

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	5390		
Name of School	Potter-Thomas School		
Neighborhood Network	Acceleration		
Assistant Superintendent	Sean Conley		
ESSA Federal Designation	TSI		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	Acceleration		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Big Brother Big Sister/Comcast, Fair Hill Burial Grounds, Boy Scouts, Girl Scouts, Grandma's Kids, Girl's Inc.		
Principal Name	Nichole Polk		
Years as Principal	2		
Years as Principal at this School	2		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Nichole Polk	Potter-Thomas	nwilloughby@philasd.org
Additional Leadership Team Representative	Nancy Bradley	Potter-Thomas	ntbradley@philasd.org
Math Content Specialist/Teacher Leader	Tammy Rhoades	Potter-Thomas	trhoades@philasd.org
Literacy Content Specialist/Teacher Leader	Kate O'Boyle	Potter-Thomas	kaoboyl@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Donyelle Barcus	Potter-Thomas	dbarcus2@philasd.org
Parent	Luz Pratt	Potter-Thomas	
Community member	Jean Warrington	Fair Hill Burial Grounds	jeanwarrington@historicfairhill.com
Business partner (other than parent or community member)	Gregory Thomson	Big Brothers Big Sisters	GThomson@independencebig.org
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joshua Culbertson	Planning and Evidence-Based Supports Office	jculbertson@philasd.org
Special Education Case Manager	Kevin Conley	Potter-Thomas	kconley@philasd.org
Network Attendance Coach	Shaniece Boyd	Acceleration Network	sboyd@philasd.org
Network Culture and Climate Coach	Kenneth Glover	Acceleration Network	kglover@philasd.org
Grants Compliance Monitor	Valbona Parlaku	Acceleration Network	vparlaku@philasd.org
Central Office Talent Partner	Zakiyah Stewart	Acceleration Network	zstewart@philasd.org
Network Early Literacy/Literacy Director	Victoria Aponte	Acceleration Network	vaponte@philasd.org
Network Professional Learning Specialist	Natalie Mason	Acceleration Network	nmason@philasd.org
Prevention and Intervention Liaison	Alba Blandino	Acceleration Network	ablandino@philasd.org
PBIS Coach (if applicable)	Keera Stanton	Acceleration Network	kstanton2@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	N/A	N/A	N/A
EL Point Person	Wadiyah Ali	Potter-Thomas	wnali@philasd.org
<p>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.)</p> <p>The Potter-Thomas Promise Academy Family is developing accountable, life-long learners, who are empowered by a rigorous K-8 educational program that prepares them for academic, social and emotional success in high school and beyond.</p>			

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	92.3%	11.1%	13.9%	75.0%	32	84.2%	6.3%	9.4%	84.4%
1st	92.0%	8.7%	0.0%	91.3%	22	94.1%	8.3%	0.0%	91.7%
2nd	95.7%	20.5%	15.9%	63.6%	26	87.5%	35.7%	19.0%	45.2%
3rd	88.2%	11.1%	6.7%	82.2%	27	88.2%	20.0%	11.1%	68.9%
4th	98.1%	24.5%	15.1%	60.4%	43	90.6%	16.7%	27.1%	56.3%
5th	92.6%	24.0%	10.0%	66.0%	43	90.4%	23.4%	25.5%	51.1%

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	88.5%	17.4%	8.7%	15.2%	58.7%	42	81.0%	12.8%	6.4%	8.5%	72.3%	38
7th	88.3%	13.2%	7.5%	17.0%	62.3%	47	76.8%	14.0%	4.7%	14.0%	67.4%	34
8th	84.5%	4.1%	20.4%	12.2%	63.3%	35	0.0%					

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	92.3%	27.8%	16.7%	55.6%	51	86.8%	6.1%	18.2%	75.8%
1st	92.0%	2.2%	17.4%	80.4%	30	90.2%	2.2%	32.6%	65.2%
2nd	95.7%	22.7%	22.7%	54.5%	35	89.6%	44.2%	14.0%	41.9%
3rd	88.2%	8.9%	15.6%	75.6%	29	88.2%	17.8%	20.0%	62.2%
4th	96.3%	21.2%	26.9%	51.9%	48	94.3%	16.0%	20.0%	64.0%
5th	92.6%	4.0%	30.0%	66.0%	39	94.2%	2.0%	28.6%	69.4%

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
6th	84.6%	27.3%	13.6%	15.9%	43.2%	44	0.0%					
7th	88.3%	22.6%	13.2%	15.1%	49.1%	47	0.0%					
8th	70.7%	9.8%	7.3%	17.1%	65.9%	33	0.0%					

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	32.0%	36.6%	30.1%	29.5%	31.0%	37.6%	36.6%	33.5%	All students	96.7%	94.1%	92.8%
90-95% days	20.5%	30.0%	33.3%	30.7%	21.6%	29.5%	30.0%	33.3%	Black/Afr Amer	96.9%	94.3%	93.0%
85-90% days	10.6%	16.0%	17.4%	18.7%	10.3%	14.6%	16.0%	16.2%	Hispanic/Latino	96.5%	94.3%	92.6%
80-85% days	7.9%	8.7%	8.3%	7.2%	6.2%	10.1%	8.7%	8.5%	Asian	100.0%	66.7%	100.0%
<80% days	29.0%	8.7%	11.0%	13.9%	31.0%	8.2%	8.7%	8.5%	White	100.0%	100.0%	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	Teachers have not received sufficient professional development and coaching to address utilization of the Intellectual Prep Process to create rigorous lessons that focus on the standard. There has been too much focus on re-teaching the standard, but not strengthening the initial lesson, and then differentiating for specific learners. As a result, students are academically behind grade expectations, and not catching up. (SLC: Yes, but it is also important to address small group as well here since you have addressed the core above).	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	We have not effectively utilized a schedule which permits the necessary delivery of early literacy content and phonics, and permits for interventions as needed, and provided the necessary PD and coaching for teachers, so that we can effectively engage students in independent reading as a strategy. (SLC: yes, but I am also wondering what you mean by PD. D you mean more explicit PD on just the implementation of Saxon Phonics, or do you mean that and something that supports a teachers ability to know and understand who a child learns to read? I have always wondered about this let me know if you would like to talk through it. It is a lot to write.)	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		
On a weekly basis, teachers attend Common Planning Time meetings focusing on unpacking of ELA standards/data-driven strategic grouping of students and the Intellectual Prep Process (questioning and resources), with the creation of agendas, lesson plans, and minutes as evidence stored in Google Drive. Increased attendance in Professional Development offered after-school. Academic Teacher Leaders provide coaching in the area of ELA Framework (components and best practices). ELA teachers successfully implement Lesson Plans that align with the schoolwide mission/vision and framework. K-2 teachers participate in Saxon Professional Development delivered by Doria Mitchell, ECE: (during Summer Summit or early Sept), focusing on the updated mandatory allotted time for implementation. K-2 teachers participate in Professional Development for the LETRS program (gaining a greater understanding of the Science of Reading). American Reading Company leveled texts are utilized as a resource for the classroom and home. Students demonstrate growth on end-of-unit assessments, quarterly benchmark assessments, and progress monitoring/intervention data.			On a weekly basis, Common Planning Time cycles permit the review of student assessment (both formative and summative) and work, with a focus on guiding instruction and intervention. Monthly, instructional leadership team conducts informal instructional rounds, to identify teachers who are in need of additional support during the semester. Instructional Leadership Team convenes at end of 6-week coaching cycle to review success of coaching interventions, and determine if any additional supports are needed. On a quarterly basis, Academic Network Office conducts instructional rounds to review practices and make recommendations.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Redesign Literacy Block to devote needed time to phonics.	7/1/21	8/15/21	Principal, Asst Principals		N
Revise the lesson plan submission, review, and feedback cycle. Ensure that lesson plans for the first weeks of September are complete by 8/30/21, so that teachers can utilize Spring planning to reflect changes in departmentalization of subjects.	7/1/21	8/30/21	Classroom teachers	Principal, Asst Principal	N
Deliver American Reading Company books to individual classrooms in grades 5-8.	7/1/21	8/31/21			N
Pursue options for Central Office/Network support around Professional Development on unpacking the standards in the 2021-2022 school year.	7/1/21	10/31/21	Principal, Asst Principals, Academic Teacher Leaders	Central Office or Network academic support	Y
Leadership Team will attend Network/Districtwide refresher training around ELA Frameworks, to ensure their familiarity with concepts therein.	8/1/21	8/30/21	Principal, Asst Principals, Academic Teacher Leader, K-2 School-Based Teacher Leader		Y
Utilize Summer Summit or start-of-year Professional Development to kick off lesson planning initiative for new/returning teachers, with focus on early submission of plans to ensure alignment across grade levels and to scope and sequence.	8/15/21	8/30/21	Principal, Asst Principals, Academic Teacher Leaders, K-2 School-Based Teacher Leader		Y
Provide Imagine Learning training for teachers of grades K-8 as a reading intervention.	8/20/21	8/31/21	Reading Intervention Teacher, K-2 School-Based Teacher Leader		Y
Provide Sadlier Phonics training for grade 3-4 teachers to ensure fidelity of utilization of intervention.	8/20/21	8/31/21	Asst Principals	Sadlier Phonics representative	Y
Provide Saxon Phonics training for K-2 teachers to ensure fidelity of utilization of intervention.	8/20/21	8/31/21	Asst Principals, K-2 School-Based Teacher Leader	Network Office academic support	Y
Leadership Team will provide turnaround training to teachers in the ELA Frameworks and associated strategies for content delivery—with a specific focus on unpacking the standards—both during August orientation PD and throughout the year in afterschool PD.	8/20/21	6/30/22	Academic Teacher Leader, K-2 School-Based Teacher Leader	Network Office academic support; Reading Intervention Teacher; UnBound Ed contract	Y
Provide professional development in the Letsr program to ELA teachers, with a focus on phonics and the science of reading, both during August orientation PD and throughout the year in afterschool PD.	8/20/21	6/30/22	K-2 School-Based Teacher Leader		Y
Provide American Reading Company training to teachers in grades 5-8 around effective utilization of screener for independent reading levels, and effective utilization of leveled texts to grow student fluency.	9/1/21	9/30/21			Y
Hold departmentalized Common Planning Time meetings on a weekly basis (1-hour long) for utilization of the Intellectual Prep Process cycle of professional growth, including analysis of data on a regular cycle. Utilize a cycle of rotating meeting leadership/presentation, to ensure that all members are regularly sharing out.	9/1/21	6/30/22	Academic Teacher Leader, K-2 School-Based Teacher Leader	Reading Intervention Teacher	N
Utilize i-Ready's Standards Mastery software for daily intervention as well as unit-based summative assessments, to determine student progress. Utilize the i-Ready Toolbox as a resource for breaking down the standard when teaching or re-teaching the lesson, and the development of Small Group lessons.	9/1/21	6/30/22	Classroom teachers, Academic Teacher Leaders, K-2 School-Based Teacher Leader		N
Monthly, instructional leadership team conducts informal instructional rounds, to identify teachers who are in need of additional support during the semester.	9/10/21	6/30/22	Principal, Asst Principals, Academic Teacher Leaders		N
Utilize Imagine Learning as an adaptive intervention for students in grades K-8 identified as needing additional literacy support.	9/15/21	6/30/22	Reading Intervention Teacher	K-2 School-Based Teacher Leader	N
Academic Teacher Leaders provide coaching around planning and best practices to "Focus Teachers" identified through informal instructional rounds, newly identified in a 6-week cycle.	10/1/21	6/30/22	Principal, Asst Principals, Academic Teacher Leaders	Lead Academic Coach from Network	Y
Instructional Leadership Team convenes at end of 6-week coaching cycle to review success of coaching interventions, and determine if any additional supports are needed.	10/20/21	6/30/22	Principal, Asst Principals, Academic Teacher Leaders		N

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	We have not had an effective cycle of professional development, coaching, observation, feedback, and accountability with a focus on ensuring that teachers understand the math frameworks and standards, and are delivering high-quality instruction in math.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards		
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation		
On a weekly basis, teachers attend Common Planning Time meetings focusing on unpacking of Math standards/data-driven strategic grouping of students and the Intellectual Prep Process (questioning/task/groups), with the creation of agendas, lesson plans, and minutes as evidence stored in Google Drive. Increased attendance in Professional Development offered after-school. Academic Teacher Leaders provide strategic coaching in the area of the Math Framework: Opening RoutineTask, Discourse—Formative Task, Guided Instruction, Inclusive Students Activities, Reflective Closure (with a focus on pacing/best practices). Teachers participate in Envision PD delivered by Math Academic Teacher Leader (specific training for new staff to efficiently implement the program). Students demonstrate growth on end-of-unit assessments, quarterly benchmark assessments, and progress monitoring/intervention data.			On a weekly basis, Common Planning Time cycles permit the review of student assessment (both formative and summative) and work, with a focus on guiding instruction and intervention. Monthly, instructional leadership team conducts informal instructional rounds, to identify teachers who are in need of additional support during the semester. Instructional Leadership Team convenes at end of 6-week coaching cycle to review success of coaching interventions, and determine if any additional supports are needed. On a quarterly basis, Academic Network Office conducts instructional rounds to review practices and make recommendations.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create procedures and expectations around the Intellectual Prep Process related to math: establishing exemplars, making time for productive struggle in Math, anticipating common misconceptions in the lesson.	7/1/21	8/15/21	Principal, Asst Principals, Academic Teacher Leaders		N
Revise the lesson plan submission, review, and feedback cycle. Ensure that lesson plans for the first weeks of September are complete by 8/30/21, so that teachers can utilize Spring planning to reflect changes in departmentalization of subjects.	7/1/21	8/30/21	Classroom teachers	Principal, Asst Principal	N
Pursue options for Central Office/Network support around Professional Development on unpacking the standards in the 2021-2022 school year.	7/1/21	10/31/21	Principal, Asst Principals, Academic Teacher Leaders	Central Office or Network academic support	Y
Leadership Team will attend Network/Districtwide training around Math Frameworks, to ensure their familiarity with concepts therein.	8/1/21	8/30/21	Principal, Asst Principals, Academic Teacher Leader, K-2 School-Based Teacher Leader		Y
Utilize Summer Summit or start-of-year Professional Development to kick off lesson planning initiative for new/returning teachers, with focus on early submission of plans to ensure alignment across grade levels and to scope and sequence.	8/15/21	8/30/21	Principal, Asst Principals, Academic Teacher Leaders, K-2 School-Based Teacher Leader		Y
Leadership Team will provide turnaround training to teachers in the Math Frameworks and associated strategies for content delivery, both during August orientation PD and throughout the year in afterschool PD.	8/20/21	6/30/22	Academic Teacher Leader, K-2 School-Based Teacher Leader	Network Office academic support; Reading Intervention Teacher; UnBound Ed contract	Y
Hold departmentalized Common Planning Time meetings on a weekly basis (1-hour long) for utilization of the Intellectual Prep Process cycle of professional growth, including analysis of data on a regular cycle. Utilize a cycle of rotating meeting leadership/presentation, to ensure that all members are regularly sharing out.	9/1/21	6/30/22	Academic Teacher Leader, K-2 School-Based Teacher Leader	Reading Intervention Teacher	N
Utilize i-Ready's Standards Mastery software for daily intervention as well as unit-based summative assessments, to determine student progress. Utilize the i-Ready Toolbox as a resource for breaking down the standard when teaching or re-teaching the lesson, and the development of Small Group lessons.	9/1/21	6/30/22	Classroom teachers, Academic Teacher Leaders		N
Monthly, instructional leadership team conducts informal instructional rounds, to identify teachers who are in need of additional support during the semester.	9/10/21	6/30/22	Principal, Asst Principals, Academic Teacher Leaders		N
Academic Teacher Leaders provide coaching around planning and best practices to "Focus Teachers" identified through informal instructional rounds, newly identified in a 6-week cycle.	10/1/21	6/30/22	Principal, Asst Principals, Academic Teacher Leaders, K-2 School-Based Teacher Leader	Lead Academic Coach from Network	Y
Instructional Leadership Team convenes at end of 6-week coaching cycle to review success of coaching interventions, and determine if any additional supports are needed.	10/20/21	6/30/22	Principal, Asst Principals, Academic Teacher Leaders, K-2 School-Based Teacher Leader		N

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 1	If we continue to focus on the district's attendance protocols in the coming year, paired with our own structure for attendance incentives, we will successfully reintroduce students to in-person learning and maintain a strong attendance rate, with a minimum of student lateness.	At least 35% of all students will attend school 90% 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			
Students will transition from virtual attendance to hybrid/face-to-face and maintain a high level of regular attendance. Students with 3+ absences will receive contacts home. Students with 6+ absences will be placed on to a Student Attendance Improvement Plan (SAIP), and those with 10+ absences will receive referrals to truancy court. Students will be encouraged towards regular attendance through incentives which meet the model of the 2021-2022 school year.			Attendance team meets weekly to review attendance trends and make recommendations for intervention and support, as well as potential incentive programs which meet the model of the school year. Student Attendance Improvement Plans are monitored throughout the year, on a regular basis, for any needed modifications.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Create a formalized attendance team with a focus on weekly reviews of attendance data and the development of action/intervention plans.	7/1/21	8/30/21	Principal	Dean of Students, Climate Support Team, Network support, Counselor	N	
Provide refresher training to staff around how to correctly take attendance, expectations for home contact (via PBIS Rewards App)	8/20/21	8/30/21	Principal	Dean of Students, SISL	Y	
Develop an attendance incentive calendar for the year, with a focus on staff-chosen incentives	7/1/21	8/30/21	Principal	All staff	N	
For each absence accrued, utilize phone calls home (from either classroom teacher and/or climate support) to notify parents/guardians. Utilize PBIS Rewards App as an additional means of home communication. Teachers will maintain logs of home communications (available for review by other staff, as needed).	8/30/21	6/30/21	Classroom teacher/Climate staff	Teacher contact logs	N	
When students accrue 3+ unexcused absences, send home C-31 letters.	9/10/21	6/30/21	School Improvement Support Liaison		N	
When students accrue 6+ unexcused absences, invitation for a Student Attendance Improvement Conference (SAIC) meeting will be sent home.	9/10/21	6/30/21	School Improvement Support Liaison, Counselor		N	
During the SAIC meeting, develop plan for attendance improvement (SAIP) to remove barriers to attendance and set goals for the rest of the year.	9/10/21	6/30/21	School Improvement Support Liaison, Counselor		N	
Progress monitor SAIPs every 30 days to determine whether interventions are successful. If they are not successful, they will be modified accordingly	10/1/21	6/30/21	Attendance team		N	
Submit truancy referrals for students with 10+ unexcused absences who have not improved their attendance after 30 days of monitoring.	10/1/21	6/30/21	School Improvement Support Liaison		N	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:						
PBIS - New Schools (Focus: Tier I Climate Framework)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 2	If we utilize the district's Positive Behavioral Interventions and Supports (PBIS) system with fidelity, we will successfully reintroduce students to in-person learning and maintain an environment of social and emotional support for students focused on positive conduct.	At least 80% 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			
Classroom practices, lesson plans, and materials will reflect familiarity with the PBIS language and matrix; an increase in praise-to-correction will be evident in staff feedback to students. A reduction in Office Disciplinary Referrals and an increase in student attendance will be evident, as concerns are handled through the modeling of positive behavior and addressing of students social/emotional wellness needs. Teachers will utilize the PBIS Rewards App to track positive behavior awards and incentives for students.			On a monthly basis, Team Initiated Problem Solving (TIPS) meetings will be held, which review student climate data, and make recommendations for interventions and supports. At least three times annually, the district's PBIS Coach and the PBIS Team will conduct a schoolwide walkthrough and share findings. At least four times a year, Tier 1 data will be shared with school staff, during professional development time.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Revisit membership of PBIS Team at start of new year, to ensure there are family/community members & students on the team.	7/1/21	11/30/21	Principal	District PBIS Coach	N	
Establish cycle schedule of classroom visits with PBIS look-fors which will be publicized to teachers.	8/1/21	8/30/21	Principal, Assistant Principal, Dean of Students	District PBIS Coach	N	
Utilize start-of-year Professional Development to train all staff on problem behavior definitions and usage of behavior flowchart. Hold targeted Professional Development for Climate Staff, to discuss incorporation of PBIS strategies into non-instructional spaces.	8/23/21	8/27/21	PBIS Team (Principal, Assistant Principal, Dean of Students, Counselor, SISL, Classroom teachers)	District PBIS Coach	Y	
Establish cycle of monthly Team Initiated Problem Solving (TIPS) meetings.	8/23/21	8/31/21	Principal, Assistant Principal, Dean of Students		N	
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.), relying on teacher recommendations for incentives first solicited in 20-21, and continuously amended.	8/23/21	9/30/21	PBIS Team (Principal, Assistant Principal, Dean of Students, Counselor, SISL, Classroom teachers)		N	
Conduct PBIS launch event for the full school community, to inform both students and parents/guardians of behavior expectations and the process of the PBIS system.	8/30/21	9/15/21	PBIS Team (Principal, Assistant Principal, Dean of Students, Counselor, SISL, Classroom teachers)	District PBIS Coach	N	
All school staff formally implement all core Tier I features, consistent with school wide-expectations and there is evidence of inclusive practices.	8/30/21	6/30/22	All school staff		N	
Utilize formal and informal observations, as well as leadership team walkthroughs, to look for evidence of classroom teachers soliciting feedback and acknowledgement. Conduct full formal walkthroughs three times a year, minimum.	8/30/21	6/30/22	Leadership Team	District PBIS Coach; Formal PBIS walkthrough tool	N	
Train staff on classroom managed (minor form) data entry, and major office discipline data entry, into SIS.	9/1/21	9/30/21	Dean of Students	District PBIS Coach	Y	
TIPS Team meets on a monthly basis to review Tier 1 climate data, and its alignment to other school data sources, and make action recommendations as needed.	9/1/21	6/30/22	Dean of Students	TIPS Team	Y	
At least four times a year, share Tier 1 data with school staff, during professional development time (possibly full-days, half-days, or other sessions available, based on schedule of year).	10/15/21	6/30/22	PBIS Team (Principal, Assistant Principal, Dean of Students, Counselor, SISL, Classroom teachers)		N	
Revisit PBIS behavior expectations for full school community (both staff and students/families) after any extended break period (e.g. Winter Break, Spring Break).	11/1/21	5/31/21	PBIS Team (Principal, Assistant Principal, Dean of Students, Counselor, SISL, Classroom teachers)	District PBIS Coach	Y	
Collect feedback from all school staff (determine process in Fall/Winter 21-22) to make any adjustments to implementation.	1/2/22	1/31/22	Principal, Assistant Principal	District PBIS Coach	N	
Self-assessment survey is distributed to all school staff (academic, climate, cafeteria, custodial, etc.) and collected to ensure multiple voices from the school community provide their input.	4/1/22	5/31/22	Principal, Assistant Principal		N	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:					
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)					
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice		
Additional Goal 1	If we utilize the district's Community Meeting/Healing Together strategy with fidelity, we will successfully reintroduce students to in-person learning and maintain an environment of social with a high degree of attendance and reduced latenesses.	At least 35% of all students will attend school 90% 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.		
Additional Goal 2	If we utilize the district's Community Meeting/Healing Together strategy with fidelity, we will successfully reintroduce students to in-person learning and maintain an environment of social and emotional support for students focused on positive conduct.	At least 80% 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		
Community Meetings will be held every day, addressing social and emotional concerns for students as they occur. A schedule of Community Meeting topics will be developed ahead of time, and modified as needed based on current events and trends. A reduction in Office Disciplinary Referrals will be evident in review of data, as well as positive development of both teacher/student and student/student relationships. An increase in student daily attendance, as well as a decrease in tardiness, will be evident in review of data. Social/Emotional Learning strategies will be evident in the classroom practice of teachers, with an increase in the focus on student voice in decision-making and feedback.			As part of the leadership team walkthrough, and via formal and informal observations, Community Meetings will be reviewed with recommendations for additional support, as needed. Student Well-Being Survey will be administered once a month, and results will be tabulated and reviewed by District staff.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit schedule in light of model for the new year (whether virtual, hybrid, or face-to-face) to ensure there is 30 minutes of Community Meeting time for each grade.	7/1/21	7/30/21	Principal, Assistant Principal		N
Utilize start-of-year Professional Development to train staff in Community Meetings (and their connections to social-emotional learning).	8/23/21	8/27/21	Dean of Students		Y
Create a year-long calendar of Community Meeting topics and responsibilities, utilizing District recommendations, but also adapting to the school's Core Values as a themed framework.	7/1/21	8/30/21	Principal, Assistant Principal, Dean of Students, Classroom teachers		N
Revisit Community Meeting calendar weekly during leadership meetings and revise as needed, to address both local and national concerns, and also feedback from our community (particularly as it is developed through the PBIS process).	9/1/21	6/30/22	Principal, Assistant Principal, Dean of Students, Classroom teachers	Student feedback solicited through PBIS process	N
Utilize formal and informal observations, as well as leadership team walkthroughs, to look for evidence of effective utilization of the Community Meeting strategies.	9/1/21	6/30/22	Principal, Assistant Principal, Dean of Students		N
On a monthly basis, administer the Student Well-Being Survey for all students. Collect and review findings with District staff.	10/1/21	6/30/22	Classroom teachers		N
For teachers identified in need of additional support, provide feedback as needed.	10/1/21	6/30/22	Principal, Assistant Principal, Dean of Students		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #6:

Pro-social Recess & Lunch Programs (Focus: Tier I Supplemental Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	If we implement a plan for pro-social recess and lunch programs to maintain a positive focus on conduct and wellness during non-academic periods, we will successfully reintroduce students to in-person learning and maintain an environment of social with a high degree of attendance and reduced latenesses.	At least 35% of all students will attend school 90% 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.
Additional Goal 2	If we implement a plan for pro-social recess and lunch programs to maintain a positive focus on conduct and wellness during non-academic periods, we will successfully reintroduce students to in-person learning and maintain an environment of social and emotional support for students focused on positive conduct.	At least 80% 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
A decrease in Office Disciplinary Referrals, particularly around unstructured times like recess and lunch, will be evident in a review of school data. Positive development of Climate Support Staff/student relationships will be evident in daily practice, along with positive development of student/student relationships (via team-building and communal play). An increase in student daily attendance, and reduction in tardiness, will be evident in student data. Students will demonstrate an understand of effective conflict resolution.	During regular meetings, Pro-Social R&L Team reviews student data (e.g. attendance, lateness, climate, Office Disciplinary Referrals), to make recommendations around practices and procedures. Student surveys are administered to record feedback on experiences of lunch and recess. Student Government is utilized as an additional means of feedback on lunch and recess.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train school leadership on Pro-social Recess & Lunch Programs: conduct a 1-hour overview for the school leadership team (either live or virtual).	7/1/21	8/15/21	Principal, Asst Principal		N
Establish Pro-social Recess & Lunch Team (R&L team) with Climate Administrator and attendance designee.	8/1/21	8/27/21	Principal, Asst Principal	Dean of Students, SISL (attendance designee), Counselor	N
Establish a team meeting schedule, ensuring the team meets at least twice a month, with formalized agenda and note-taking.	8/1/21	9/30/21	Dean of Students, Principal, Asst Principal		N
Develop a vision for recess & lunch, with a focus on improving attendance and climate, specifically through the creation of structured activities.	8/1/21	9/30/21	Dean of Students	Pro-social Recess & Lunch Team	N
Develop operating procedures for recess & lunch: identify designated spaces and staff for support.	8/1/21	9/30/21	Dean of Students	Pro-social Recess & Lunch Team	N
Throughout the year, train Recess and Lunch Staff on expectations and strategies.	10/1/21	6/30/22	Dean of Students	Pro-social Recess & Lunch Team	Y
Train lunch & recess staff on submitting ODRs. Determine methodology (e.g. a centralized laptop which is available for non-instructional staff to enter ODRs, or the PBIS Rewards App as an option on cellphones).	11/1/21	12/31/2021	Dean of Students	Pro-social Recess & Lunch Team, District PBIS Coach	Y
Determine best methods, and then communicate Lunch and Recess procedures to the entire school community—staff, students, and families.	11/1/21	6/30/22	Dean of Students	Pro-social Recess & Lunch Team	N
Create opportunities for incentives: ensure that PBIS practices for positive rewards for behavior are embedded into lunch and recess time.	11/1/21	6/30/22	Dean of Students	Pro-social Recess & Lunch Team	N
Schedule time to administer student surveys, to record feedback on experiences of lunch and recess. Utilize Student Government as a means of feedback on lunch and recess.	1/2/22	6/30/22	Dean of Students	Pro-social Recess & Lunch Team	N
Conduct on-spot fidelity checks of recess and lunch program, with informal walkthroughs from administrative team.	1/2/22	6/30/22	Principal, Asst Principal	Pro-social Recess & Lunch Team, District PBIS Coach	N
During regular meetings, Pro-Social R&L Team reviews student data (e.g. attendance, lateness, climate, Office Disciplinary Referrals), to make recommendations around practices and procedures.	11/1/22	6/30/22	Dean of Students	Pro-social Recess & Lunch Team	N

Potter-Thomas School [5390] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 24.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 18% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 2	At least 18% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 10% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 13% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 17% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 20% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 3	At least 9.8% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 7% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 12% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 15% 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?				
90% ATTENDANCE GOAL	At least 35% of all students will attend school 90% of days or more	At least 50% of all students will attend school 90% of days or more in Q1.	At least 45% of all students will attend school 90% of days or more in Q2.	At least 40% of all students will attend school 90% of days or more in Q3.	At least 35% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 80% of students will have zero out-of-school suspensions	At least 95% of students will have zero out-of-school suspensions in Q1.	At least 90% of students will have zero out-of-school suspensions in Q2.	At least 85% of students will have zero out-of-school suspensions in Q3.	At least 80% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				