behavior flowchart.	9/1/2021	6/15/2022	PBIS Team		N
Provide staff with a refresher on usage of the behavior flowchart.	9/1/2021	6/15/2022	Lead PBIS Coach & PBIS Coach	PPT	Y
Make adjustments to the strategies to incorporate family voice and involvement.	9/1/2021	6/15/2022	PBIS Team		N
Make adjustments to the strategies to incorporate student voice and involvement.	9/1/2021	6/15/2022	PBIS Team		N
Complete Culturally Responsive TFI	10/1/2021	10/31/2021	PBIS Coach	CFTFI Link	N
Complete annual Tiered Fidelity Inventory	5/1/2022	5/30/2022	PBIS Coach	TFI Link	N
Designate time & complete the self-assessment survey	5/1/2022	5/30/2022	PBIS Coach	Assessment Survey Link	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 33% 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 Sudent 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 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 Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
"• 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.

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:

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 33% 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 Sudent 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 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 Sudent 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	Project Prevent Team	Community Meeting Slide Deck	Y
Create CM topics relevant to grade bands and incorporating current events.	9/1/2021	6/15/2022	Deans		N
Progress monitor implementation including the "check for understanding" survey	9/1/2021	6/15/2022	Principal & Climate Office	"check for understanding" survey	N
Incorporate Student Well-Being Survey	9/1/2021	6/15/2022	Principal & Climate Office	Student Well-Being Survey	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 33% 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 Sudent 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 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 Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
• 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

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	SchoolCounselor	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 (dean, counselor)		Y
Train school staff on Universal Screener	10/1/2021	6/15/2022	Climate team (dean, 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 33% 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 Sudent 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 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 Sudent 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

Mary M. Bethune School [7510] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 21% of all students, Black students and economically disadvantaged students in grades 3-8 students will score proficient/advanced on the ELA PSSA	At least 15% of students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 18% of students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 21% of students in grades 3-8 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 19% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 13% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 16% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 19% of 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3	At least 8% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 4% of students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 6% of students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 8% of students in grades 3-8 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 33% of all students will attend school 95% of days or more.	At least 60% 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 40% of all students will attend school 95% of days or more in Q3.	At least 33% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
ZERO SUSPENSION GOAL	At least 95% 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 97% of students will have zero out-of-school suspensions in Q2.	At least 96% 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?				