

**MEEHAN AUSTIN MS**  
3001 Ryan Ave  
CSI School Plan | 2020 - 2021

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**VISION FOR LEARNING**

All Austin Meehan graduates are prepared for high school, career, college, and become active participants in the global economy.

**STEERING COMMITTEE**

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Abdul-Mubdi Muhammad	Principal	Austin Meehan
John Austerberry	Additional Leadership Team Representative	Austin Meehan
Maura Hope	Math Specialist	Austin Meehan
Jacqueline Rafter	Literacy Specialist	Austin Meehan
Kathleen Nolen	Science Specialist	Austin Meehan
David Mulvey	Climate Specialist	Austin Meehan
Marlena Benson	Community Member	Austin Meehan
Joe Taylor	Planning Support	School District of Philadelphia
Mariana Olchowecky	Special Education Case Manager	Austin Meehan
Kesha Hines	Attendance Coach	School District of Philadelphia
Dianna Phelps	Climate and Culture Coach	School District of Philadelphia
Cynthia Van Otoo	Prevention and Intervention Specialist	School District of Philadelphia
Kelly Ann McCarthy	Grants Compliance Monitor	School District of Philadelphia
Danielle Gardner	Talent Partner	School District of Philadelphia
Patricia Ayres	Professional Learning Specialist	School District of Philadelphia

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Our school teams will use a collaborative process to analyze a variety of assessment data in order to better set up our teachers to provide SGI	English Language Arts Mathematics Career Standards Benchmark
We want to focus on promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school by better training our teachers in trauma-informed practices	School climate and culture Regular Attendance Career Standards Benchmark

## ACTION PLAN AND STEPS

Evidence-based Strategy			
Schoolwide Behavior Incentives (Reducing Behavior Problems and Preventing Dropout) - Tier 2 <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a>			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Zero OSS	At least 92% of 7-8th grade students will have zero out-of-school suspensions.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage stakeholders in creating a coherent schoolwide climate vision in alignment with identified approach of school behavior incentives	2020-07-01 - 2021-08-28	John Austerberry/Assistant Principal	School climate vision, Lakeside support staff to support trauma-informed portion of the vision, PBIS framework, counselors and climate team members
Adopt schoolwide norms and expectations around Tier 1 behavior incentives, informed by the schoolwide climate vision, and implemented both schoolwide and within each classroom.	2020-07-01 - 2020-08-28	John Austerberry/Assistant Principal	School climate vision, Lakeside support staff to support trauma-informed portion of the vision, PBIS framework, counselors and climate team members
Engage students and staff in creating a plan for implementation of schoolwide behavior incentives. The PBIS team will plan monthly behavior incentives, which is based on a point system aligned to schoolwide norms and expectations. Students who have garnered a set percentage of points on Class Dojo will be able to earn incentives.	2020-08-31 - 2021-06-11	John Austerberry/Assistant Principal	Class Dojo, monthly behavior incentive plan
Schedule coaching or ongoing implementation support of schoolwide behavior incentives and expectations.	2020-08-31 - 2021-06-11	John Austerberry/Assistant Principal	Look-fors for appropriate use of Class Dojo to reward student behaviors, school-based PBIS team
All teachers will continue to be trained in trauma-informed practices. These practices are woven throughout the progressive discipline process.	2020-08-24 - 2021-06-11	John Austerberry/Assistant Principal STEP Clinical Coordinator	Trauma-informed PD materials, PD schedule, Lakeside Trauma PD is funded through CSI funds - \$20,000 Rationale - If instructional and non-instructional staff are trained in the practice of trauma-informed instruction then these practices benefit all children, building critical skills like self-awareness, self-regulation, empathy, and an openness to teamwork and cooperation. This will increase attendance and decrease suspensions. The STEP Clinical Coordinator is funded through CSI funds - \$117,000 Rationale - If a social worker is placed in the school community then the social worker is a school-based intervention in which the social worker provides opportunities to advise students who are at risk and to address their academic and nonacademic needs. The social worker provides regular monitoring of student needs and follow-ups with students as necessary. These services are designed to improve a student's health, educational outcomes, and welfare and include monitoring student academic performance and attendance; raising the expectations for students in setting educational goals, improving student engagement in school; reducing the incidence of at-risk behavior and developing conflict resolution skills; addressing family issues or concerns.
Teachers will be trained on a progressive discipline process to manage behaviors on a day to day basis and repair relationships when they've been harmed. Restorative practices will be integrated into the student conferences, family conferences, and detentions that are included in the progressive discipline process.	2020-08-24 - 2021-06-11	John Austerberry/Assistant Principal	Lakeside; Flowchart with classroom managed versus office managed behaviors, flowchart with progressive discipline steps
PBIS team will review climate data (e.g., which teachers have been submitting data, referrals) on a bi-weekly basis to look for teacher-by-teacher and student-level trends, areas for additional support, and next steps. During this process, the team will identify students with specific issues who may need targeted Tier II interventions or counseling support.	2020-09-01 - 2021-06-11	John Austerberry/Assistant Principal Behavioral Health Counselor	Class Dojo data, school climate data, team meeting agendas and data analysis protocols, Tier II interventions. Behavioral Health Counselor funded through CSI funds - \$122,900 Rationale - If a Behavioral Health Counselor is based in the school then they will be able to provide school-based prevention and universal interventions and targeted interventions for students with mental health and behavioral health concerns.
Climate staff will be deployed	2020-08-31 -	Climate support staff	5 Hour Climate Staff Position Funded Through CSI Funds, split funded (\$28,200x2.05): \$57,810 If administration has

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
throughout the building to ensure that Tier 1 behavioral expectations are reinforced in common areas and students are redirected as alternatives to suspensions.	2021-06-11		non-instructional personnel to implement PBIS and Restorative Practices in non-instructional areas then strategies for alternatives to suspensions can take place daily.

#### Anticipated Outcome

We expect to continue working with Lakeside to provide Trauma-Informed Care to our students, using Restorative Practices and Positive Behavior Interventions and Supports (PBIS) daily. Climate teams, lead by counselors and administration, will apply PBIS and Restorative Practices to all three tiers of the MTSS process for behavior in order to lower our monthly suspensions. Teachers will demonstrate more ownership over the Class Dojo point system and will more consistently apply points and the expectations for the progressive discipline system across grade levels and content areas. This will lead to the reduction of major office referrals, as teachers will proactively address/de-escalate minor issues.

#### Monitoring/Evaluation

PBIS team will review climate data and Class Dojo data, including which teachers have been submitting data, on a bi-weekly basis to look for teacher-by-teacher and student-level trends, areas for additional support, and next steps.

#### Evidence-based Strategy

Schoolwide Attendance Incentives (Early Warning Monitoring and Intervention System) - Tier 2

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance Goal	At least 48% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage students and staff in creating a plan for implementation of attendance incentives. There will be a calendar that is given to students where they track their own attendance, as they will mark their own absences. They will know not to have more than 9 absences so they can participate in the semi-annual celebration as part of the 95% club. Those with perfect attendance in 10 day periods (which will include those who may not be in the 95% club) will be invited to a celebration at the end of the 2 week period.	2020-09-01 - 2021-06-11	Ms. Nolen, SBTL	Attendance calendar, attendance celebrations, attendance team (e.g., counselors, climate support staff)
Set weekly meeting schedule for Tier I team to review attendance data.	2020-08-24 - 2020-08-28	Ms. Nolen, SBTL	Attendance Team, meeting schedule during grade groups
Schedule coaching or ongoing implementation support of schoolwide attendance incentives.	2020-08-24 - 2021-06-11	Ms. Nolen, SBTL	Attendance Team
Consistently collect and review key attendance data each week to determine the students who will earn the attendance incentives.	2020-08-31 - 2021-06-11	Ms. Nolen, SBTL	Attendance Team, Attendance Data, ScholarChip, SIS
The attendance team will assign C-31 letters to student with 3+ absences.	2020-09-05 - 2021-06-11	Counselor (Truancy) Case Manager (SAIPs)	Attendance Team, Attendance Data, SAIPs, ScholarChip, SIS The STEP case manager is funded through CSI - \$87,000 Rationale - If a case manager is placed in the school community then case management is a school-based intervention in which the case manager provides intensive advising to students who are at risk and connects them to an array of services to address their academic and nonacademic needs. Case managers provide regular monitoring of services and follow-up with students as needed. These services are designed to improve a student's health, educational outcomes, and welfare and include monitoring student academic performance and attendance; raising the expectations for students in setting educational goals, improving student engagement in school; reducing the incidence of at-risk behavior and developing conflict resolution skills; addressing family issues or concerns; and referring students to community resources for further assistance.
For students with 6+ absences, the counselor/case manager will reach out to the student and their family to form a SAIP. SAIPs will be monitored every 30 days.	2020-09-10 - 2021-06-11	Counselor (Truancy) Case Manager (SAIPs)	Attendance Team, Attendance Data, SAIPs, ScholarChip, SIS
Once the student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	2020-09-15 - 2021-06-11	Counselor (Truancy) Case Manager (SAIPs)	Attendance Team, Attendance Data, SAIPs, ScholarChip, SIS

#### Anticipated Outcome

Attendance team will increase student attendance by regularly reviewing data, planning bi-weekly celebrations for students with perfect attendance over a 2 week period, and semi-annual celebrations for the 95% club. Non-instructional personnel have been dedicated to implement the Truancy Process daily.

#### Monitoring/Evaluation

Every week, collect and review key attendance data to determine the students who will earn the attendance incentives. The team will also discuss truancy plans and SAIPs for chronically absent students. SAIPs will be reviewed every 30 days.

#### Evidence-based Strategy

Small Group Instruction, with a focus on close reading in ELA small groups - Tier 2  
[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost\\_pg\\_072109.pdf#page=30](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30)  
[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost\\_pg\\_072109.pdf#page=30](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30)

#### Measurable Goals

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ELA PSSA	At least 43% of students in grades 7-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
Math PSSA	At least 18% of students in grades 7-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will organize/refine ELA and math scope and sequence (including standards and eligible content) per grade level and then identify texts aligned to the standards and eligible content in the scope and sequence.	2020-08-24 - 2021-06-10	Maura Hope (Math Lead) Jacqueline Rafter (ELA Lead)	District Scope and Sequence The SBTL is funded through CSI funds - \$122,900 Rationale - If a teacher is placed in a non-evaluative role to assist colleagues in meeting administrative expectations then the teachers will have more intimate and frequent support to ensure their improvement, and the school's ultimate success in the priority areas. Books and Instructional Aids funded with CSI funds: \$180 If supplemental materials are provided for teachers and students then the use of those materials can help students learn textbook information in different ways. Supplemental materials can help teachers provide students with stronger learning experiences increasing academic success.
Based on the scope and sequence, teachers will plan/administer common assessments that match up to the standards.	2020-08-24 - 2021-06-10	Maura Hope (Math Lead) Jacqueline Rafter (ELA Lead)	District Scope and Sequence
Teachers will analyze ELA and math common assessment data to form small groups to reteach/remediate ELA and math instruction. In ELA small groups, teachers will support students in conducting text dependent analyses. In Math small groups, teachers will focus on skills identified as needing remediation.	2020-08-24 - 2021-06-10	Maura Hope (Math Lead) Jacqueline Rafter (ELA Lead)	Common Assessment Data Tracker
Provide professional development to ELA teachers on the different aspects of close reading.	2020-08-24 - 2021-06-24	Jacqueline Rafter (ELA Lead)	Common Planning Time Comprehensive Literacy Framework
Conduct informal observations to ensure that small group instruction/close reading is happening appropriately and provide individualized coaching to teachers who need more support on an as needed basis.	2020-10-01 - 2021-06-10	Kathleen Nolen SBTL Jacqueline Rafter (ELA Lead)	Common Planning Time Comprehensive Literacy Framework
The ESOL Specialist will collaborate with teachers on scaffolding/differentiating small group instruction to meet the needs of their EL students.	-	ESOL Specialist	The ESOL Specialist if funded by CSI - \$122,900 Rationale - If an ESOL Specialist is included in the structure of the academic staff then the ESOL Specialist will teach students to become effective self-advocates in English as well as teach students to use effective learning strategies. The ESOL Specialist will help students with cultural elements of the English speaking classroom. With our growing ESOL population, the ESOL Specialist assists teachers with student academic goals. The ESOL Specialist is the bridge between school and home regarding attendance, behavior, and academics.

**Anticipated Outcome**  
We expect teachers to implement small group instruction daily, based on data from department-created common assessments. Teachers will be observed and provided professional development and coaching week to week from our SBTL, academic teacher leaders, and administrators.

**Monitoring/Evaluation**  
Informal and formal observations, Common Assessment Data Tracker

**Evidence-based Strategy**  
Computer-assisted Instruction - Tier 2 <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers on understanding the iReady program and implementing it as a tool for computer-assisted instruction within blended learning.	2020-08-24 - 2021-06-11	Ms. Nolen/SBTL	iReady, Chromebooks, PD materials
Teachers will review the iReady student reports every two weeks to see which students are using it, for how long (i.e. time on task), how effectively they're using it (i.e. the amount of passed lessons), and for students who are not successfully passing lessons, what additional supports/plans they need to be successful.	2020-08-31 - 2021-06-11	Ms. Nolen/SBTL	iReady, Chromebooks, student data
Teachers will grade students based on students' time on task	2020-08-31 - 2021-06-11	Ms. Nolen/SBTL	One grade for accurately completing lessons (Study Skills grade) and one grade for the time spent on task as part of their ELA and math classwork grades.

**Anticipated Outcome**  
We expect students to partake in iReady as a Tier 1 response to STAR screening, and as a Tier 3 intervention to address individual academic needs, at least 45 minutes per week, monitored by teachers weekly.

**Monitoring/Evaluation**  
School leaders will review iReady reports on student usage and passage rates every two weeks.

**Evidence-based Strategy**Using Student Achievement Data to Drive Instructional Decision-Making - Tier 3 [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd_pg_092909.pdf)**Measurable Goals**

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers on the expectations for common planning time cycles for the three common planning time meetings a week (e.g., data review from common assessments, review of student work that teachers will bring to CPT, plan small group/whole group lessons).	2020-08-24 - 2021-06-11	Teacher Leaders: Ms. Hope (Math), Ms. Rafter (ELA), Ms. Nolen (SS, Science, Expressive Arts), Mrs. Olchowecky (Special Education).	Common planning time agendas, data review protocols, common assessment data, student work samples, lesson planning templates
Teachers will implement common planning time cycles for the three common planning time meetings a week (e.g., data review from common assessments, review of student work that teachers will bring to CPT, plan small group/whole group lessons). During this time, teachers will also plan for differentiated instruction.	2020-08-24 - 2021-04-06	Teacher Leaders: Ms. Hope (Math), Ms. Rafter (ELA), Ms. Nolen (SS, Science, Expressive Arts), Mrs. Olchowecky (Special Education), ESOL Specialist	Common planning time agendas, data review protocols, common assessment data, student work samples, lesson planning templates
School leaders will determine topics for PD during common planning time based on the instructional trends noticed during informal classroom observations.	2020-09-15 - 2021-06-11	School administration (Principal Muhammad, John Austerberry, Assistant Principal)	Notes from observations, common planning time agendas, topics.

**Anticipated Outcome**

Common planning time meetings will be focused on the norms/expectations for each of the three cycles, teachers will follow the agendas for each common planning time meeting, and teacher collaboration will result in more focused small group plans. Teachers will also develop a deep understanding of student strengths and areas of growth based on continuous analysis of students' data, and be able to reflect on how effective their instruction is based on data trends.

**Monitoring/Evaluation**

School administrators will monitor lesson plans weekly. They will monitor implementation of the lesson plans through informal observations. They will also review the common assessment data to look for student progress. Each CPT will have a rolling agenda, which school administrators will review to ensure that CPT conversations are meeting norms/expectations.

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**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of 7-8th grade students will have zero out-of-school suspensions. (Zero OSS)	Schoolwide Behavior Incentives (Reducing Behavior Problems and Preventing Dropout) - Tier 2 <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a>	Engage students and staff in creating a plan for implementation of schoolwide behavior incentives. The PBIS team will plan monthly behavior incentives, which is based on a point system aligned to schoolwide norms and expectations. Students who have garnered a set percentage of points on Class Dojo will be able to earn incentives.	08/31/2020 - 06/11/2021

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**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 48% of students will attend school 95% of days or more. (95% Attendance Goal)	Schoolwide Attendance Incentives (Early Warning Monitoring and Intervention System) - Tier 2	Consistently collect and review key attendance data each week to determine the students who will earn the attendance incentives.	08/31/2020 - 06/11/2021

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 43% of students in grades 7-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p> <p>At least 18% of students in grades 7-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (Math PSSA)</p>	<p>Small Group Instruction, with a focus on close reading in ELA small groups - Tier 2  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30</a>  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30</a></p>	<p>Teachers will analyze ELA and math common assessment data to form small groups to reteach/remediate ELA and math instruction. In ELA small groups, teachers will support students in conducting text dependent analyses. In Math small groups, teachers will focus on skills identified as needing remediation.</p>	<p>08/24/2020 - 06/10/2021</p>

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At least 43% of students in grades 7-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)	Computer-assisted Instruction - Tier 2 <a href="https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf">https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf</a>	Train teachers on understanding the iReady program and implementing it as a tool for computer-assisted instruction within blended learning.	08/24/2020 - 06/11/2021
At least 18% of students in grades 7-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (Math PSSA)			











