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

School Grade Span	00-08
ULCS Code	5350
Name of School	William McKinley 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	Marilyn Mejia
Years as Principal	16
Years as Principal at this School	14

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Marilyn Mejia	McKinley Elementary	mmejia@philasd.org
Additional Leadership Team Representative	Crystal Tung	McKinley Elementary	ctung@philasd.org
Math Content Specialist/Teacher Leader	Michelle Eckert	McKinley Elementary	mleckert@philasd.org
Literacy Content Specialist/Teacher Leader	Kimberly Alburger	McKinley Elementary	kalburger@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Dr. William Swain	McKinley Elementary	wswain@philasd.org
Parent	Natasha Adorno	McKinley Elementary	Crazytaz2323@gmail.com
Community member	Kathryn Henson	NET	Kathryn.Henson@net-centers.org
Business partner (other than parent or community member)	Julia Feliciano	Norris Square	tynesc@congreso.net
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Phildelphia	jctaylor@philasd.org
Special Education Case Manager	Tara Wyn	School District of Philadelphia	twyn@philasd.org
Network Attendance Coach	Kesha Hines	School District of Phildelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Phildelphia	dphelps@philasd.org
Grants Compliance Monitor	John O'Brien	School District of Phildelphia	jobrien3@philasd.org
Central Office Talent Partner	Andi Starks	School District of Phildelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	Jen Dianna	School District of Phildelphia	jdianna@philasd.org
Network Professional Learning Specialist	Patricia Ayres	School District of Phildelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Phildelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	Jason Clayton	School District of Phildelphia	tclayton@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	Aaron MacLennan	School District of Philadephia	apmaclennan@philasd.org
EL Point Person	April Marinell	McKinley Elementary	amarinell@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.)

Our vision is to develop children to become responsible, productive, life-long learners who will be successful in high school and in the community.

William McKinley - ADDITIONAL DATA ANALYSIS

ELA Assessment Data
(Leading Indicators for Board Goals #1-2, and 3)
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	83.3%	20.0%	5.0%	75.0%	36	82.6%	10.5%	15.8%	73.7%
1st	80.8%	2.4%	2.4%	95.2%	15	62.7%	3.1%	0.0%	96.9%
2nd	84.0%	23.8%	9.5%	66.7%	30	78.3%	33.3%	16.7%	50.0%
3rd	50.0%	6.7%	6.7%	86.7%	11	54.8%	23.5%	29.4%	47.1%
4th	66.7%	46.4%	7.1%	46.4%	49	71.4%	30.0%	26.7%	43.3%
5th	78.6%	39.4%	18.2%	42.4%	49	64.3%	33.3%	7.4%	59.3%

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	87.2%	7.3%	17.1%	12.2%	63.4%	39	89.3%	10.0%	12.0%	32.0%	46.0%	27
7th	94.4%	9.8%	11.8%	23.5%	54.9%	51	93.9%	8.7%	4.3%	34.8%	52.2%	34
8th	90.9%	7.5%	10.0%	20.0%	62.5%	37	87.5%	17.1%	14.3%	22.9%	45.7%	5

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	83.3%	15.0%	20.0%	65.0%	69	4.3%	0.0%	0.0%	100.0%
1st	53.8%	3.6%	10.7%	85.7%	52	13.7%	0.0%	0.0%	100.0%
2nd	92.0%	26.1%	8.7%	65.2%	22	78.3%	38.9%	27.8%	33.3%
3rd	50.0%	6.7%	20.0%	73.3%	27	64.5%	20.0%	15.0%	65.0%
4th	50.0%	19.0%	14.3%	66.7%	41	57.1%	4.2%	25.0%	70.8%
5th	88.1%	10.8%	18.9%	70.3%	39	78.6%	15.2%	9.1%	75.8%

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	91.5%	25.6%	11.6%	23.3%	39.5%	41	87.5%	24.5%	18.4%	14.3%	42.9%	40
7th	72.2%	23.1%	10.3%	15.4%	51.3%	40	85.7%	19.0%	14.3%	23.8%	42.9%	45
8th	79.5%	20.0%	8.6%	34.3%	37.1%	35	92.5%	24.3%	0.0%	40.5%	35.1%	1

Climate Data

Annual Attendance Data (Click for link to data)
Monthly Attendance Snapshots (Click for link to data)
Suspension Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	43.3%	45.6%	35.1%	36.8%	46.3%	47.2%	45.6%	40.5%	All students	95.5%	96.6%	93.8%
90-95% days	15.8%	24.0%	32.8%	30.8%	15.4%	24.2%	24.0%	33.8%	Black/Afr Amer	90.7%	94.4%	88.9%
85-90% days	9.8%	13.9%	17.7%	14.1%	7.6%	13.8%	13.9%	12.9%	Hispanic/Latino	99.5%	98.4%	97.8%
80-85% days	4.9%	7.6%	6.7%	8.5%	6.8%	7.1%	7.6%	6.7%	Asian	100.0%	100.0%	100.0%
<80% days	26.2%	8.8%	7.8%	9.9%	23.8%	7.6%	8.8%	6.0%	White	100.0%	85.7%	75.0%

William McKinley - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

PBIS - Currently Implementing (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We don't have robust enough systems around setting goals around attendance and behavior for the year with individual students and then monitoring these goals	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 Sudent Support Services.
Additional Goal 2	We don't have robust enough systems around setting goals around attendance and behavior for the year with individual students and then monitoring these goals	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 Sudent 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. 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 climate team will review attendance, Zero OSS, and Serious Incident data to determine whether we are on-track to meet our EOY attendance and Zero OSS goals. 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 tweaking. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Build a PBIS team that includes admin, teachers, climate leaders, students, staff, and parents/community members	8/23/21	8/31/21	Dr. Swain/Climate Manager		N
Establish team operating procedures and monthly meeting calendar.	8/23/21	9/30/21	Dr. Swain/Climate Manager	Meeting Schedule	N
Create a school-wide calendar of incentives	8/23/21	9/30/21	Dr. Swain/Climate Manager	Calendar	N
Allot time at the beginning of the year for staff PD on: (1) all aspects of the Tier I system, including a refresher on our expectations, (2) the Behavior Flowchart, (3) use of problem behavior definitions	8/23/21	11/30/21	Marilyn Mejia/Principal and Dr. Swain/Climate Manager	Behavior Flowchart, Problem Behavior Definitions	Y
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	Dr. Swain/Climate Manager and Climate Support Staff	Deployment Plan	N
Teachers and climate support staff will consistently utilize school's system for acknowledging positive student behavior	8/31/21	6/14/22	Cliamate Support Staff and Teachers		N
As a result of each monthly TIPS Team attendance review and on a rolling basis, students with 3 unexcused absences will receive a C-31 letter in the mail.	10/1/21	6/14/22	Dr. Swain/Climate Manager	C-31 Letters, SIS	N
By the 6th unexcused absence, students will have a Student Attendance Improvement Conference with parents. During this meeting, a student attendance intervention plan (SAIP) will be written up to get to the root cause of the issue and to develop a plan for overcoming hurdles to regular attendance.	10/1/21	6/14/22	Counselor	SIS, SAIP	N
Once the student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	10/1/21	6/14/22	Counselor	SIS, SAIP	N
Students not responding to Tier I will be referred for Tier II interventions	10/1/21	4/30/22	Counselor	SIS Data	N
Tier II plans - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Counselor	Tier II Plans, SIS Data	N
Tier II students who are a part of the Step Clinical Social Workers case load will receive services and supports from the Social Worker.	10/1/21	6/14/22	STEP Clinical Coordinator (Social Worker)	Tier II Plans, SIS Data	N
Conduct formal walkthroughs quarterly, during which the following data will be collected: (1) utilization of school-wide expectations language, (2) the use of behavior specific praise, (3) the praise to corrections ration, and (4) the use of tangible reinforcers	10/1/21	5/31/22	Dr. Swain/Climate Manager, Crystal Tung/Assistant Principal, and Marilyn Mejia/Principal	Observation Rubric	N
The TIPS Team will meet at least monthly to review disaggregated discipline and attendance data, to determine interventions, and to track student progress.	10/1/21	6/14/22	Dr. Swain/Climate Manager and Climate Support Staff	SIS Data, Qlik Data	N
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Counselor	Tier II Plans, SIS Data	N
SAIPs will be progress monitored every 30 days to determine their effectiveness	11/1/21	6/14/22	Counselor and STEP Clinical Coordinator (Social Worker)	SIS, SAIP	N
Schedule time for PBIS staff training boosters throughout the year, particularly after Winter Break and Spring Break	12/1/21	3/31/22	Dr. Swain/Climate Manager, Crystal Tung/Assistant Principal, Marilyn Mejia/Principal	Calendar, PBIS Coach	Y
Share Tier 1 data with school staff on a quarterly basis	12/1/21	6/14/22	Dr. Swain/Climate Manager, Crystal Tung/Assistant Principal, Marilyn Mejia/Principal	Qlik, SIS Data	N
Develop strategies to incorporate family & community voice and involvement, with a focus on ensuring that feedback comes from a diverse group of stakeholders	12/1/21	4/30/22	Dr. Swain/Climate Manager	Feedback Forms	N
Stakeholders will complete the self-assessment survey	4/1/21	5/1/22	Dr. Swain/Climate Manager	Self-Assessment Survey	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	Marilyn Mejia/Principal, Crystal Tung/AP, and Michelle Eckert/SBTL	School Plan, Routines Agenda	N

William McKinley - 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 Sudent 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 incidident 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	Marilyn Mejia/Principal; Crystal Tung/Assistant Principal	Roster	N
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	Dr. Swain/Climate Manager and Counselor	Community Meeting Training Materials	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	Dr. Swain/Climate Manager and Counselor	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	Dr. Swain/Climate Manager and Counselor	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	Dr. Swain/Climate Manager and Counselor	"Check for Understanding" Survey for Staff	N
Incorporate Student Well-Being Survey	11/1/21	12/22/21	Dr. Swain/Climate Manager and Counselor	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	11/1/21	12/22/21	Dr. Swain/Climate Manager and Counselor	District Climate Support Staff	Y

William McKinley - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

ELA Framework (Focus: Tier I Academics)	Standards-Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Alignment of tasks to standards and objectives needs to improve for some teachers	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	Alignment of foundational tasks to standards and objectives needs to improve for some teachers along with the implementation of all components of SDP Literacy Framework/Block	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
75% of ELA lesson delivery is meeting the Look Fors aligned to the SDP Literacy Framework 75% of ELA lesson delivery in the EL Friendly K-2nd classrooms are meeting the Look Fors aligned to the SDP ELD Framework At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices as evidenced by the CPT rolling agenda. By the end of quarter 2, at least 80% of educators will produce lesson plans that include planned formative assessment strategies at multiple points in the instructional process as evidenced by their lessons, small group organization/planning, and informal observations.	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. The instructional leadership team will conduct weekly informal observations and walkthroughs to assess the quality of instruction as it relates to alignment between standards, objectives, and tasks. Quarterly, teachers in grades K-3 will take a survey on their comfort level regarding providing independent reading opportunities for students and their perceived benefits/impact/effectiveness as well as request any asks to make the process more comfortable. Each quarter SBTLs and teachers will reflect on the policies and structures of CPT through the review of the rolling agendas and revise the structure and policies as necessary. Administration and coaches will also use their informal observations as a way to monitor transfer of CPT to instructional practice

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT time will be built into all teacher schedules focusing on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	5/31/22	Marilyn Mejia/Principal	Teacher Schedules, PD Calendar, ELA Framework Resources	Y
A PD calendar will be created and consistently updated to enable increased opportunities for professional learning related to SDP's Literacy Framework.	8/23/21	8/27/21	Michelle Eckert/SBTL and Reading Specialist	ELA Framework Resources, LN12 PLS, PD Calendar	Y
Monthly, teachers will receive PD on at least one component of SDP's Literacy Framework, with the SBTL or Network 12 PLS providing teachers with a clear vision of what best instructional practices look like through models and modeling.	8/23/21	5/31/22	Michelle Eckert/SBTL and Reading Specialist	ELA Framework Resources, LN12 PLS, PD Calendar	Y
Teachers will receive PD around how to utilize the district's assessment platform to administer the assessment and to access key data reports to create standards-aligned instruction.	8/23/21	9/30/21	Michelle Eckert/SBTL	Assessment Platform	Y
The ESOL Specialist will provide PD to EL Friendly K-2 teachers around best practices in co-teaching	8/23/21	10/31/21	April Marinell/ESOL Specialist	PD Calendar	Y
Following PD sessions, teachers will have opportunities to provide feedback.	8/23/21	5/31/22	Michelle Eckert/SBTL	Surveys, Feedback Forms	N
Early Literacy Teachers who will be implementing Fundations will receive professional development around selecting Learning Activities, utilizing the Teacher Guide, and administering pre- and post-assessments.	8/23/21	10/31/21	Michelle Eckert/SBTL and Reading Specialist	Fundations, PD Calendar	Y
Early Literacy Teachers will include the use of Fundations Learning Activities in their weekly lesson plans.	8/31/21	6/14/22	ELA Teachers and Reading Specialist	Fundations, Lesson Plans	N
Early Literacy Teachers will assign and implement Fundations Learning Activities on a daily basis during Literacy Blocks to teach foundational reading skills.	8/31/21	6/14/22	ELA Teachers and Reading Specialist	Fundations Learning Activities	N
Teachers will administer the district's screening assessment during the district's designated windows.	9/1/21	6/14/22	ELA Teachers and Reading Specialist	Assessment Calendar, Assessment Platform	N
Teachers will collaboratively write standards-aligned lesson plans during Common Planning Time.	9/1/21	5/31/22	Michelle Eckert/SBTL	Lesson Plans	N
Pre- and post-tests will be administered to students for each curriculum unit in order to (1) determine whether students have master pre-req skills and (2) to assess student mastery of standards-based objectives	9/1/21	6/1/22	ELA Teachers	Pre- and Post Assessments, Curriculum Units	N
The McKinley team will compile a set of intensive individualized reading interventions for struggling readers that can be utilized by teachers. Interventions specific for ELL students will be included.	10/1/21	5/31/22	Marilyn Mejia/Principal, Crystal Tung/AP, Michelle Eckert/SBTL and Reading Specialist	Interventions	N
The Instructional Leadership Team will assess lesson planning and curriculum implementation by using the disrtict's "Look For" document including standards-aligned instruction.	10/1/21	5/31/22	Marilyn Mejia/Principal, Crystal Tung/AP, Michelle Eckert/SBTL and Reading Specialist	SDP Look For Document, Lesson Plans	N
Teachers will analyze student work using Student Work Analysis Protocols during Common Planning Time and will use the results to inform instruction and develop small groups.	11/1/21	5/31/22	Crystal Tung/AP and Michelle Eckert/SBTL	Student Work Analysis Protocol, Student Work, Student Writing Journals	N
Teachers will analyze formative and summative assessment data during Common Planning Time utilizng Data Analysis Protocols and Intellectual Prep Protocols, and will use the results to inform standards-aligned instruction and sort them students into intervention groups.	11/1/21	5/31/22	Crystal Tung/AP and Michelle Eckert/SBTL	Data Analysis Protocol, Student Data	N
The SBTL and AP will professionally develop select teachers to empower them to lead Common Planning Time	11/1/21	1/31/22	Crystal Tung/AP and Michelle Eckert/SBTL	Coaching Calendar; ELA Frameworks	N
Interventions will be monitored monthly to ensure that students' needs are being met both in terms of time spent receiving the intervention and quality of the execution of the intervention. Interventions will be tiered so that the greater the instructional need, the more intensive the intervention.	11/1/21	5/31/22	Michelle Eckert/SBTL and Kimberly Alburger/SPECM	Intervention Tracker	N
Teachers will submit Tier 2 student data to the MTSS team three times a year for approval.	11/1/21	5/31/22	ELA Teachers	Student Data	N
Teachers will have quarterly 1:1 data conferences with students in 4th-8th grades to review data and set goals.	11/1/21	5/31/22	ELA Teachers	Student Data	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	Marilyn Mejia/Principal, Crystal Tung/AP, and Michelle Eckert/SBTL	School Plan, Routines Agenda	N

William McKinley - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Math Framework (Focus: Tier I Academics)	Standards-Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	Alignment of tasks to standards and objectives needs to improve for some teachers	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
75% of Math lesson delivery is meeting the Look Fors aligned to the SDP Math Framework. At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices as evidenced by the CPT rolling agenda. By the end of quarter 2, at least 80% of educators will produce lesson plans that include planned formative assessment	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. The instructional leadership team will conduct weekly informal observations and walkthroughs to

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT time will be built into all teacher schedules focusing on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	8/27/21	Marilyn Mejia/Principal	Teacher Schedules, PD Calendar, Math Framework Resources	Y
A PD calendar will be created and consistently updated to enable increased opportunities for professional learning related to SDP's Literacy Framework.	8/23/21	5/31/22	Math SBTL	Math Framework Resources, LN12 PLS, PD Calendar	Y
Monthly, teachers will receive PD on at least one component of SDP's Math Framework, with the SBTL or Network 12 PLS providing teachers with a clear vision of what best instructional practices look like through models and modeling.	8/23/21	5/31/22	Math SBTL	Math Framework Resources, LN12 PLS, PD Calendar	Y
Teachers will receive PD around how to utilize the district's assessment platform to administer the assessment and to access key data reports.	8/23/21	9/30/21	Michelle Eckert and TBD/SBTLs	Assessment Platform	Y
Following PD sessions, teachers will have opportunities to provide feedback.	8/23/21	5/31/22	Crystal Tung/Assistant Principal	Surveys, Feedback Forms	Y
Teachers will administer the district's screening assessment during the district's designated windows.	9/1/21	6/14/22	Math Teachers	Assessment Calendar, Assessment Platform	N
Teachers will collaboratively write standards-aligned lesson plans during Common Planning Time.	9/1/21	5/31/22	Michelle Eckert and TBD/SBTLs	Lesson Plans	N
Pre- and post-tests will be administered to students for each curriculum unit in order to (1) determine whether students have master pre-req skills and (2) to assess student mastery of standards-based objectives	9/1/21	6/1/22	MathTeachers	Pre- and Post Assessments, Curriculum Units	N
The Instructional Leadership Team will assess lesson planning and curriculum implementation by using the disrtict's "Look For" document as well as standards-aligned components.	10/1/21	5/31/22	Marilyn Mejia/Principal, Cyrstal Tung/Assistant Principal, TBD/Math SBTL	SDP Look For Document, Lesson Plans	N
Teachers will analyze student work using Student Work Analysis Protocols and Intellectual Prep Protocols during Common Planning Time and will use the results to inform instruction and develop small groups.	11/1/21	5/31/22	Michelle Eckert and TBD/SBTLs	Student Work Analysis Protocol, Student Work	N
Teachers will analyze formative and summative assessment data during Common Planning Time utilzing Data Analysis Protocols, and will use the results to inform instruction and sort them students into intervention groups.	11/1/21	5/31/22	Michelle Eckert and TBD/SBTLs	Data Analysis Protocol, Student Data	N
The SBTL and AP will professionally develop select teachers to empower them to lead Common Planning Time	11/1/21	1/31/22	Cyrstal Tung/Assistant Principal and Michelle Eckert/SBTL	Coaching Calendar; Math Frameworks	N
Interventions will be monitored monthly to ensure that students' needs are being met both in terms of time spent receiving the intervention and quality of the execution of the intervention. Interventions will be tiered so that the greater the instructional need, the more intensive the intervention.	11/1/21	5/31/22	Michelle Eckert/SBTL and Kimberly Alburger/SPECM	Intervention Tracker	N
Teachers will submit Tier 2 student data to the MTSS team three times a year for approval.	11/1/21	5/31/22	Math Teachers	Student Data	N
Teachers will have quarterly 1:1 data conferences with students in 4th-8th grades to review data and set goals.	11/1/21	5/31/22	Math Teachers	Student Data	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	Marilyn Mejia/Principal, Crystal Tung/AP, and Michelle Eckert/SBTL	School Plan, Routines Agenda	N

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 32% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 23% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 26% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 29% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 32% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 21% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 12% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 15% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 21% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3	At least 17% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 11% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 17% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 43% of all students will attend school 95% of days or more	At least 34% of all students will attend school 95% of days or more in Q1.	At least 37% of all students will attend school 95% of days or more in Q2.	At least 40% of all students will attend school 95% of days or more in Q3.	At least 43% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
ZERO SUSPENSION GOAL	At least 95% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 97% of students will have zero out-of-school suspensions in Q2.	At least 96% of students will have zero out-of-school suspensions in Q3.	At least 95% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				