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

School Grade Span	00-04
ULCS Code	5260
Name of School	Lewis Elkin 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, SGS
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A
Principal Name	Charlotte Maddox
Years as Principal	4
Years as Principal at this School	4

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Charlotte Maddox	Elkin School	cgillum@philasd.org
Additional Leadership Team Representative	Mary Gorman	Elkin School	mkgorman@philasd.org
Math Content Specialist/Teacher Leader	Heather McCullough	Elkin School	hmccullogh@philasd.org
Literacy Content Specialist/Teacher Leader	Allyssa Walsh	Elkin School	AWalsh@cli.org
Science Content Specialist/Teacher Leader	Denise Byrd	Elkin School	drbyrd@philasd.org
School-based Climate Representative	Edwin Braswell	Elkin School	ebraswell@philasd.org
Parent	Dalia Burgos	Parent	N/A
Community member	Anthony Murphy	Unknown	Unknown
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Nina Fonseca	SDP	nfonseca@philasd.org
Special Education Case Manager	N/A	N/A	N/A
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)	Aja Hunter	SDP	
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	Yvonne White	SDP	ylwhite@philasd.org
2nd Grade Teachers	Ally Greco	Elkin School	agreco@philasd.org
2nd Grade Teachers	Tessa Murphy	Elkin School	tmmurphy@philasd.org
3rd Grade Teachers	Mary Shotzbarger	Elkin School	mshotzbarger@philasd.org
3rd Grade Teachers	Chelsea Trainor	Elkin School	ctrainor@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.)

Elkin staff and parents envision a school where all children learn and reach academic proficiency. Our teachers engage students in explicit instruction and use data to make educational decisions. Our parents are ourpartners who support their children, the school and the community. Our students come to school to learn, and prepare themselves for the world of work as leaders and good citizens.

The school administrators value all stakeholders and the cultural diversity of our school. Everyone works to ensure that students meet and exceed school, state and national goals.

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	92.0%	2.9%	0.0%	97.1%	15	91.5%	5.2%	6.2%	88.7%
1st	90.3%	5.8%	3.3%	90.9%	18	87.1%	3.5%	0.9%	95.7%
2nd	83.1%	25.9%	21.3%	52.8%	29	89.3%	41.9%	18.8%	39.3%
3rd	87.9%	20.7%	15.5%	63.8%	32	87.0%	28.9%	18.4%	52.6%
4th	67.0%	24.6%	18.8%	56.5%	40	75.8%	18.7%	12.0%	69.3%
5th									

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	4.5%	20.0%	0.0%	80.0%		0.0%			
1st	1.5%	0.0%	0.0%	100.0%	25	22.7%	6.7%	6.7%	86.7%
2nd	6.9%	11.1%	33.3%	55.6%		16.8%	45.5%	9.1%	45.5%
3rd	77.3%	10.8%	13.7%	75.5%	13	2.3%	33.3%	0.0%	66.7%
4th	70.9%	11.0%	28.8%	60.3%	34	38.4%	21.1%	10.5%	68.4%
5th									

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	39.5%	36.8%	33.6%	22.3%
90-95% days	18.9%	27.4%	31.5%	34.2%
85-90% days	10.0%	16.1%	15.2%	17.6%
80-85% days	7.3%	8.6%	9.2%	11.1%
<80% days	24.3%	11.1%	10.5%	14.8%

Monthly Attendance Snapshots (Click for link to data)

	Jan 2021	Jan 2020	March 2020	March 2019
95%+ days	39.5%	35.4%	36.8%	37.0%
90-95% days	18.9%	29.3%	27.4%	31.0%
85-90% days	10.0%	15.8%	16.1%	14.7%
80-85% days	7.3%	9.0%	8.6%	7.4%
<80% days	24.3%	10.5%	11.1%	10.0%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	97.8%	97.1%	95.6%
Black/Afr Amer	95.8%	95.8%	94.3%
Hispanic/Latino	98.2%	97.6%	95.8%
Asian	100.0%		
White	100.0%	93.3%	100.0%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Lack of differentiated training and ongoing coaching to support teacher's professional development in content knowledge and delivery of instructional practices (including differentiation, engagement strategies, culturally relevant/uplifting instruction)	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 2	Lack of differentiated training and ongoing coaching to support teacher's professional development in content knowledge and delivery of instructional practices (including differentiation, engagement strategies, culturally relevant/uplifting instruction)	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by	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 literacy instructional minutes.	8/1/2021	8/31/2021	SBTL	Literacy Framework	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the literacy framework.	8/1/21	8/31/2021	Assistant Principal	Literacy Framework	Y
Implement an observation & feedback schedule that will identify trends in literacy data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	10/1/21	6/15/2022	Principal & AP	Literacy Framework, Danielson	N
Collect a triangulation of literacy data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	10/1/21	6/15/2022	SBTL, Teachers, Principal & AP	aimsweb & Star student data, classroom assessment data	Y
Assess lesson planning and curriculum implementation by using the "Look For" documents.	9/1/21	6/15/2022	Principal, AP & SBTL	"Look For" Documents	N
Determine quarterly implementation goals aligned to "Look For" data.	9/1/21	6/15/2022	Principal & AP	"Look For" Documents	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/1/21	6/15/2022	Principal, AP & SBTL	PD Docs	Y
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	8/23/21	6/15/2022	Teachers, Principal, AP & SBTL	Quarters at a Glance	Y
Align Framework & Curriculum implementation to the professional learning expectations and focus.	9/1/21	6/15/2022	Principal, AP & SBTL	Literacy Framework	Y
Analyze student data to monitor progress towards meeting expected student outcomes.	10/1/21	6/15/2022	SBTL, Teachers, Principal & AP	Student Work, Common Core Standards	Y

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	Lack of differentiated training and ongoing coaching to support teacher's professional development in content knowledge and delivery of instructional practices (including differentiation, engagement strategies, culturally relevant/uplifting instruction)	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
The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by	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.	8/1/2021	8/31/2021	SBTL	Math Framework	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/1/21	8/31/2021	Assistant Principal	Math Framework	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.	10/1/21	6/15/2022	Principal & AP	Math Framework, Danielson Ob	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	10/1/21	6/15/2022	SBTL, Teachers, Principal & AP	aimsweb & Star student data, classroom assessment data	Y
Assess lesson planning and curriculum implementation by using the "Look For" documents.	9/1/21	6/15/2022	Principal, AP & SBTL	"Look For" Documents	
Determine quarterly implementation goals aligned to "Look For" data.	9/1/21	6/15/2022	Principal & AP	"Look For" data	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/1/21	6/15/2022	Principal, AP & SBTL	PD Docs	Y
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	9/1/21	6/15/2022	Principal, AP & SBTL	Quarters at a Glance	Y
Align Framework & Curriculum implementation to the professional learning expectations and focus.	9/1/21	6/15/2022	Principal, AP & SBTL	Math Framework	Y
Analyze student data to monitor progress towards meeting expected student outcomes.	10/1/21	6/15/2022	SBTL, Teachers, Principal & AP	Student Work, Common Core Standards	Y

Comprehensive Plan: Strategies and Action Steps			
Evidence Based Strategy #3:			
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 38% 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 97% 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?
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
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 #4:

Relationships First (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 38% 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 97% 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. The school intentionally creates opportunities for students to build positive relationships with peers.	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?
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework	5/1/2021	6/15/2021	Relationships First Coach	SDP Office and Climate and Culture support, training, and materials	Y
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	5/1/2021	8/10/2021	Principal	Master Schedule	N
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	5/1/2021	6/15/2021	Climate Manager	School's Discipline Policy	Y
Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	5/1/2021	6/15/2021	Principal & Climate Manager		Y
Include Relationships First team members in MTSS Tier 1 team	9/1/2021	6/15/2022	Principal		N
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC)	8/23/2021	8/27/2021	Relationships First Coach	SDP Provided Materials	Y
Identify & Train Youth Leaders in CBC	9/1/2021	10/4/2021	Relationships First Coach		Y
Make a plan for ongoing support and coaching	9/1/2021	9/15/2021	Climate Manager	Determined Support Plan	N
Implement CBC in every classroom or advisory for 45 minutes every week	9/1/2021	6/15/2022	Climate Manager		N
Train staff on RJ equity to liberation module 1	12/1/2021	6/15/2022	Climate & Culture Coach	SDP Office and Climate and Culture support, training, and materials	Y

Comprehensive Plan: Strategies and Action Steps			
Evidence Based Strategy #5:			
Check-In/Check-Out (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 38% 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 97% 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. • The school systematically monitors attendance to identify trends. • The school actively monitors student achievement, student assessments, instruction, and efectiveness of tiered responses to student needs throughout the school.	We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, ODRs, and anecdotal information and other data shared & discussed during MTSS meetings.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Put together a CICO manual. Coach will support with a manual template and completion.	8/23/2021	6/15/2022	Leadership Team & CICO Coach		N
Record motivation system in CICO manual. Coach will share a sample choice board.	8/23/2021	6/15/2022	Leadership Team & CICO Coach	CICO Manual	N
Intervention Coordinator will support with consistency of mentor check-ins and check-outs and consistent delivery of incentives through one-on-one or group training annually and as indicated in the fidelity data.	8/23/2021	6/15/2022	Intervention Coordinator	Training Materials	Y
Intervention Coordinator will review with teachers how to score student behavior using teaching matrix and scoring guidelines at least annually at a staff PD.	8/23/2021	6/15/2022	Intervention Coordinator	teaching matrix and scoring guidelines	N
Intervention Coordinator will conduct fidelity checks for teacher feedback, mentor check-in/outs and delivery of incentives at least monthly.	8/23/2021	6/15/2022	Intervention Coordinator		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #6:

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

Select Any Applicable Goals	Why 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 38% 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 97% 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. • The school intentionally creates opportunities for students to build positive relationships with peers.	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	Counselor	Community Meeting Slide Deck	Y
	Create a Year-Long calendar of CM topics and responsibilities	8/23/2021	9/30/2021	Counselor		N
	Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	11/1/2021	6/1/2022	Counselor	Community Meeting calendar topics	N
	Progress monitor implementation including the "check for understanding" survey	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
	Incorporate Student Well-Being Survey	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
	Make a plan for ongoing coaching and support	9/1/2021	6/15/2022	Principal		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #7:

Universal Screener (Focus: Tiers II/III Climate)

Select Any Applicable Goals	Why 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 38% 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 97% 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 #8:		
Evidence-based Small Group Interventions (Focus: Tiers II/III Climate)		

Select Any Applicable Goals	Why 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 38% 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 97% 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

Lewis Elkin School [5260] 2021-2022 School Plan

BOARD GOAL 1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 17% of all, Black, Hispanic and Economically Disadvantaged students and 11% of students of 2 or more races and English Learners in grades 3-5 will score proficient/advanced on the ELA PSSA	At least 11% of students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14% of students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 17% of students in grades 3-5 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?				

BOARD GOAL 2	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 13% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 7% 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 10% 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 13% 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?				

BOARD GOAL 3	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 12% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 7% of 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% of students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 12% of students in grades 3-5 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?				

95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 38% 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 43% of all students will attend school 95% of days or more in Q3.	At least 38% 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 97% 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 98% 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 97% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				