# THE SCHOOL DISTRICT OF PHILADELPHIA
# 2021-2022
# School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)

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|---|---|
| **School Grade Span** | 00-08 |
| **ULCS Code** | 8420 |
| **Name of School** | Stephen Decatur School |
| **Neighborhood Network** | Network 8 |
| **Assistant Superintendent** | Charles Connor (Interim) |
| **ESSA Federal Designation** | Non-Designated |
| **Admission Type** | Neighborhood |
| **District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)** | Non-Designated |
| **Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)** | N/A |
| **Principal Name** | Genevieve Endy-O'Kane |
| **Years as Principal** | 11 |
| **Years as Principal at this School** | 11 |

## Planning Team

| Team Member Title | Team Member Name | Organization | Email Address |
|---|---|---|---|
| **Principal** | Genevieve Endy-O'Kane | Stephen Decatur | gendy@philasd.org |
| **Additional Leadership Team Representative** | Michele Hutz | Stephen Decatur | mhutz@philasd.org |
| **Math Content Specialist/Teacher Leader** | Maggie Rex | Stephen Decatur | mkrapp@philasd.org |
| **Literacy Content Specialist/Teacher Leader** | Terry Nolan Mazzarella | Stephen Decatur | tnolanmazzarella@philasd.org |
| **Science Content Specialist/Teacher Leader** | Yvette Cheatham | Stephen Decatur | yrcheatham@philasd.org |
| **School-based Climate Representative** | Kristen Blizard | Stephen Decatur | krclark@philasd.org |
| **Parent** | Linda McNulty | Home and School | beckasmommy@gmail.com |
| **Community member** | Martina White | PA State Representative | mwhite@pahousegop.com |
| **Business partner (other than parent or community member)** | Mark Ingerman | Philly Kidz | phillykidzinitiative@gmail.com |
| **Student (required for High Schools)** | N/A | N/A | N/A |
| **Planning and Evidence-based Support (PESO) member** | Joshua Culbertson | Planning & Evidence-Based Supports Office | jculbertson@philasd.org |
| **Special Education Case Manager** | Jessica McCracken | LN8 | jdbecker@philasd.org |
| **Network Attendance Coach** | Justin Proctor | LN8 | jeproctor@philasd.org |
| **Network Culture and Climate Coach** | Charles Blackwell | LN8 | cblackwell@philasd.org |
| **Grants Compliance Monitor** | John O'Brien | SDP | jobrien3@philasd.org |
| **Central Office Talent Partner** | Jennifer Nearn | SDP | jsupplee@philasd.org |
| **Network Early Literacy/Literacy Director** | Traci McCabe | LN8 | tmmcabe@philasd.org |
| **Network Professional Learning Specialist** | Samantha Lichtenstein | LN8 | slichtenstein@philasd.org |
| **Prevention and Intervention Liaison** | Delia McLaughlin | SDP | dmclaughlin@philasd.org |
| **PBIS Coach (if applicable)** | Aubrey Depa | SDP | abeiswenger@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** | Heather Mizrachi | LN8 | hmizrachi@philasd.org |
| **EL Point Person** | Jennifer Meisel Jarema | Stephen Decatur | jmmeisel@philasd.org |
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## 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.)

The Stephen Decatur School will provide quality instruction through a collaborative effort to ensure ALL students graduate from eighth grade ready for high school and beyond. We will grow as leaders continuously aspiring to achieve our greatest potential and establishing the collaborative nurturing environment necessary to affect positive change while influencing a better world for all.

# 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 | 91.6% | 23.0% | 28.7% | 48.3% | 58 | 88.4% | 17.9% | 26.2% | 56.0% |
| 1st | 95.3% | 46.1% | 20.6% | 33.3% | 65 | 95.2% | 38.0% | 19.0% | 43.0% |
| 2nd | 93.5% | 72.1% | 15.1% | 12.8% | 52 | 91.3% | 71.4% | 13.1% | 15.5% |
| 3rd | 89.5% | 68.1% | 9.6% | 22.3% | 58 | 91.4% | 56.3% | 18.8% | 25.0% |
| 4th | 83.1% | 55.4% | 16.2% | 28.4% | 47 | 85.7% | 44.9% | 19.2% | 35.9% |
| 5th | 81.9% | 74.0% | 10.4% | 15.6% | 50 | 82.8% | 75.3% | 6.5% | 18.2% |

### 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 | 90.7% | 31.8% | 19.3% | 19.3% | 29.5% | 53 | 91.7% | 31.1% | 21.3% | 23.8% | 23.8% | 15 |
| 7th | 93.1% | 32.0% | 9.0% | 23.0% | 36.1% | 46 | 92.6% | 39.3% | 18.8% | 19.6% | 22.3% | 80 |
| 8th | 85.7% | 40.6% | 14.6% | 19.8% | 25.0% | 46 | 93.3% | 31.3% | 16.1% | 28.6% | 24.1% | 48 |

## 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 | 91.6% | 39.1% | 26.4% | 34.5% | 54 | 88.4% | 31.0% | 25.0% | 44.0% |
| 1st | 72.9% | 55.1% | 20.5% | 24.4% | 63 | 32.4% | 55.9% | 17.6% | 26.5% |
| 2nd | 92.4% | 63.5% | 8.2% | 28.2% | 49 | 90.2% | 65.1% | 15.7% | 19.3% |
| 3rd | 90.5% | 49.5% | 15.8% | 34.7% | 46 | 93.3% | 48.0% | 17.3% | 34.7% |
| 4th | 88.8% | 54.4% | 24.1% | 21.5% | 58 | 85.7% | 41.0% | 26.9% | 32.1% |
| 5th | 84.0% | 62.0% | 19.0% | 19.0% | 53 | 88.2% | 58.5% | 14.6% | 26.8% |

### 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 | 90.7% | 48.9% | 12.5% | 18.2% | 20.5% | 41 | 85.0% | 50.4% | 19.5% | 14.2% | 15.9% | 49 |
| 7th | 93.9% | 48.0% | 13.8% | 16.3% | 22.0% | 46 | 93.4% | 52.2% | 16.8% | 16.8% | 14.2% | 48 |
| 8th | 83.9% | 56.4% | 12.8% | 13.8% | 17.0% | 53 | 86.7% | 53.8% | 15.4% | 17.3% | 13.5% | 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 | 72.5% | 60.4% | 54.3% | 54.7% |
| 90-95% days | 13.0% | 24.3% | 29.8% | 31.8% |
| 85-90% days | 4.8% | 7.9% | 9.4% | 8.4% |
| 80-85% days | 2.1% | 3.6% | 3.4% | 2.0% |
| <80% days | 7.6% | 3.8% | 3.2% | 3.0% |

### Monthly Attendance Snapshots (Click for link to data)

| Jan 2021 | Jan 2020 | March 2020 | March 2019 |
|---|---|---|---|
| 72.8% | 63.9% | 60.4% | 56.4% |
| 12.5% | 21.9% | 24.3% | 28.6% |
| 5.3% | 7.7% | 7.9% | 9.3% |
| 1.5% | 3.2% | 3.6% | 2.9% |
| 7.9% | 3.3% | 3.8% | 2.8% |

### Suspension Data (Click for link to data)

| Students with Zero Suspensions (% of students) | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|
| All students | 98.6% | 96.3% | 96.3% |
| Black/Afr Amer | 97.8% | 94.4% | 93.3% |
| Hispanic/Latino | 99.4% | 97.4% | 96.1% |
| Asian | 100.0% | 100.0% | 100.0% |
| White | 98.8% | 96.5% | 97.3% |

## Comprehensive Plan: Strategies and Action Steps

**Evidence Based Strategy #1:**

MTSS (Focus: Tiers II/III Academics)

| Select Any Applicable Goals | Why Statement | Goal Statement | Essential Practice |
|---|---|---|---|
| Board Goal 1 | Because teachers previously lacked a formal framework to assist students with completing Text Dependent Analysis questions, students lacked the analytical skills to relate evidence back to the question being asked, resulting in critical points lost on a major section of the ELA PSSAs. We have introduced this strategy in grades 6-8 with some success already, and now it needs to be reinforced and expanded to grades 3-5. | Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026. | EP04: Identify and address individual student learning needs |
| Board Goal 2 | Because meaningful small group instruction has been so difficult in the virtual mode, we have not been differentiating effectively, and relying too much on group lesson plans with K-3 ELA, which is resulting in some high-performing students not being academically challenged. | 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026. | EP04: Identify and address individual student learning needs |
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| Anticipated Outputs (link out to EP Look Fors) | Monitoring/Evaluation |
|---|---|
| A writing plan for K-8 students with vertical alignment, building on prior year's skills and incorporating new grade level skill progressions, training students to write for analysis in earlier grades, evident in lesson plans, assignments, and assessments. Text Dependent Analysis questions will be utilized throughout the year, scored by peer teachers, and assessed for re-teaching of writing strategies. Imagine Learning (or another intervention) will be utilized to track student achievement and progress monitor interventions. | Bi-weekly hour-long learning team meetings (PLCs) review grade-level teacher-designed assessments, develop lesson plans, conduct grade-level data analysis, and develop reteaching strategies as needed. These meetings, as well as weekly MtSS meetings, are used to review nationally-normed assessments (e.g. aimsweb, Star, Lexia) to determine the standards which students are struggling with. Quarterly, assessment data is shared with the entire school as a review of progress. |

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|---|---|---|---|---|
| Revisit roster for 2021-2022 to see if PLCs can occur with greater frequency, with the idea that 45-minutes every 2 weeks is insufficient. | 7/1/21 | 8/20/21 | Principal and Assistant Principal | | N |
| Pursue options for professional development for School-Based Teacher Leader around evaluating the effectiveness of instructional strategies/practices, educational resources and interventions, closure routines, and means to facilitate student discourse. | 8/1/21 | 6/30/22 | Assistant Principal, School-Based Teacher Leader | Central Office or Network academic support | Y |
| Conduct formalized professional development around the standards, and teacher-designed formative and diagnostic assessments, initially during August PD and then throughout year on half-days. | 8/20/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | Network/District support (e.g. PLS) | Y |
| Hold articulation meetings at end of August between current and prior year teachers, to review performance data from 20-21 and prior years, and determine students in need of additional support. | 8/30/21 | 9/30/21 | Principal and Assistant Principal | | N |
| Utilize bi-weekly learning team meetings, or professional development half-days, to conduct targeted PD around checking for understanding and the use of informal formative assessments to identify student need, adapt lessons, and create flexible small group interventions. | 8/30/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | | Y |
| Daily, during common prep time, teachers participate in lesson plan design. | 8/30/21 | 6/30/22 | Classroom teachers | | N |
| Conduct annual Professional Development, during afterschool PD and also hour-long learning team meetings (PLCs), focused on a writing plan for K-8 students, fully vertically aligned across grades, so that skills specific to written/constructed responses become the norm for all teachers, embedded into lesson plans. Ensure that teachers bring writing samples both to norm scoring practices, but also facilitate a multi-year understanding for teachers around writing skills. | 8/30/21 | 6/30/22 | School-Based Teacher Leader | | Y |
| Utilize PLCs and Professional Development to develop lesson plans, assignments, and assessments with an approach to writing across disciplines (e.g. Math, Science, Social Studies), embedding writing into lesson plans and formative assignments. | 8/30/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | Classroom Teachers | Y |
| Develop metrics to progress monitor student achievement and growth in writing skills and standards, for purpose of developing and implementing effective re-teaching strategies around writing. | 8/30/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | STAR Mastery, Growth and Progress Monitoring , STAR skill checks, Aimsweb & Data monitoring tools | Y |
| Provide coaching in literacy through partially released SBTL for grades K-8 to develop, plan and implement appropriate and effective grade level writing strategies and tasks. Within the grade level teams, develop differentiated teaching (and re-teaching) strategies for small group instruction using grade appropriate metrics. | 8/30/21 | 6/30/22 | School-Based Teacher Leader/ Grade Level Teams | Classroom Teachers | Y |
| Implement an analytical writing progression across grades and disciplines based on the Jane Schaffer framework that develops writer's focus, use and collection of evidence, and analytical commentary as a basis for academic writing. Focus on grades 4 & 5, implementing the same model and language which has been used in other grades in prior years. | 8/30/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | Classroom Teachers | Y |
| Develop monthly TDA questions and tasks and provide time for moderation and discussion, during PLCs and Learning Team meetings. Score student work by teachers who swap within the grade team. Allow time for vertical alignment with teachers who can provide context in terms of past and future skills. | 8/30/21 | 6/30/22 | School-Based Teacher Leader/ Grade Level Teams | Network Support (K-3 Literacy and Network PLS)/Classroom Teachers/Grade Level Teams | N |
| During modeled writing practice in the Literacy Block, teachers embed analytical writing strategies within close-reading practices, so that students have a greater understanding of text and can break down more sophisticated and multi-layered writing prompts. (As needed, School-Based Teacher Leader will model this strategy for classroom teachers). | 8/30/21 | 6/30/22 | Classroom Teachers / School-Based Teacher Leader | Classroom Teachers | N |
| During PLC time and school-based Professional Development, develop monthly writing goals within the grade level that are aligned to a multi-year scope and sequence (i.e. considerations towards past year and future year skills). Ensure a focus on cohesion between reading and writing strategies, paricularly in the area of analysis of text | 8/30/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | Classroom Teachers | N |
| Hold bi-weekly hour-long learning team meetings (PLCs) to review grade-level teacher-designed assessments, develop lesson plans, conduct grade-level data analysis, and develop reteaching strategies as needed. Utilize nationally-normed testing data (e.g. aimsweb, Star, Lexia), reviewing results to determine the standards which students are struggling with. | 9/15/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | Classroom teachers | N |
| Hold weekly MtSS meetings to review performance and progress monitoring data for identified students. MtSS team makes recommendations for Professional Development for teachers. | 9/15/21 | 6/30/22 | SPECM and Counselor | at least 1 member of admin (Principal, AP) | N |
| Conduct twice-annual "tune up" professional development around interventions (e.g. Imagine Learning, Imagine Math) to ensure effective utilization, teacher understanding of student data reports, and the development of effective lessons / flexible groups based on data analysis. | 11/1/21 | 6/30/22 | Assistant Principal | Imagine Learning consultants/trainers | Y |
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## 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 | Because teachers did not have a fully developed understanding of the core standard requirements, and a good understanding of how prior years' work relates to this year, and also to future years, we had been unable to move our lowest 33% in Math. | 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 |
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| **Anticipated Outputs (link out to EP Look Fors)** | **Monitoring/Evaluation** |
|---|---|
| Lesson plans and assessments reflect a rigorous understanding of the Math frameworks and standards, with utilization of differentiation and flexible re-grouping of students for intervention and support. PLCs and Professional Development are focused on a deeper understanding of Mathematics for teachers, with agendas and minutes stored in Google Drive. Imagine Learning (or another intervention) will be utilized to track student achievement and progress monitor interventions. | Bi-weekly hour-long learning team meetings (PLCs) review grade-level teacher-designed assessments, develop lesson plans, conduct grade-level data analysis, and develop reteaching strategies as needed. These meetings, as well as weekly MtSS meetings, are used to review nationally-normed assessments (e. g. aimsweb, Star, Lexia) to determine the standards which students are struggling with. Quarterly, |

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|---|---|---|---|---|
| Explore opportunities for greater Professional Development, with central office or Learning Network support, around conceptual understanding of Mathematics, beyond merely procedural. Focus on grades K-3 if that training is available. | 7/1/21 | 12/31/21 | Assistant Principal | Network/District support (e.g. PLS); materials from National Council for Teachers of Mathematics; PDE's Standards Aligned Systems; Achieve the Core professional development | Y |
| Hold articulation meetings at end of August between current and prior year teachers, to review performance data from 20-21 and prior years, and determine students in need of additional support. | 8/23/21 | 9/30/21 | Principal and Assistant Principal | | N |
| Utilize start-of-year professional development around Math benchmark assessments as a means to conduct a deeper dive into the use of data to drive instruction (e.g. differentiation, small groups, re-teaching models). | 8/23/21 | 12/31/21 | School-Based Teacher Leader | District central training around Math benchmark assessments | Y |
| Conduct formalized professional development around the standards, and teacher-designed formative and diagnostic assessments, initially during August PD and then throughout year on half-days. | 8/23/21 | 6/30/22 | Assistant Principal & Learning Network PLS; School-Based Teacher Leader | Network/District support (e.g. PLS) | N |
| Utilize bi-weekly learning team meetings, or professional development half-days, to conduct targeted PD around checking for understanding and the use of informal formative assessments to identify student need, adapt lessons, and create flexible small group interventions. | 8/30/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | | Y |
| Teachers are provided with common prep time daily to participate in lesson plan design. | 8/30/21 | 6/30/22 | Classroom teachers | | N |
| Hold bi-weekly hour-long learning team meetings (PLCs) to review grade-level teacher-designed assessments, develop lesson plans, conduct grade-level data analysis, and develop reteaching strategies as needed. | 9/15/21 | 6/30/22 | School-Based Teacher Leader (for ELA) / Assistant Principal (for Math) / Principal (for K-3 Early Literacy) | Classroom teachers | N |
| Hold weekly MtSS meetings to review performance and progress monitoring data for identified students. MtSS team makes recommendations for Professional Development for teachers. | 9/15/21 | 6/30/22 | SPECM and Counselor | at least 1 member of admin (Principal, AP) | N |
| Conduct twice-annual "tune up" professional development around interventions (e.g. Imagine Learning, Imagine Math) to ensure effective utilization, teacher understanding of student data reports, and the development of effective lessons / flexible groups based on data analysis. | 11/1/21 | 6/30/22 | Assistant Principal | Imagine Learning consultants/trainers | Y |
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## 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 | If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be able to address chronic non-attendance and climate issues and program effectively for welcoming students back from over a year in virtual education. | At least 65% of 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 | If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be able to address chronic non-attendance and climate issues and program effectively for welcoming students back from over a year in virtual education. | At least 98% of students will have zero out-of-school suspensions (100% of K-2 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. |
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| Anticipated Outputs (link out to EP Look Fors) | Monitoring/Evaluation |
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| Staff will display their familiarity with the PBIS Program, in terms of delivering praise, incentives, their familiarity with the behavior management flow chart, and the praise-to-correction ratio, both in lesson plans and classroom management. A reduction in Office Disciplinary Referrals and suspensions will be evident as a result of positive behavior reinforcement. Students and families will display familiarity with the PBIS expectations and behaviors. | On a monthly basis, PBIS Team meets to review TIPS data (e.g. attendance, climate, office disciplinary referrals, suspensions) and make recommendations for interventions and support, as needed. PBIS Coach and Team will conduct formal walkthroughs intermittenly to make recommendations for implementation. |

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|---|---|---|---|---|
| Designate a tier 1 Climate Lead for 21-22. | 7/1/21 | 7/30/21 | Principal & Assistant Principal | Dean of Students | N |
| Revisit monthly meeting schedule for PBIS Team. Ensure that there are clearly designated roles, and that protocols around agendas and note-taking are being followed with fidelity. | 7/1/21 | 8/30/21 | PBIS Team (Principal, Assistant Principal, Dean of Students, classroom teachers, Counselor) | District PBIS Coach | N |
| Utilize return-to-school Professional Development in August for PBIS staff training; focus on including best practices when delivering praise, incentives, behavior management flow chart, and lesson plan teaching. Include refreshers on classroom managed (minor form) data entry and major office discipline data entry into SIS. | 8/23/21 | 8/27/21 | PBIS Team (Principal, Assistant Principal, Dean of Students, classroom teachers, Counselor) | District PBIS Coach | Y |
| Revisit membership of PBIS Team to ensure that there are family/community members & students who are reflective of the demographics of the school community | 8/30/21 | 10/31/21 | Principal & Assistant Principal | Dean of Students | N |
| Conduct walkthroughs with a focus on noting when staff are utilizing behavior-specific praise. | 8/30/21 | 6/30/22 | Principal, Assistant Principal, Dean of Students, Counselor | District PBIS Coach | N |
| At least four times a year, share Tier 1 data with school staff, during full-day professional development sessions. | 10/15/21 | 6/30/22 | TIPS Data Analyst (school-based position) | | N |
| Utilize formal survey instrumentation and informal solicitation of feedback during student and parent/guardian meetings to gain additional suggestions and feedback on implementation of PBIS strategy, including incentives and discipline procedures. | 10/15/21 | 6/30/22 | PBIS Team (Principal, Assistant Principal, Dean of Students, classroom teachers, Counselor) | District PBIS Coach | N |
| Schedule time for PBIS staff training boosters throughout the year, particularly after Winter & Spring breaks, and other times, as needed. | 11/1/21 | 5/31/22 | PBIS Team (Principal, Assistant Principal, Dean of Students, classroom teachers, Counselor) | District PBIS Coach | Y |
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## Comprehensive Plan: Strategies and Action Steps

| Evidence Based Strategy #4: | |
|---|---|
| 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 | If we continue to focus on the district's attendance initiatives in the coming year, paired with our own structure for attendance incentives, we will successfully reintroduce students to in-person learning and maintain a strong attendance rate, with a minimum of student lateness. | At least 65% of 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 | If we maintain a focus on positive school culture which is welcoming to all students, we will successfully reintroduce students to in-person learning and anticipate any concerns around school climate and culture. | At least 98% of students will have zero out-of-school suspensions (100% of K-2 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. |
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| Anticipated Outputs (link out to EP Look Fors) | Monitoring/Evaluation |
|---|---|
| Community Meetings will be held every day. A schedule of Community Meeting topics will be developed ahead of time, and modified as needed based on current events and trends. | As part of the school walkthrough protocol, Community Meetings will be reviewed with recommendations for additional support, as needed. Student Well-Being Survey will be administered once a month, and results will be tabulated and reviewed by District staff. |

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|---|---|---|---|---|
| Revisit schedule to ensure there are 30 minutes available at start of day for Community Meetings for each grade | 7/1/21 | 8/15/21 | Principal & Assistant Principal | | N |
| Utilize return-to-school Professional Development to ensure all staff are trained in the effective use of Community Meetings (and their connections to social-emotional learning). | 8/23/21 | 8/27/21 | Counselor | District/Network Office support | Y |
| Create a year-long calendar of Community Meeting topics and responsibilities, utilizing the District's bank of recommended topics and lessons. | 8/23/21 | 8/30/21 | Counselor | District topic bank for Community Meetings | N |
| Revisit Community Meeting topic calendar weekly during weekly MTSS meetings, and revise as needed. | 8/30/21 | 6/30/22 | Counselor | MTSS Team, Classroom teacher and student feedback | N |
| Review lesson plans and conduct walkthroughs to determine effectiveness of Community Meetings. Make recommendations for individual coaching/support as needed based off of findings. | 8/30/21 | 6/30/22 | Principal & Assistant Principal | | N |
| On a monthly basis, students will participate in the Student Well-Being Survey to record their feedback and make recommendations for enhancement of strategy. | 8/30/21 | 6/30/22 | Classroom teachers | District-created Student Well-Being Survey | N |
| On an as-needed basis, coaching and additional support (including modeling of Community Meeting) is provided to classroom teachers. | 8/30/21 | 6/30/22 | Counselor | District-created Student Well-Being Survey | N |
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## Comprehensive Plan: Strategies and Action Steps

| Evidence Based Strategy #5: | |
|---|---|
| Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance) | |

| Select Any Applicable Goals | Why Statement | Goal Statement | Essential Practice |
|---|---|---|---|
| Additional Goal 1 | If we continue to focus on the district's attendance initiatives in the coming year, paired with our own structure for attendance incentives, we will successfully reintroduce students to in-person learning and maintain a strong attendance rate, with a minimum of student lateness. | At least 65% of 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. |
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| Anticipated Outputs (link out to EP Look Fors) | Monitoring/Evaluation |
|---|---|
| Students will transition from virtual attendance to hybrid/face-to-face and maintain a high level of regular attendance. Students with 3+ absences will receive contacts home. Students with 6+ absences will be placed on to a Student Attendance Improvement Plan (SAIP), and those with 10+ absences will receive referrals to truancy court. Students will be encouraged towards regular attendance through incentives which meet the model of the 2021-2022 school year. | Attendance team meets at least monthly to review attendance trends and make recommendations for intervention and support, as well as potential incentive programs which meet the model of the school year. |

| Action Steps | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Materials / Resources Needed | PD Step? |
|---|---|---|---|---|---|
| Revisit school attendance team, and a schedule for meetings throughout the year. | 7/1/21 | 7/30/21 | Principal, Assistant Principal, Counselor, SPECM | Counselor | N |
| Utilize start-of-school Professional Development around effective attendance-taking, attendance incentive initiatives, and policies and procedures around contacting home. Utilize ClassDojo as primary means of contact to families, as well as calls home. | 8/23/21 | 8/27/21 | Counselor | | Y |
| During Common Planning Time, grade level teams develop attendance incentives for their specific grade. Examples include events (movie afternoons, dress-down days, arts and crafts events), raffles and physical incentives. | 8/23/21 | 6/30/22 | Grade-level team leaders, classroom teachers | | N |
| Students who are absent on a day receive a contact home, teacher contacts home via Class Dojo or phone call. Familes who have a student who is absent also receive an autodial call from the district. | 8/30/21 | 6/30/22 | Classroom teachers | | N |
| On a weekly basis, hold MTSS meetings to review student attendance, behavior, and academic concerns. Tier 1 support recommendations are made for students struggling with attendance. | 9/5/21 | 6/30/22 | Principal, Assistant Principal, Counselor, SPECM | | N |
| Community Relations Liaison and Counselor follow-up around any family with multiple absences in situations where classroom teachers are having difficulty establishing regular communication. | 9/5/21 | 6/30/22 | Community Relations Liaison and Counselor | | N |
| Students with 3+ unexcused absences receive a letter to the parent/guardian | 9/5/21 | 6/30/22 | Counselor | | N |
| Students with 6+ unexcused absence receive notification to parent/guardian about Student Attendance Improvement Conference (SAIC) | 9/10/21 | 6/30/22 | Counselor | | N |
| During the SAIC, a plan for attendance improvement (SAIP) will be laid out to remove barriers to attendance and set goals for the rest of the year. | 9/10/21 | 6/30/22 | Counselor, Classroom teacher | | N |
| SAIPs will be progress monitored every 30 days to determine whether interventions are successful. If they are not successful, modifications are made as needed. | 10/1/21 | 6/30/22 | Counselor | | N |
| Truancy referrals will be submitted for students with 10+ unexcused absences who have not improved their attendance after 30 days of monitoring. | 10/1/21 | 6/30/22 | Counselor | | N |
| Quarterly, recognize students with perfect attendance via award assemblies. | 11/1/21 | 6/30/22 | Principal, Assistant Principal, Counselor, Dean of Students | | N |
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| BOARD GOAL 1 | Goal Statement | Q1 Target | Q2 Target | Q3 Target | Q4 Target |
|---|---|---|---|---|---|
| | At least 58.8% of grade 3-8 students will score proficient/advanced on the ELA PSSA | At least 45% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 50% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 55% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 60% 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 65.2% of grade 3 students will score proficient/advanced on the ELA PSSA | At least 50% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 55% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 60% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 65% 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 41.9% of grade 3-8 students will score proficient/advanced on the Math PSSA | At least 27% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1 | At least 32% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2 | At least 37% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3 | At least 42% 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 85% of all students will attend school 95% of days or more in Q1. | At least 75% of all students will attend school 95% of days or more in Q2. | At least 70% 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 100% 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? | | | | |

| (ADDITIONAL GOAL) | Goal Statement | Q1 Target | Q2 Target | Q3 Target | Q4 Target |
|---|---|---|---|---|---|
| | | | | | |
| | Actual Performance | | | | |
| | Met Target? | | | | |

| (ADDITIONAL GOAL) | Goal Statement | Q1 Target | Q2 Target | Q3 Target | Q4 Target |
|---|---|---|---|---|---|
| | | | | | |
| | Actual Performance | | | | |
| | Met Target? | | | | |

| (ADDITIONAL GOAL) | Goal Statement | Q1 Target | Q2 Target | Q3 Target | Q4 Target |
|---|---|---|---|---|---|
| | | | | | |
| | Actual Performance | | | | |
| | Met Target? | | | | |

| (ADDITIONAL GOAL) | Goal Statement | Q1 Target | Q2 Target | Q3 Target | Q4 Target |
|---|---|---|---|---|---|
| | | | | | |
| | Actual Performance | | | | |
| | Met Target? | | | | |