

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-06		
ULCS Code	4380		
Name of School	Thomas M. Peirce School		
Neighborhood Network	Network 11		
Assistant Superintendent	Amelia Coleman Brown		
ESSA Federal Designation	TSI		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	Project Prevent		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Allegheny West, Community and School		
Principal Name	Anthony Gordon		
Years as Principal	7		
Years as Principal at this School	7		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Anthony Gordon	SDP	agordon3@philasd.org
Additional Leadership Team Representative	Austin Wallace	SDP	acwallace@philasd.org
Math Content Specialist/Teacher Leader	Jill Cimino	SDP	jabecker@philasd.org
Literacy Content Specialist/Teacher Leader	Jill Cimino	SDP	jabecker@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Shannon Garrett	SDP	sgarrett@philasd.org
Parent	Monique Hurst	Parent	mrhurst@philasd.org
Community member	Gina Williams	Community in Schools	gwilliams@cisphl.org
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Nina Fonseca	SDP	nfonseca@philasd.org
Special Education Case Manager	Crystal Lanham	SDP	cmontaguelanham@philasd.org
Network Attendance Coach	Mariangeli Diodonet	SDP	mdiodonet@philasd.org
Network Culture and Climate Coach	Raphael Stewart	SDP	rrstewart@philasd.org
Grants Compliance Monitor	Steven Shaefer	SDP	sschaefer@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	Felicia Brown	SDP	febrown@philasd.org
Network Professional Learning Specialist	Nihessah Almond	SDP	njalmond@philasd.org
Prevention and Intervention Liaison	Montrell Duckett	SDP	mduckett@philasd.org
PBIS Coach (if applicable)	Lateefah Ellison-Metcalfe	SDP	lellison@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	Paul Gerber	SDP	pgerber@philasd.org
EL Point Person	Kenneth McGill, Suzanne Malia	SDP	kmcgill@philasd.org, smalia@philasd.org
Community Member	Kendra Harris	Allegheny West	ksharris2@verizon.net
Counselor	Ken McGill	SDP	kmcgill@philasd.org
Project Prevent Coach	Kristin Popkin	SDP	kzameito@philasd.org
What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)			
<p>Peirce's staff strives to provide our students with the skills and knowledge necessary to work cooperatively, communicate effectively, use reasoning to solve problems, express themselves creatively and use technology efficiently so that all will become successful, lifelong, independent learners.</p>			

ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

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	95.0%	0.0%	10.5%	89.5%	23	89.7%	2.9%	20.0%	77.1%
1st	95.6%	18.6%	14.0%	67.4%	35	95.6%	11.6%	11.6%	76.7%
2nd	80.0%	38.9%	16.7%	44.4%	28	84.1%	54.1%	24.3%	21.6%
3rd	88.6%	20.5%	30.8%	48.7%	31	79.1%	38.2%	17.6%	44.1%
4th	86.0%	29.7%	16.2%	54.1%	45	81.8%	22.2%	16.7%	61.1%
5th	73.0%	55.6%	11.1%	33.3%	45	68.4%	53.8%	15.4%	30.8%

[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	80.6%	24.1%	10.3%	24.1%	41.4%	47	90.4%	10.6%	10.6%	27.7%	51.1%	67

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	95.0%	0.0%	13.2%	86.8%	34	89.7%	2.9%	20.0%	77.1%
1st	93.3%	4.8%	11.9%	83.3%	42	93.3%	0.0%	14.3%	85.7%
2nd	88.9%	30.0%	15.0%	55.0%	28	84.1%	54.1%	16.2%	29.7%
3rd	88.6%	15.4%	10.3%	74.4%	30	79.1%	14.7%	29.4%	55.9%
4th	83.7%	25.0%	25.0%	50.0%	45	81.8%	11.1%	27.8%	61.1%
5th	83.8%	29.0%	32.3%	38.7%	52	76.3%	13.8%	41.4%	44.8%

[STAR Math Assessment \(Click for link to data\)](#)

STAR Math	Winter 2020-21						Winter 2019-2020					
	% Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	% Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	88.9%	37.5%	12.5%	18.8%	31.3%	47	78.8%	26.8%	17.1%	19.5%	36.6%	84

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	28.0%	29.4%	27.3%	30.4%	28.0%	31.8%	29.4%	31.7%	All students	97.9%	92.8%	83.9%
90-95% days	17.1%	24.5%	31.0%	29.2%	17.1%	24.2%	24.5%	31.1%	Black/Afr Amer	97.8%	92.8%	83.3%
85-90% days	11.9%	17.8%	18.5%	15.8%	11.9%	15.3%	17.8%	17.8%	Hispanic/Latino	100.0%	90.0%	100.0%
80-85% days	10.9%	11.1%	10.5%	8.7%	10.9%	10.8%	11.1%	7.7%	Asian			
<80% days	32.1%	17.3%	12.7%	15.9%	32.1%	17.9%	17.3%	11.8%	White	100.0%	100.0%	100.0%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

MTSS (Focus: Tiers II/III Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Teachers have received PD in data analysis involving one source at a time in isolation however, there is a need for additional PD to understand the importance of data triangulation to effectively inform instructional practices.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP04: Identify and address individual student learning needs
Board Goal 2	Teachers have received PD in data analysis involving one source at a time in isolation however, there is a need for additional PD to understand the importance of data triangulation to effectively inform instructional practices.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP04: Identify and address individual student learning needs

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

- Written goals are established for each student in terms of their performance on state/district assessments, diagnostic assessments, benchmark or formative assessments, or common assessments.
- Educators provide students with regular and timely descriptive feedback to help them improve their performance.
- Educators share learning targets, performance requirements, and assessment results in student-friendly language.

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Identify the formative assessments that will be used in order to respond to the needs of students across the different tiers.	5/1/2021	7/30/2021	Instructional Leadership Team	Approved vendor list	N
Analyze District, Learning Network, and school-level data by subgroup to determine school-level priorities for improving outcomes for groups of students.	5/1/2021	6/21/2021	Instructional Leadership Team	Student Literacy Data by district, LN11, and school	N
Use formative assessments in order to respond to the needs of students across the different tiers.	9/15/2021	6/3/2022	Instructional Leadership Team & Teachers	Formative assessment Data, Approved Interventions, Small Group Instruction Time	Y
Identify student groups by student, grade, content, concepts and skills needing additional supports beyond Tier I instruction.	9/6/2021	6/3/2022	Instructional Leadership Team & Teachers	Formative assessment Data, Approved Interventions, Small Group Instruction Time	Y
Classroom teachers will plan lessons and monitor students' progress, in collaboration with the Counselor, ESOL Teacher, SPECM and Special Education teacher ensuring that all teachers supporting the specific students implement the evidenced-based strategies as needed.	8/23/2021	6/14/2022	Classroom Teachers, Counselor, ESOL Teacher, SPECM and Special Education Teacher	Student Literacy Data, Approved Interventions, Scope & Sequence, ELA Standards, Curriculum Resources	Y
Teachers will receive PD beginning at the start of the school year around (1) which assessment reports to utilize for identifying individual student learning needs and how to analyze said reports, (2) how to create tiered groups based on diagnostic reports, (3) how to create instructional plans for those tiered groups, and (4) how to monitor student progress toward addressing identified learning needs	8/23/2021	6/14/2022	Instructional Leadership Team & Teacher Leaders	Aimsweb, Star & i-Ready Reports	Y
District assessments will be administered in Fall, Winter, and Spring to identify each student's instructional needs for Reading.	9/6/2021	6/1/2022	Teachers, Reading Specialist & SBTL	Testing Calendar	Y
Assessment data will be analyzed during CPT using SDP data analysis protocols	9/6/2021	6/1/2022	Teachers, Reading Specialist & SBTL	Student Literacy data, SDP Protocol, In-House benchmark assessments, TDA's and Progress monitoring and teacher made assessments	Y
Students will be sorted into groups quarterly based on their most recent assessment data and in consultation with other data sources.	9/1/2021	6/1/2021	Teachers	Student Literacy Data	Y
Small group instruction/blended learning will be included in all lesson plans and will be implemented in learning blocks on a daily basis. Intervention/SGI will be tiered so that the greater the instructional need, the more intensive the intervention.	9/1/2021	6/1/2022	Teachers	Lesson plans, Teaching Schedule, Approved tiered interventions	N
Students in Tier III/Intensive Intervention will be progress monitored at least once a month	9/1/2021	6/1/2022	Teachers	Student Literacy Data	N
MTSS plans for Tier III/Intensive Intervention students will be created in SIS	9/1/2021	6/1/2022	Teachers	Student Literacy Data	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	There was a heavy focus on ELA and there were not enough resources and PD provided for math in the way they were for ELA.	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

<ul style="list-style-type: none"> A systematic and documented process is used to collaboratively review the school's curriculum for alignment to state standards, district curriculum, and student needs. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners The school's instructional materials and assessments are aligned to the PA Standards in math to ensure vertical and 	We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.
--	---

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/23/2021	6/15/2022	Instructional Leadership Team, Teachers	2021-2022 PD Catalog	N
Implement an observation & feedback schedule that will identify trends in math data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	9/15/2021	6/3/2022	Instructional Leadership Team	Teacher Lesson Plans, Student Performance Data (Math), Teacher Survey Results, Progress Monitoring Data	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	9/1/2021	6/1/2021	Instructional Leadership Team, Classroom Teachers, SPED Team	Aimsweb, STAR, Monthly Assessment Data	Y
Assess lesson planning and curriculum implementation by using the "Look For" documents.	8/23/2021	6/15/2021	Instructional Leadership Team, Teachers	Teacher Lesson Plans, PST's, "Look For" documents	Y
Determine quarterly implementation goals aligned to "Look For" data.	6/1/2021	6/1/2021	Instructional Leadership Team, Teachers	School and student data	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/1/21	6/15/2022	Principal & SBTL	District PLS, Network PLS	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	8/23/2021	6/15/2021	Classroom Teachers, SPED Team	Curriculum At-a-Glance documents, "Look For" documents, Achievethecore.org (Coherence Map), student performance data	Y
Align Framework & Curriculum implementation to the professional learning expectations and focus.	9/1/2021	6/1/2021	Instructional Team, Teachers	Math Framework, SDP Scope and Sequence (Quarter at a Glance)	Y
Analyze student data to monitor progress towards meeting expected student outcomes.	9/15/2021	6/15/2021	Instructional Leadership Team, Classroom Teachers, SPED Team, Students	Student Work Protocol #2, Formative Assessments	Y

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #3:						
Project Prevent (Focus: Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 32% 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.			
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 95% 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			
<ul style="list-style-type: none"> School leaders provide data summary reports to school community at least three times per year. A schoolwide team manages the design, delivery, and evaluation of behavior support systems in the school. Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors. 			We will monitor the effectiveness and implementation of this strategy during monthly Project Prevent Meetings, through attendance and suspension data from Qlik, ODRs, and minor behavior forms.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Create a Project Prevent School-Based Team	8/23/2021	9/15/2021	Principal & AP		N	
Team Attendance of All Roles is 80% or higher	9/1/2021	6/15/2022	Project Prevent Team	Meeting Agendas	N	
Establish a Regular Meeting Schedule for Project Prevent Team at Least Once Monthly	8/23/2021	9/15/2021	Project Prevent Team Facilitator	Zimbra Calendar Invites	N	
Allocate time for the Project Prevent Team to Prepare for Meetings and Complete Project Tasks	9/1/2021	6/15/2022	Principal & AP		N	
Maintain Project Prevent Trajectory for School's Tier I, Tier II, and Tier III Work	9/1/2021	6/15/2022	Project Prevent Team	Trajectory Document	N	
Build Implementation Science Structures into the School	9/1/2021	6/15/2022	Project Prevent Team Data Analyst	Data Collection Tools & Meeting Agenda	N	
Prioritize Data Collection For the Team to Review	9/1/2021	6/15/2022	Principal, AP, Project Prevent Team Data Analyst		N	
Provide Training Time & Space for Project Work	9/1/2021	6/15/2022	Principal & AP		N	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 32% 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.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 95% 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
<ul style="list-style-type: none"> Five or fewer positively stated schoolwide behavioral expectations are clearly posted throughout the school. School leaders provide data summary reports to school community at least three times per year. There is a documented system for teaching behavioral expectations on an annual basis. There is a documented system for rewarding positive student behavior. 	We will monitor the effectiveness and implementation of this strategy using attendance and suspension data from Qlik, SIS PBIS dashboard, district wide survey, ODRs, minor behavior forms, Tier Fidelity Inventories, and monthly TIPS meetings.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Define meeting roles to ensure all goals and responsibilities are met.	5/1/2021	6/30/2021	Climate Manager		N
Refresh PBIS team professional development schedule to reflect 3 trainings per year.	8/23/2021	6/1/2021	Principal & AP	School Calendar, PD Calendar, PD Materials	N
Re-visit behavior expectations with students, staff, and families by ensuring reteaching is occurring regularly and posters are posted throughout the building.	8/23/2021	8/31/2021	PBIS Team		N
Utilize team fidelity checks to ensure school staff is knowledgeable about behavior expectations.	9/1/2021	6/15/2022	PBIS Coach & School PBIS Team		N
Increase staff use of behavior specific praise and schedule formal walkthroughs to collect data.	9/1/2021	6/15/2022	PBIS Coach & School PBIS Team	Walkthroughs Look Fors	N
Increase the praise to corrections ratio and schedule formal walkthroughs to collect data.	9/1/2021	6/15/2022	PBIS Coach & School PBIS Team	Walkthroughs Look Fors	N
Increase staff use of tangible reinforcements and schedule formal walkthroughs to collect data.	9/1/2021	6/15/2022	PBIS Coach & School PBIS Team	Walkthroughs Look Fors	N
Refresh school monthly calendar of incentives	8/23/2021	9/1/2021	Climate Manager		N
Schedule one hour trainings on problem behavior definition and problem Behavior Flow Charts.	8/23/2021	8/31/2021	Climate Manager	School Calendar, PD Calendar, PD Materials	Y
Ensure a document exists and reflect that students, families, and community members of all racial, cultural, ethnic, and linguistic backgrounds have provided feedback on Tier I practices.	8/23/2021	6/15/2021	PBIS Team		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	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 32% 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.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 95% 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

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Leadership and staff are provided continuous professional development to develop and sustain practices related to social and emotional learning. Adults implement these practices with fidelity. The school intentionally creates opportunities for students to build positive relationships with peers. Stakeholders perceive the school as warm, inviting, and helpful.

We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish Community Meeting schedule for each grade	8/23/2021	8/30/2021	Principal		N
Train staff in Community Meeting (and its connections to social-emotional learning)	8/23/2021	8/30/2021	Counselor	Community Meeting Slide Deck	Y
Create a Year-Long calendar of CM topics and responsibilities	8/23/2021	9/30/2021	Counselor		N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	11/1/2021	6/1/2022	Counselor	Community Meeting calendar topics	N
Progress monitor implementation including the "check for understanding" survey	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
Incorporate Student Well-Being Survey	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	9/1/2021	6/15/2022	Principal		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #6:

Universal Screener (Focus: Tiers II/III Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 32% 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.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 95% 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

<ul style="list-style-type: none"> A core MTSS team leads and manages the MTSS for the school. All students are screened a minimum of three times per year. Screening instruments used are brief, have standardized administration and scoring rules, predict student performance on established benchmarks, and are technically adequate. 	We will monitor the implementation and effectiveness of this approach during MTSS meetings looking for a decrease in the number of students needing tier 2 supports and an increase in overall SEL at a tier 1 level
---	--

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide Universal Screener overview to school leadership team	8/23/2021	10/1/2022	Principal	Climate & Culture Coach/ P&I	Y
Identify Tier 2 team members	8/23/2021	10/1/2022	Principal, Climate team		N
Establish Tier 2 team meeting schedule	8/23/2021	10/1/2022	Principal, Climate team		N
Train Tier 2 team on Universal Screener, implementation, data analysis & equity	8/23/2021	12/1/2021	Tier 2 team / School counselor	Climate & Culture Coach/ P&I	Y
Train Tier 2 team on small group interventions	8/23/2021	12/1/2021	School Counselor	P&I	Y
Establish method and schedule to communicate Universal Screener data to school staff	8/23/2021	12/1/2021	tier 2 team		N
Determine Universal Screener dates and schedule (3x/year)	8/23/2021	12/1/2021	Principal/ tier 2 team		N
Train school staff on Universal Screener overview, Equity & next steps	10/1/21	6/15/2022	Climate team (dean, counselor)		Y
Train school staff on Universal Screener	10/1/2021	6/15/2022	Climate team (dean, counselor)		Y
Administer Universal Screener	11/1/2021	6/15/2022	teachers		N
Review Universal Screener Data	11/1/2021	6/15/2022	tier 2 team	results from Universal Screener	N
Follow steps in Evidence-based small group intervention action steps 4-8	12/1/2021	6/15/2022	tier 2 team	results from Universal Screener	N
Communicate data and next steps to school staff	12/1/2021	6/15/2022	tier 2 team		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #7:

Evidence-based Small Group Interventions (Focus: Tiers II/III Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 32% 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.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 95% 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

<ul style="list-style-type: none"> A core MTSS team leads and manages the MTSS for the school. School resources and staff are strategically aligned and matched to students needs based on data and progress monitoring. Continuous progress monitoring drives instructional decision-making and tiered movement. 	We will monitor the implementation and effectiveness of this approach during MTSS meetings by looking at the number of students who have benefited and transitions out of the appropriate small group intervention
--	--

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide an overview to school leadership team in small group interventions	8/23/2021	10/1/2022	Prevention and Intervention		Y
Identify tier 2 team members	8/23/2021	10/1/2022	Principal, climate team		N
Establish tier 2 team meeting schedule	8/23/2021	10/1/2022	Principal, climate team		N
Determine a method to identify students in need of tier 2 supports Identification of needs is driven by student data within the MTSS process	8/23/2021	10/1/2022	Principal, climate team		N
Place students in appropriate small group interventions	10/1/2021	6/15/2022	climate team	Student Data	N
Select the most-appropriate small group intervention	10/1/2021	6/15/2022	climate team		N
Support training of intervention providers (counselor, climate manager, social worker) in identified small group intervention	10/1/2021	6/15/2022	Prevention & Intervention		Y
Support and Train staff on behavior planning in SIS to progress monitor intervention effectiveness	10/1/2021	12/1/2021	counselor	SIS	Y

Thomas M. Peirce School [4380] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 21% of all, Black and economically disadvantaged students in grades 3-5 will score proficient/advanced on the ELA PSSA	At least 7% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 21% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.
	Actual Performance				
	Met Target?				
BOARD GOAL 2	At least 19% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 12% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 19% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.
	Actual Performance				
	Met Target?				
BOARD GOAL 3	At least 11% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 4% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 11% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	N/A. There are only 3 testing windows for the District's within-year math assessments per school year.
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	At least 32% 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 55% of all students will attend school 95% of days or more in Q2.	At least 45% of all students will attend school 95% of days or more in Q3.	At least 32% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 95% of students will have zero out-of-school suspensions.	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 97% of students will have zero out-of-school suspensions in Q2.	At least 96% of students will have zero out-of-school suspensions in Q3.	At least 95% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				