

PHIA			
2021-2022			
School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-05		
ULCS Code	1250		
Name of School	Joseph W. Catharine 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	Lisa Wilmer		
Years as Principal	12		
Years as Principal at this School	5		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Lisa Wilmer	Catharine Elementary	ldwilmer@philasd.org
Additional Leadership Team Representative	Victor Hunter	Catharine Elementary	vrhunter@philasd.org
Math Content Specialist/Teacher Leader	Emilie Burton	Catharine Elementary	egicker@philasd.org
Literacy Content Specialist/Teacher Leader	TBD	TBD	TBD
Science Content Specialist/Teacher Leader	TBD	TBD	TBD
School-based Climate Representative	Michelle Johnson	Catharine Elementary	mdavisjohnson@philasd.org
Parent	TBD	TBD	TBD
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	Alexandra Stanton	Catharine Elementary	astanton@philasd.org
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	Valbona Parlaku	School District of Philadelphia	vparlaku@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)	N/A	N/A	N/A
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	Tamara Gerber	Catharine Elementary	tgerber@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>Mission            Create a rich experience in the classroom that provides a solid foundation for independent learning.            Develop positive relationships with students to build respectful and responsible young people.            Foster a safe environment so that all of our students can learn and grow in a positive atmosphere.            Build a community between home and school.</p> <p>Vision            The Catharine School vision is to prepare our students to be respectful, responsible students ready to succeed in school and progress to higher levels of academic excellence.</p>			

## Joseph W. Catharine - 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
<b>K</b>	77.8%	7.1%	19.0%	73.8%	30	84.0%	14.3%	21.4%	64.3%
<b>1st</b>	79.5%	19.4%	6.5%	74.2%	30	91.0%	18.3%	4.2%	77.5%
<b>2nd</b>	80.9%	34.5%	25.5%	40.0%	43	47.1%	39.4%	18.2%	42.4%
<b>3rd</b>	85.5%	32.2%	16.9%	50.8%	49	65.2%	33.3%	17.8%	48.9%
<b>4th</b>	67.2%	33.3%	17.8%	48.9%	38	61.2%	48.8%	12.2%	39.0%
<b>5th</b>	87.7%	31.3%	21.9%	46.9%	49	75.0%	35.2%	22.2%	42.6%

### 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
<b>K</b>	74.1%	42.5%	22.5%	35.0%	68	80.0%	10.0%	22.5%	67.5%
<b>1st</b>	74.4%	3.4%	19.0%	77.6%	32	73.1%	8.8%	14.0%	77.2%
<b>2nd</b>	85.3%	25.9%	13.8%	60.3%	34	55.7%	46.2%	17.9%	35.9%
<b>3rd</b>	88.4%	19.7%	21.3%	59.0%	33	65.2%	33.3%	17.8%	48.9%
<b>4th</b>	83.6%	14.3%	16.1%	69.6%	39	67.2%	22.2%	8.9%	68.9%
<b>5th</b>	87.7%	18.8%	25.0%	56.3%	50	75.0%	5.6%	16.7%	77.8%

### Climate Data

<a href="#">Annual Attendance Data (Click for link to data)</a>					<a href="#">Monthly Attendance Snapshots (Click for link to data)</a>				<a href="#">Suspension Data (Click for link to data)</a>			
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
<b>95%+ days</b>	46.8%	53.0%	45.9%	49.1%	47.5%	52.5%	53.0%	46.8%	<b>All students</b>	99.0%	99.6%	99.2%
<b>90-95% days</b>	16.4%	21.7%	24.8%	24.6%	16.7%	24.0%	21.7%	25.5%	<b>Black/Afr Amer</b>	98.7%	99.5%	99.1%
<b>85-90% days</b>	9.8%	11.3%	11.6%	12.4%	8.6%	9.7%	11.3%	10.7%	<b>Hispanic/Latino</b>	100.0%	100.0%	100.0%
<b>80-85% days</b>	4.3%	5.6%	8.0%	5.9%	5.2%	6.5%	5.6%	8.2%	<b>Asian</b>	100.0%	100.0%	100.0%
<b>&lt;80% days</b>	22.7%	8.3%	9.7%	8.0%	21.9%	7.3%	8.3%	8.8%	<b>White</b>	100.0%	100.0%	100.0%

Joseph W. Catharine - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #1:						
PBIS - New Schools (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			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Build a PBIS team	8/23/21	10/31/21	Lisa Wilmer/Principal and Michelle Johnson/Dean	PBIS Manual	N	
Establish team operating procedures	8/23/21	10/31/21	Michelle Johnson/Dean	PBIS Manual	N	
Plan for regular PD time to get input and update staff on PBIS development	8/23/21	10/31/21	Lisa Wilmer/Principal and Michelle Johnson/Dean	Calendar	Y	
Create 3-5 schoolwide behavior expectations and associated behavior skills	8/23/21	10/31/21	Lisa Wilmer/Principal and Michelle Johnson/Dean	PBIS Manual	N	
Develop formal lesson plans for teaching behavior expectations	8/23/21	10/31/21	Michelle Johnson/Dean	Lesson Plan Templates, PBIS Manual	N	
Make a school Behavior Management Flowchart	8/23/21	10/31/21	Lisa Wilmer/Principal and Michelle Johnson/Dean	Behavior Management Flowchart Template	N	
Solicit input on all core features and permanent products from students, staff, and families	8/23/21	2/1/22	Lisa Wilmer/Principal, Michelle Johnson/Dean, Myia Easley/Counselor, and Violet Bute/SISL	Feedback Form	N	
A deployment plan will be created to assign climate support staff to monitor common spaces throughout the school building	8/23/21	8/27/21	Michelle Johnson/Dean and Climate Support Staff	Deployment Plan	N	
Climate support staff will consistently utilize school's system for acknowledging positive student behavior to reinforce students who are upholding expectations throughout the building	8/31/21	6/11/22	Climate Support Staff	Positive Points System	N	
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	Lisa Wilmer/Principal and Michelle Johnson/Dean	School Plan, Routines Agenda	N	
Schedule for entire PBIS team to attend 3 full days of training throughout the year	11/1/21	12/1/21	Lisa Wilmer/Principal and Michelle Johnson/Dean	Calendar	Y	
Create school-contextual classroom managed and office managed behavior definitions	11/1/21	1/31/22	Lisa Wilmer/Principal, Michelle Johnson/Dean, Myia Easley/Counselor, and Violet Bute/SISL	Definitions Template, PBIS Manual	N	
Complete all action plan steps between each day of training	12/1/21	6/1/21	PBIS Team	PBIS Training Deliverables	N	
Prepare formal PBIS manual with all permanent products	2/1/22	6/1/22	PBIS Team	PBIS Manual	N	
Complete annual Tiered Fidelity Inventory (TFI) & Action Plan for next year	4/1/22	5/1/22	Lisa Wilmer/Principal	Tiered Fidelity Inventory (TFI) & Action Plan	N	
Complete the Self-Assessment Survey	4/1/22	5/1/22	PBIS Team	Self-Assessment Survey	N	
Schedule, plan for, and prepare to deliver student kickoffs and staff trainings for next year	5/1/22	6/1/22	Michelle Johnson/Dean	Calendar, PBIS Manual, PBIS Lesson Plans	N	

**Joseph W. Catharine - 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.

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	Lisa Wilmer/Principal and Michelle Johnson/Dean	Calendar	N
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	Michelle Johnson/Dean	Community Meeting Training Materials	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	Michelle Johnson/Dean	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	Michelle Johnson/Dean	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	Michelle Johnson/Dean	"Check for Understanding" Survey for Staff	N
Incorporate Student Well-Being Survey	11/1/21	12/22/21	Michelle Johnson/Dean	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	11/1/21	12/22/21	Michelle Johnson/Dean	District Climate Support Staff	Y

### Joseph W. Catharine - 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.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train attendance team in the Early Warning Indicator (EWI) process	8/23/21	9/30/21	Myia Easley/Counselor	EWI Report	Y
Train teachers in their role in implementing the school's attendance plan. This includes checking in with students/families with 1-3 absences to ensure attendance policies are understood, correctly taking attendance daily, and taking part in the MTSS process.	8/23/21	9/30/21	Victor Hunter/Assistant Principal	PD Calendar, EWI Report, Student Information System (SIS), C-31 Letter	Y
Facilitate weekly attendance team meetings, during which attendance data from the Early Warning Indicator (EWI) reports/initiatives will be reviewed by 95%+, 90-94%, and <90% attendance band, and schoolwide initiatives or targeted interventions will be discussed.	9/10/21	6/1/22	Myia Easley/Counselor	Meeting Schedule, EWI Report, Student Information System (SIS)	N
Students with 3+ unexcused absences will receive a C-31 letter in the mail.	9/17/21	6/1/22	Violet Bute/SISL	EWI Report, Student Information System (SIS), C-31 Letter	N
Schedule student attendance improvement conferences (SAICs) with the parents of students with 6+ unexcused absences.	10/1/21	6/1/22	Violet Bute/SISL	EWI Report, Student Information System (SIS)	N
During SAICs, the attendance team will work with the students/families to identify barriers to attending school and develop a student attendance improvement plan (SAIP) that outlines interventions that target these barriers.	10/1/21	6/1/22	Myia Easley/Counselor	EWI Report, Student Information System (SIS), SAIP Template	N
The attendance team will progress monitor SAIPs every 30 days	11/1/21	6/1/22	Violet Bute/SISL	EWI Report, Student Information System (SIS), SAIPs	N
Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	11/1/21	6/1/22	Myia Easley/Counselor	EWI Report, Student Information System (SIS), SAIPs, Truancy Paperwork	N
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	Lisa Wilmer/Principal and Myia Easley/Counselor	School Plan, Routines Agenda	N

**Joseph W. Catharine - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #4:**

MTSS (Focus: Tier I Academics)

Improving Adolescent Literacy WWC Practice Guide- [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)  
 Assisting Students Struggling with Mathematics- <https://ies.ed.gov/ncee/wwc/PracticeGuide/2>

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Teachers are not yet expert at utilizing a variety of student data to create flexible small groups that addresses common skill gaps.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	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 2	Teachers are not yet expert at utilizing a variety of student data to create flexible small groups that addresses common skill gaps.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	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	Teachers are not yet expert at utilizing a variety of student data to create flexible small groups that addresses common skill gaps.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	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

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
90% of Tier III (Intensive Intervention) students will have an ELA 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 students will receive SGI or one-to-one instruction at least three times a week. 90% of Tier III students will receive SGI or one-to-one instruction at least three to five times a week. 90% of lesson plans will contain appropriate strategies and practices (ie. differentiation and scaffolding) for flexible SGI for Tier II and Tier III students taking into consideration student data analysis addressing common skill gaps. At least 90% of teachers will feel "very comfortable" with utilizing a variety of student data to create flexible small groups that address common skill gaps using.	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-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly. Monthly, the leadership team will review MTSS plans in SIS, lesson plans, and informal walkthrough documentation focusing on the planning and delivery of flexible small group instruction that address common skill gaps aligned to the student data analysis and looking for practices such as differentiation and scaffolding. Using a quarterly survey, teachers will be asked to anonymously identify their comfortability rating from "not yet comfortable" to "expertly comfortable" with utilizing a variety of student data to create flexible small groups that address common skill gaps.

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 (2) adjusting instruction based on that class-level data analysis, and (3) expectations for implementing SDP's MTSS framework	8/23/21	9/10/21	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	SDP MTSS Guide, PD Calendar, Assessment Platform	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	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	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 ESOL specialists will analyze the ACCESS testing data in conjunction with other data sources (i.e. universal screeners) to identify targeted supports for ELs, and provide this information to teachers, especially ELA teachers.	8/31/21	6/1/22	Tamara Gerber/EL Point Person	Individual Student Reports	N
Supportive Services Assistants will receive training at the beginning of the year around how to properly conduct progress monitoring and how to implement small group and one-to-one interventions	9/1/21	10/31/21	Emilie Burton/School Based Teacher Leader	Assessment Platform, Interventions	N
At the beginning of the year, all teachers will administer SDP's universal screening assessment	9/1/21	10/15/21	Math and ELA Teachers and Supportive Services Assistants	Assessment Platform, Assessment Calendar	N
The ACCESS test will be administered to all EL students during the state-mandated testing window, as this test will help determine students' levels and the types of supports they'll need for the following year. The on-demand WIDA screener will be administered to any new or incoming EL students as necessary.	9/1/21	6/14/22	Tamara Gerber/EL Point Person	ACCESS Test Materials	N
Teachers will create an intervention station during math and literacy blocks and provide instruction that is explicit and systematic so that students have opportunities for small group instruction targeted to their skill gaps based on reviews of screener data, progress monitoring data, and intervention data using instructional practices such as: visual representations for math, explicit vocabulary instruction, and phonological awareness for ELA	10/1/21	6/1/22	Math and ELA Teachers	SDP Math and Literacy Frameworks, Lesson Plans	N
Teachers will create and tweak small groups on a rolling basis dependent on both screener/progress monitoring data as well as mastery of performance tasks.	10/1/21	6/1/22	Math and ELA Teachers	Student Data	N
Teachers will utilize data analysis protocols during Common Planning Time to identify students who require an MTSS plan and then adjust the MTSS intervention intensity and instructional focus to explicitly meet each student's identified learning needs. During these meetings, teachers will discuss strategies for small group instruction based on the trends in the data .	10/18/21	10/31/21	Emilie Burton/School Based Teacher Leader and Tamara Gerber/EL Point Person	MTSS Plans, Data Analysis Protocols, Data Trackers, Assessment Data	N
Teachers will review student data (screener data, progress monitoring data, intervention data, etc.) during Common Planning Time using SDP's data analysis protocols to inform small groups and lesson planning.	10/18/21	6/1/22	Emilie Burton/School Based Teacher Leader and Tamara Gerber/EL Point Person	Data Analysis Protocols, Data Trackers, Assessment Data, Lesson Plans	N
Teachers will create an MTSS plan in SIS for students scoring in Tier III on the screening assessment	11/1/21	4/30/22	Math and ELA Teachers	MTSS Plans, Data Analysis Protocols, Data Trackers, Assessment Data	N
Students in Tier III will be progress monitored at least once a month	11/1/21	5/31/22	Supportive Services Assistants	Assessment Platform, Progress Monitoring Calendar, Data Tracker	N
Teachers will update data trackers after each testing event	11/1/21	5/31/22	Math and ELA Teachers and Supportive Services Assistants	Data Trackers, Assessment Data	N

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SBTL and EL Point Person will review data trackers to ensure they are correctly updated	11/1/21	4/30/22	Emilie Burton/School Based Teacher Leader and Tamara Gerber/EL Point Person	Data Trackers	N
Administration will monitor SIS to ensure that teachers are creating/updating MTSS plans in SIS	11/1/21	4/30/22	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	MTSS Plans	N
Instructional leadership team will review lesson plans to ensure that teachers have planned for intervention opportunities/small group instruction	11/1/21	4/30/22	Lisa Wilmer/Principal, Victor Hunter/Assistant Principal, Emilie Burton/School Based Teacher Leader, and Tamara Gerber/EL Point Person	Lesson Plans	N
Teachers will receive PD around how to utilize a variety of student data, including Star data, to create flexible small groups that address common skill gaps.	11/1/21	4/30/22	Lisa Wilmer/Principal, Victor Hunter/Assistant Principal, Emilie Burton/School Based Teacher Leader, and Tamara Gerber/EL Point Person	Star Data, Formative Assessment Data	N
ESOL Specialists will assist with weekly planning to ensure that lessons contain proper scaffolding and differentiation for ELL students	11/1/21	6/1/22	Tamara Gerber/EL Point Person	Individualized Learning Plan, Lesson Plans	N
MTSS plans will be updated in SIS after each testing event, whether it be quarterly screening or progress monitoring	11/15/21	6/1/22	Math and ELA Teachers	MTSS Plans, Data Analysis Protocols, Data Trackers, Assessment Data	N
SDP's within-year assessments will be administered quarterly to all students	12/1/21	6/1/22	Math and ELA Teachers and Supportive Services Assistants	Assessment Platform, Assessment Calendar	N
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	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	School Plan, Routines Agenda	N

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	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 1</b>	At least <b>31%</b> of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 25% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 28% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 31% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
<b>BOARD GOAL 2</b>	At least <b>23%</b> of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 14% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 20% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 23% 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?				
<b>BOARD GOAL 3</b>	At least <b>16%</b> of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 7% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 10% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 16% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				
<b>95% ATTENDANCE GOAL</b>	At least <b>52%</b> of all students will attend school 95% of days or more	At least 67% of all students will attend school 95% of days or more in Q1.	At least 62% of all students will attend school 95% of days or more in Q2.	At least 57% of all students will attend school 95% of days or more in Q3.	At least 52% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
<b>ZERO SUSPENSION GOAL</b>	At least <b>99%</b> 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 99% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				