

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	8		
ULCS Code	8140		
Name of School	Austin Meehan 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.)	CORA; Lakeside		
Principal Name	Abdul-Mubdi Muhammad		
Years as Principal	7		
Years as Principal at this School	2		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Abdul-Mubdi Muhammad	Austin Meehan MS	aamuhammad@philasd.org
Additional Leadership Team Representative	John Austerberry	Austin Meehan MS	jausterberry@philasd.org
Math Content Specialist/Teacher Leader	Jamie Juergensen	Austin Meehan MS	jrjuergensen@philasd.org
Literacy Content Specialist/Teacher Leader	Jacqueline Rafter	Austin Meehan MS	jrafter@philasd.org
Science Content Specialist/Teacher Leader	Kathleen Nolen	Austin Meehan MS	kmnolen@philasd.org
School-based Climate Representative	David Mulvey	Austin Meehan MS	dmulvey@philasd.org
Parent	Sana Hassan	Austin Meehan MS	TBD
Community member	TBD	TBD	TBD
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	Mariana Olchowecky	Austin Meehan MS	molchowecky@philasd.org
Network Attendance Coach	Kesha Hines	School District of Philadelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Philadelphia	dphelps@philasd.org
Grants Compliance Monitor	Kelly McCarthy	School District of Philadelphia	kemccarthy@philasd.org
Central Office Talent Partner	Andi Starks	School District of Philadelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	Jen Dianna	School District of Philadelphia	jdianna@philasd.org
Network Professional Learning Specialist	Patricia Ayres	School District of Philadelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Philadelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Aaron MacLennan	School District of Philadelphia	apmaclennan@philasd.org
EL Point Person	TBD	TBD	TBD
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.)			
All Austin Meehan graduates are prepared for high school, career, college, and become active participants in the global economy.			

Austin Meehan - ADDITIONAL DATA ANALYSIS												
ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)												
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												
7th	90.6%	22.3%	15.8%	19.9%	42.0%	47	63.8%	16.1%	13.8%	21.2%	48.8%	41
8th	90.5%	18.2%	10.5%	20.9%	50.3%	43	80.7%	21.2%	13.6%	22.7%	42.4%	44
Math Assessment Data (Leading Indicators for Board Goals 3, and 4)												
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
7th	89.8%	33.6%	14.7%	20.4%	31.2%	41	85.0%	40.1%	12.1%	18.7%	29.1%	47
8th	90.8%	34.3%	15.5%	20.9%	29.3%	47	77.7%	27.6%	14.6%	21.7%	36.2%	40
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	55.9%	48.0%	37.7%	35.5%	59.0%	49.6%	48.0%	40.8%	All students	88.6%	84.5%	87.1%
90-95% days	17.5%	25.7%	28.6%	30.2%	15.6%	24.9%	25.7%	26.2%	Black/Afr Amer	84.0%	78.0%	81.5%
85-90% days	9.2%	11.0%	15.1%	13.6%	7.9%	10.1%	11.0%	14.3%	Hispanic/Latino	91.0%	87.6%	85.3%
80-85% days	5.7%	6.2%	6.5%	6.9%	6.1%	6.4%	6.2%	7.3%	Asian	97.0%	97.4%	100.0%
<80% days	11.7%	9.2%	12.0%	13.8%	11.3%	9.0%	9.2%	11.3%	White	90.5%	85.8%	91.6%

Austin Meehan - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #1:						
PBIS - New Schools (Focus: Tier I Climate Framework)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	After over a year spent outside of our building, it is critical that we focus on re-establishing our schoolwide expectations and norms as it relates to student behavior throughout our building.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.			
Additional Goal 2	After over a year spent outside of our building, it is critical that we focus on re-establishing our schoolwide expectations and norms as it relates to student behavior throughout our building.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
At least 90% of staff can list at least 67% of the expectations. Formal system for acknowledging student behavior is used by at least 90% of staff.			Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Engage stakeholders in creating a coherent schoolwide climate vision and progressive discipline policy in alignment with identified approach of school behavior incentives	8/1/21	8/28/21	John Austerberry/Assistant Principal	Progressive Discipline Framework	N	
Adopt schoolwide norms and expectations around Tier 1 behavior incentives, informed by the schoolwide climate vision, and implemented both schoolwide and within each classroom. These norms will reflect the integration of PBIS, restorative practices, and trauma-informed practices.	8/1/21	8/28/21	John Austerberry/Assistant Principal	PBIS Signage and Flyers	N	
Administration will establish a PBIS team, clarify team members' roles and responsibilities, and establish bi-weekly meeting schedule.	8/1/21	8/28/21	Muhammad/Principal and John Austerberry/Assistant Principal	Organizational Chart	N	
All teachers will continue to be trained each quarter in trauma-informed practices, building on the work that was started last year with Lakeside. These practices are woven throughout the progressive discipline process.	8/23/21	11/30/21	STEP Clinical Coordinator	PD Materials, PD Calendar	Y	
In August, teachers will be trained on how to use Class Dojo and how Dojo is a part of the progressive discipline process to manage behaviors on a day to day basis and repair relationships when they've been harmed.	8/23/21	8/28/21	John Austerberry/Assistant Principal and David Mulvey/Climate Lead	Class Dojo, PD Calendar	Y	
The PBIS team, in collaboration with students (via student representative body) and staff members throughout the building, 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 each month.	8/31/21	6/14/22	John Austerberry/Assistant Principal	Class Dojo, Incentive Calendar	N	
Schedule coaching at the beginning of the school year and ongoing, quarterly, implementation support of schoolwide behavior incentives and expectations.	8/31/21	6/14/22	John Austerberry/Assistant Principal	SDP PBIS Coach	Y	
A deployment plan will be created to assign climate support staff to monitor common spaces throughout the school building	8/31/21	6/14/22	David Mulvey/Climate Lead 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	Climate Support Staff	Deployment Plan	N	
Restorative practices will be integrated into the student conferences, family conferences, and detentions that are included in the progressive discipline process on a bi-weekly basis, which will be discussed during PBIS team meetings.	8/31/21	6/14/22	John Austerberry/Assistant Principal and David Mulvey/Climate Lead	Progressive Discipline Framework	N	
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.	9/16/21	6/14/22	John Austerberry/Assistant Principal and David Mulvey/Climate Lead	SIS, SchoolNet, Qlik, MTSS Tracker	N	
Students not responding to Tier I will be referred for Tier II interventions	10/1/21	4/30/22	Behavioral Health Counselor and STEP Clinical Coordinator	SIS Data	N	
Tier II plans - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Behavioral Health Counselor and STEP Clinical Coordinator	SIS Data, MTSS Plans	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	Behavioral Health Counselor and STEP Clinical Coordinator	SIS Data, MTSS Plans	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	John Austerberry/Assistant Principal and Kathy Nolen/SBTL	School Plan, Routines Agenda	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	11/15/21	5/31/22	Climate Support Staff and David Mulvey/Climate Lead	Observation Rubric	N	

Austin Meehan - 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 over a year spent outside of our building, it is critical that we focus on re-establishing our schoolwide expectations and norms as it relates to student behavior throughout our building.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation	
100% of K-8 classrooms have a daily, consistent time to conduct Community Meeting 90% of staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour		The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incident data to determine whether we are on track to meet our EBY 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	David Mulvey/Climate Lead	Calendar	N
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	David Mulvey/Climate Lead	Community Meeting Training Materials	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	David Mulvey/Climate Lead	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	David Mulvey/Climate Lead	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	David Mulvey/Climate Lead	"Check for Understanding" Survey for Staff	N
Incorporate Student Well-Being Survey	11/1/21	12/22/21	David Mulvey/Climate Lead	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	11/1/21	12/22/21	David Mulvey/Climate Lead	District Climate Support Staff	Y

Austin Meehan - Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #3:					
Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)					
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice		
Additional Goal 2	After over a year spent outside of our building, it is critical that we focus on re-establishing our schoolwide expectations and norms as it relates to student behavior throughout our building.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.		
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation		
70% of students who require a Student Attendance Improvement Conference will have one. 90% of students who require a Student Attendance Improvement Plan will have one.			Quarterly, the attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Set weekly meeting schedule for Tier I team to review attendance data	8/23/21	8/27/21	Ms. Nolen/SBTL	Calendar	N
Schedule coaching or ongoing implementation support of schoolwide attendance incentives on a quarterly basis with the Network support team.	8/23/21	9/30/21	Ms. Nolen/SBTL	Network Attendance Coach, Calendar	Y
In daily intervention, teachers will engage students in monitoring and owning their attendance in accordance with the following strategies: there will be a calendar that is given to students where they track their own attendance, as they will mark their own absences, and they will talk to students about not having more than 9 absences so they can participate in the semi-annual celebration as part of the 95% club. Students will goal set through Naviance. Community Meeting will be held to build relationships. Students will complete monthly well-being survey.	9/1/21	6/14/22	Ms. Nolen, SBTL Climate Support Staff	SIS, Attendance Calendar	N
Consistently collect and review key attendance data each week to determine the students who will earn the attendance incentives and students who may need interventions based on their analyses of the District's Early Warning Indicator (EWI) report and Student Attendance Report in SIS. This attendance data may be triangulated with students' course performance to further pinpoint the relationship between student engagement, academic achievement, and chronic absenteeism.	9/7/21	6/14/22	Ms. Nolen/SBTL and STEP Case Manager	SIS, EWI Report	N
The attendance team will mail home C-31 letters to students with 3+ absences.	9/15/21	5/1/22	Counselor and Case Manager STEP team	C-31s, SIS, EWI Report	N
For students with 6+ absences, the counselor/case manager will reach out to the student and their family to schedule a Student Attendance Improvement Conference (SAIC)	10/1/21	5/1/22	Counselor and Case Manager STEP team	SIS, EWI Report	N
During SAICs, the attendance team, the student, and their family will create a Student Attendance Improvement Plan (SAIP) that outlines barriers to attendance as well as interventions that specifically target/address these barriers.	10/1/21	5/1/22	Counselor and Case Manager STEP TEAM	SIS, EWI Report, SAIPs	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 and Case Manager	SIS, EWI Report, SAIPs, Truancy Paperwork	N
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.	10/1/21	6/14/22	Ms. Nolen/SBTL	SIS, Incentive Calendar	N
SAIPs will be monitored every 30 days and additional interventions will be put into place for whom SAIPs are not working	11/1/21	6/1/22	Case Manager, STEP TEAM	SAIPs, SIS, EWI Report	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	John Austerberry/Assistant Principal and Kathy Nolen/SBTL	School Plan, Routines Agenda	N

Austin Meehan - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
ELA Framework (Focus: Tier I Academics)			Effective Professional Learning			
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 1	There is a need to develop teachers' ability to differentiate the source text used to teach a grade-specific strategy, to account for the various reading and comprehension levels of the students.	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 3	There is a need to development strategies like the formative task strategy and guided discussion, more effectively, how to incorporate the use of academic language, and directly impact students ability to breakdown PSSA questions.	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			
By the end of the first quarter PD cycles, at least 80% of teachers are creating lesson plans that are standards-aligned and differentiated. By the end of the first quarter PD cycles, at least 80% of teachers are delivering standards-aligned and differentiated instruction. 90% of staff will participate in district-wide and voluntary professional learning.			On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. On a quarterly basis, Tier II and III students will be progress monitored using the district's within-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly. On a weekly basis, the lead teachers and administrators will review lesson plans with a focus on standards-aligned instruction and differentiation. On a quarterly basis, the lead teachers and administrators will conduct informal observations to ensure that standards-aligned instruction and differentiation is occurring in classrooms as evidenced by a rubric. After each professional learning opportunity an attendance document will be reviewed by administration.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
School leaders will plan a professional development calendar to be revised as necessary throughout the year	7/1/21	8/23/21	Muhammad/Principal	PD Calendar	N	
A feedback system will be created for all in-house professional development (discussion, form, survey, exit ticket, poll) and analysis of feedback	7/1/21	8/23/21	SBTL	Feedback form	N	
School leaders will determine the agenda for each week's common planning time based on PD needs, the instructional trends noticed in assessment data, and student work.	8/23/21	6/14/22	Kathy Nolen/SBTL, Math Lead, and Literacy Lead	CPT Agenda and Student Data	N	
Teachers will organize/refine ELA 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 on a quarterly basis.	8/23/21	6/14/22	Kathy Nolen/SBTL, Math Lead, and Literacy Lead	Curricular Resources	N	
Based on the scope and sequence, teachers will plan/administer common assessments that match up to the standards. Common assessments for ELA will occur at least bi-weekly.	8/23/21	weekly/bi-weekly 6/14/22	ELA and Math Teachers	Released items, standards	N	
The ESOL Specialist will collaborate with teachers each week on scaffolding/differentiating small group instruction (as available) to meet the needs of their EL students.	8/23/21	weekly until 6/14/22	ESOL Specialist	Lesson Plans, Student Data	N	
Train all staff on understanding the universal screeners, administration, and analysis the various reports	8/23/21	quarterly until 6/14/22	Kathy Nolen/SBTL and Mariana Oichowecky/SPECM	PD Calendar, Assessment Platform	Y	
Teachers will implement weekly common planning time cycles (e.g., data review from common assessments, review of student work that teachers will bring to CPT, planning for small group/whole group lessons, reviewing STAR data). During this time, teachers will plan for explicit, systematic, and comprehensive instruction in ELA and will also plan for differentiated instruction using STAR screener data.	8/30/21	weekly until 6/14/21	Kathy Nolen/SBTL, Math Lead, and Literacy Lead, ESOL Specialist	Agenda	N	
Provide professional development form all teachers focusing on oo-teaching and differentiating instruction for ELL and Special Education students: can do descriptors, IEP goals and accommodations.	8/31/21	9/30/21	ESOL Specialist and SPECM	PD Calendar, agenda	Y	
The ESOL Specialist will support implementation of the ELD framework on an ongoing basis in an effort to build teacher capacity around EL instruction.	9/1/21	6/1/22	ESOL Specialist	ELD Framework, CPT Calendar, PD Calendar	N	
Quarterly, the Instructional Leadership Team will assess lesson planning and curriculum implementation by using the district's "Look Fors" document.	10/1/21	5/31/22	John Austerberry/Assistant Principal and Kathy Nolen/SBTL	"Look Fors" Document	N	
Implement selected interventions at least every other day by first screening students and then assigning students individualized interventions for lagging skills based on data from the universal screener.	10/1/21	5/31/22	ELA and Math Teachers	Interventions, Student Data	N	
Teachers will analyze ELA common assessment data to form small groups (as available) to reteach/remediate ELA and instruction. In ELA small groups (as available), teachers will support students in conducting text dependent analyses.	10/15/21	5/31/22	ELA and Math Teachers	Common Assessments, Lesson Plans	N	
Teachers will review student intervention data every two-weeks to see which students are receiving interventions, for how long (i.e. time on task), how effectively the interventions are, and for students who are not having successful experiences with an intervention, what additional supports/plans do they need to be successful.	10/15/21	5/31/22	ELA and Math Teachers	Intervention Data	N	
Conduct informal observations to ensure that learning from PD is implemented and affecting instruction around areas such as source text differentiation in ELA and provide additional PD as needed.	10/15/21	5/31/22	SBTL, ELA and Math Lead Teachers	Observation Schedule, Observation Rubric, Lesson Plans	N	
Provide professional development form all teachers focusing on oo-teaching and differentiating instruction for ELL and Special Education students: can do descriptors, IEP goals and accommodations.	8/31/21	9/30/21	ESOL Specialist and SPECM	PD Calendar, agenda	Y	
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	John Austerberry/Assistant Principal and Kathy Nolen/SBTL	School Plan, Routines Agenda	N	

Austin Meehan - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
Math Framework (Focus: Tier I Academics)				Effective Professional Learning		
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 1	There is a need to develop teachers' ability to differentiate the source text used to teach a grade-specific strategy, to account for the various reading and comprehension levels of the students.	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 3	There is a need to development strategies like the formative task strategy and guided discussion, more effectively, how to incorporate the use of academic language, and directly impact students ability to breakdown PSSA questions.	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		
By the end of the first quarter PD cycles, at least 80% of teachers are creating lesson plans that are standards-aligned and differentiated. By the end of the first quarter PD cycles, at least 80% of teachers are delivering standards-aligned and differentiated instruction. 90% of staff will participate in district-wide and voluntary professional learning.				On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. On a quarterly basis, Tier II and III students will be progress monitored using the district's within-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly. On a weekly basis, the lead teachers and administrators will review lesson plans with a focus on standards-aligned instruction and differentiation. On a quarterly basis, the lead teachers and administrators will conduct informal observations to ensure that standards-aligned instruction and differentiation is occurring in classrooms as evidenced by a rubric. After each professional learning opportunity an attendance document will be reviewed by administration.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
School leaders will plan a professional development calendar to be revised as necessary throughout the year	7/1/21	8/23/21	Muhammad/Principal	PD Calendar	N	
A feedback system will be created for all in-house professional development (discussion, form, survey, exit ticket, poll) and analysis of feedback	7/1/21	8/23/21	SBTL	Feedback form	N	
School leaders will determine the agenda for each week's common planning time based on PD needs, the instructional trends noticed in assessment data, and student work.	8/23/21	6/14/22	Kathy Nolen/SBTL, Math Lead, and Literacy Lead	CPT Agenda and Student Data	N	
Teachers will organize/refine 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 on a quarterly basis.	8/23/21	6/14/22	Kathy Nolen/SBTL, Math Lead, and Literacy Lead	Curricular Resources	N	
Based on the scope and sequence, teachers will plan/administer common assessments that match up to the standards. Common assessments for Math will occur weekly.	8/23/21	weekly/bi-weekly 6/14/22	ELA and Math Teachers	Released items, standards	N	
The ESOL Specialist will collaborate with teachers each week on scaffolding/differentiating small group instruction (as available) to meet the needs of their EL students.	8/23/21	weekly until 6/14/22	ESOL Specialist	Lesson Plans, Student Data	N	
Train all staff on understanding the universal screeners, administration, and analysis the various reports	8/23/21	quarterly until 6/14/22	Kathy Nolen/SBTL and Mariana Oichowecky/SPECM	PD Calendar, Assessment Platform	Y	
Teachers will implement weekly common planning time cycles (e.g., data review from common assessments, review of student work that teachers will bring to CPT, planning for small group/whole group lessons, reviewing STAR data). During this time, teachers will plan for explicit, systematic, and comprehensive instruction in Math and will also plan for differentiated instruction using STAR screener data.	8/30/21	weekly until 6/14/21	Kathy Nolen/SBTL, Math Lead, and Literacy Lead, ESOL Specialist	Agenda	N	
Provide professional development form all teachers focusing on oo-teaching and differentiating instruction for ELL and Special Education students: can do descriptors, IEP goals and accommodations.	8/31/21	9/30/21	ESOL Specialist and SPECM	PD Calendar, agenda	Y	
The ESOL Specialist will support implementation of the ELD framework on an ongoing basis in an effort to build teacher capacity around EL instruction.	9/1/21	6/1/22	ESOL Specialist	ELD Framework, CPT Calendar, PD Calendar	N	
Quarterly, the Instructional Leadership Team will assess lesson planning and curriculum implementation by using the district's "Look Fors" document.	10/1/21	5/31/22	John Austerberry/Assistant Principal and Kathy Nolen/SBTL	"Look Fors" Document	N	
Implement selected interventions at least every other day by first screening students and then assigning students individualized interventions for lagging skills based on data from the universal screener.	10/1/21	5/31/22	ELA and Math Teachers	Interventions, Student Data	N	
Teachers will analyze Math common assessment data to form small groups (as available) to reteach/remediate Math instruction. In Math small groups (as available), teachers will focus on skills identified as needing remediation.	10/15/21	5/31/22	ELA and Math Teachers	Common Assessments, Lesson Plans	N	
Teachers will review student intervention data every two-weeks to see which students are receiving interventions, for how long (i.e. time on task), how effectively the interventions are, and for students who are not having successful experiences with an intervention, what additional supports/plans do they need to be successful.	10/15/21	5/31/22	ELA and Math Teachers	Intervention Data	N	
Conduct informal observations to ensure that learning from PD is implemented and affecting instruction around areas such as formative task strategies within math and provide additional PD as needed.	10/15/21	5/31/22	SBTL, ELA and Math Lead Teachers	Observation Schedule, Observation Rubric, Lesson Plans	N	
Provide professional development form all teachers focusing on oo-teaching and differentiating instruction for ELL and Special Education students: can do descriptors, IEP goals and accommodations.	8/31/21	9/30/21	ESOL Specialist and SPECM	PD Calendar, agenda	Y	
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	John Austerberry/Assistant Principal and Kathy Nolen/SBTL	School Plan, Routines Agenda	N	

Austin Meehan School [8140] 2021-2022 School Plan

BOARD GOAL 1		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 36% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 27% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 30% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 33% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 36% students in grades 6-8 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 22% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 13% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 16% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 19% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 22% students in grades 6-8 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 50% of all students will attend school 95% of days or more	At least 65% of all students will attend school 95% of days or more in Q1.	At least 60% of all students will attend school 95% of days or more in Q2.	At least 55% of all students will attend school 95% of days or more in Q3.	At least 50% 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 90% of students will have zero out-of-school suspensions	At least 97% of students will have zero out-of-school suspensions in Q1.	At least 94% of students will have zero out-of-school suspensions in Q2.	At least 92% of students will have zero out-of-school suspensions in Q3.	At least 90% of students will have zero out-of-school suspensions in Q4.
		Actual Performance				
		Met Target?				