THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget) School Grade Span ULCS Code 2510 Name of School Andrew Jackson School Neighborhood Network Network 10 Assistant Superintendent Jessica Ramos **ESSA Federal Designation** Non-Designated Admission Type Neighborhood District Classification Acceleration, SGS-Academic Improvement Plan, School N/A Redesign Initiative, CTE school-wide program) Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, N/A Faith-based partners etc.) **Principal Name** Kelly Espinosa Years as Principal 4 Years as Principal at this School 4 **Planning Team Team Member Title Team Member Name** Organization **Email Address** Principal Kelly Espinosa Andrew Jackson kespinosa@philasd.org **Additional Leadership Team Representative** Melanie Pena Andrew Jackson mchern@philasd.org Math Content Specialist/Teacher Leader Janet DiSalvo Andrew Jackson jlsenni@philasd.org Literacy Content Specialist/Teacher Leader Michelle Brozdonis Andrew Jackson mbrozdonis@philasd.org Science Content Specialist/Teacher Leader Katie Ryan kteevan@philasd.org Andrew Jackson School-based Climate Representative Tom Klemash Andrew Jackson tklemash@philasd.org Molly Peterman mollypeterman@gmail.com Andrew Jackson Community member Susan Packer Andrew Jackson susan.packer@yahoo.com Steak 'Em Up Business partner (other than parent or community member) Michael Lane steakemup@comcast.net Student (required for High Schools) N/A N/A N/A Planning and Evidence-Based Planning and Evidence-based Support (PESO) member Sean Carr scarr@philasd.org Supports **Special Education Case Manager** Lucia Granger Office of Specialized Services Igranger@philasd.org Network Attendance Coach Maria Diodonet Attendance and Truancy Office mdiodonet@philasd.org Office of School Climate and **Network Culture and Climate Coach** Lauren Thomas lkthomas@philasd.org Culture **Grants Compliance Monitor** Darrin Kall Office of Grant Compliance dkall@philasd.org Central Office Talent Partner Zakiya Stewart Office of Talent Support Services zstewart@philasd.org Network Early Literacy/Literacy Director Megan Conley Office of Curriculum and Instruction mebarth@philasd.org **Network Professional Learning Specialist** Dana Bazemore Learning Network 10 dbazemore@philasd.org Office of Prevention and **Prevention and Intervention Liaison** Cynthia Van Otoo Intervention cvanotoo@philasd.org PBIS Coach (if applicable) Aubrey Depa School District of Philadelphia abeiswenger@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 Office of Multilingual Curriculum Multilingual Manager Kristin Larsen klarsen@philasd.org and Programs Maria DiFlorio **EL Point Person** Andrew Jackson mdiflorio@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.)

All Jackson students have the ability to achieve rigorous academic and social expectations through high-quality teaching that taps on multiple intelligences, real-world connections, and inquiry in a 21st Century learning environment. We will foster self-resiliency and autonomy to actualize leadership so that every student has the ability to empathize, respect, and function collaboratively with others to become contributing members of a global society.

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)

AlMSweb Reading Gr K-5 Data (Click for link to data)

aimsweb		Wi	inter 2020-2	21	Fall 2020-21					
Reading	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3	
K	95.2%	39.0%	22.0%	39.0%	48	95.1%	39.7%	31.0%	29.3%	
1st	100.0%	56.5%	15.9%	27.5%	66	100.0%	50.7%	13.0%	36.2%	
2nd	96.1%	69.9%	21.9%	8.2%	50	90.7%	76.5%	13.2%	10.3%	
3rd	98.3%	62.1%	15.5%	22.4%	49	81.4%	75.0%	14.6%	10.4%	
4th	87.7%	72.0%	12.0%	16.0%	57	81.4%	75.0%	12.5%	12.5%	
5th	93.3%	51.8%	5.4%	42.9%	42	71.7%	67.4%	9.3%	23.3%	

	STAR Reading Assessment (Click for link to data)												
	Winter 2020-21						Winter 2019-2020						
STAR		At/	On	Strat	Intense			At/	On	Strat	Intense		
Reading	Particip	Above%	Watch%	Inter %	Inter %	Avg SGP	Particip	Above%	Watch%	Inter %	Inter %	Avg SGP	
6th	81.6%	22.5%	10.0%	20.0%	47.5%	52	100.0%	22.2%	14.8%	29.6%	33.3%	57	
7th	96.3%	30.8%	11.5%	19.2%	38.5%	58	88.4%	42.1%	21.1%	15.8%	21.1%		
8th	78.0%	53.1%	6.3%	21.9%	18.8%	42	89.8%	27.3%	11.4%	27.3%	34.1%	22	

Math Assessment Data (Leading Indicators for Board Goals 3, and 4)

AIMSweb Math Gr K-5 Data (Click for link to data)

aimsweb		Wi	nter 2020-2	21		Fall 2020-21				
Math	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3	
K	93.5%	56.9%	22.4%	20.7%	58	95.1%	51.7%	24.1%	24.1%	
1st	100.0%	66.7%	11.6%	21.7%	67	100.0%	49.3%	15.9%	34.8%	
2nd	94.7%	66.7%	12.5%	20.8%	47	94.7%	74.6%	11.3%	14.1%	
3rd	98.3%	55.2%	13.8%	31.0%	46	72.9%	65.1%	14.0%	20.9%	
4th	94.7%	44.4%	18.5%	37.0%	39	83.1%	65.3%	16.3%	18.4%	
5th	98.3%	44.1%	11.9%	44.1%	45	83.3%	48.0%	18.0%	34.0%	

	STAR Math Assessment (Click for link to data)													
	Winter 2020-21							Winter 2019-2020						
STAR Math	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP		
6th	81.6%	30.0%	12.5%	20.0%	37.5%	45	98.1%	30.2%	13.2%	26.4%	30.2%	48		
7th	85.2%	41.3%	19.6%	15.2%	23.9%	52	90.7%	53.8%	15.4%	17.9%	12.8%	41		
8th	82.9%	64.7%	11.8%	8.8%	14.7%	59	93.9%	50.0%	15.2%	17.4%	17.4%	87		

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	77.3%	71.5%	63.4%	62.9%	77.6%	73.7%	71.5%	65.3%	All students	98.1%	96.2%	95.7%
90-95% days	9.6%	21.5%	24.9%	24.4%	8.8%	20.1%	21.5%	23.1%	Black/Afr Amer	92.2%	86.2%	86.6%
85-90% days	4.4%	4.1%	6.9%	7.2%	4.4%	2.8%	4.1%	7.9%	Hispanic/Latino	100.0%	98.9%	98.5%
80-85% days	2.2%	1.2%	2.5%	3.2%	2.6%	2.2%	1.2%	2.5%	Asian	100.0%	100.0%	100.0%
<80% days	6.4%	1.7%	2.3%	2.3%	6.6%	1.2%	1.7%	1.2%	White	99.0%	98.4%	98.1%

	Comprehensive Plan: S	Strategies	and Action Ste	ps			
	Evidence B	ased Strategy	/#1:				
Re	elationships First (Focus: Tier I Climate Framework)	J.					
	enderson simple i more (i decesi i nei i deminare i i dimeneno in)						
Select Any							
Applicable Goals		Goa	l Statement		ential Practice		
Additional Goal 1	We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their sense of belonging.	At least _% of a school 95% of	all students will attend days or more.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.			
Additional Goal 2	We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their sense of belonging.		students will have zero uspensions (SDP 21-22	behavior interventions and su only be considered for school	e-based system of schoolwide apports. *This essential practic is that have been selected and the Office of Sudent Support S	ce should d trained	
Board Goal 1	We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their sense of belonging.	Grade 3-8 stud PSSA will grow	ents proficient on ELA from 35.7% in August by August 2026.	EP12: Implement an evidence behavior interventions and suronly be considered for school	e-based system of schoolwide upports. *This essential practic is that have been selected and the Office of Sudent Support S	e positive ce should d trained	
	- 3						
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	ation		
codes of conduct that s	support positive and sustained school climate. Staff and students regularly conduct Tier 1 c	ircles.					
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
	Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework.			Lead Person/Position Climate Liaison			
	Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across	Start Date	Completion Date		Needed	Step?	
	Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework. Create roster to ensure adequate time for every student to participate in	Start Date 8/1/2021	Completion Date 8/23/2021	Climate Liaison	Needed Training materials	Step?	
	Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework. Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC). Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior	8/1/2021 8/1/2021 8/1/2021	8/23/2021 8/23/2021	Climate Liaison Principal	Needed Training materials Master schedule PBIS manual and training	Y N	
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	Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework. Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC). Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR. Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD. Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC). Include Relationships First team members in MTSS Tier 1 team. Make a plan for ongoing support and coaching. Implement CBC in every classroom or advisory for 45 minutes every week. Identify & Train Youth Leaders in CBC.	8/1/2021 8/1/2021 8/1/2021 8/1/2021 8/1/2021 8/20/2021 9/1/2021 10/1/2021 10/1/2021 1/3/2022	8/23/2021 8/23/2021 8/23/2021 8/23/2021 9/15/2021 10/1/2021 10/1/2021 6/15/2022 6/15/2022 2/1/2022	Climate Liaison Principal Climate Liaison Climate Liaison Climate Liaison Climate Liaison Climate Liaison Climate Liaison Climate Liaison; Principal Climate Liaison; Principal Climate Liaison	Needed Training materials Master schedule PBIS manual and training materials Training materials Training materials MTSS meeting schedule Teacher schedules Master schedule Training materials	Step? Y N Y Y Y N N N N N N Y	
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Comprehensive Plan: Strategies and Action Steps Evidence Based Strategy #2: PBIS - Currently Implementing (Focus: Tier I Climate Framework) Select Any Why Statement **Goal Statement** We see a schoolwide decrease in ELA proficiency due to disproportionate EP12: Implement an evidence-based system of schoolwide positive attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained At least _% of all students will attend school 95% of days or more. Additional Goal 1 sense of belonging. as a "PBIS School" through the Office of Sudent Support Services. We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their 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 At least _% of students will have zero out-of-school suspensions (SDP 21-22 sense of belonging. Additional Goal 2 Target: 95.0%). as a "PBIS School" through the Office of Sudent Support Services. We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August only be considered for schools that have been selected and trained sense of belonging. Board Goal 1 2019 to 65.0% by August 2026. as a "PBIS School" through the Office of Sudent Support Services Anticipated Outputs (link out to EP Look Fors) Monitoring/Evaluation There is a documented system for rewarding positive student behavior. Discipline referral data are used to make decisions about We will monitor the implementation and effectiveness of this strategy using attendance and suspension data, SIS, ODRs and discipline referrals, and PBIS Rewards design, implementation, and evaluation of schoolwide behavioral supports. Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms. Anticipated Anticipated Lead Person/Position Materials / Resources Action Steps PD Step? Specifically include a family/community member(s) and a student member(s) on the PBIS team. Agendas 8/1/2021 10/1/2021 Climate Liaison N Ensure teams are meeting regularly and team members are following their 8/1/2021 6/15/2022 Climate Liaison and Principal School calendar meeting roles/following through on assigned tasks. Develop a schedule for school-wide incentive events offered at least monthly. 8/1/2021 6/15/2022 Climate Liaison School calendar N Revisit PBIS best practices with all teachers and staff including lesson plan teaching, use of behavior specific praise, incentives, the PBIS Rewards system, 8/15/2021 8/30/2021 Climate Liaison; PBIS Team Training materials Climate Liaison; Leadership Team; PBIS coach Develop a system for PBIS language specific walkthroughs and complete 9/1/2021 6/15/2022 Walkthrough tool N intermittently. Regularly monitor PBIS Rewards to ensure staff members are utilizing the point 6/15/2022 9/30/2021 Data Analyist PBIS rewards system appropriately to acknowledge behaviors Schedule time at least quarterly for PBIS related PDs or time dedicated during PLC to revisit best practices include behavior specific praise, praise to 11/30/2021 6/15/2022 Climate Liaison: PBIS Team Training materials correction ratio, etc. Share PBIS tier 1 data with all staff members at least quarterly and elicit 11/30/2021 6/15/2022 PRIS Team Tier I data N feedback/suggestions

	Comprehensive Plan: S	Strategies	and Action Ste	ps			
	Evidence Ba	ased Strategy	/ #3:				
	ELA Framework (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goa	al Statement	Esse	ential Practice		
Board Goal 2	We have seen a school wide increase for Grade 3 ELA proficiency because teachers are receiving continued coaching to build upon their ability to plan and deliver standards-aligned instruction.	PSSA will grow	ents proficient on ELA from 32.5% in August by August 2026.	EP 01: Align curriculum, assessments, and instruction to the Standards			
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	uation		
alignment by grade level learners. There is evide	nal materials and assessments are aligned to standards in every subject to ensure vertical a el. Curriculum documents and lesson plans include guidance for accommodations and mod ince of ongoing schoolwide dialogue about standards, instruction, and assessment with a f esearchbased practices.	difications for all		ementation and effectiveness of terventions, classroom assessme	this strategy using district benchents, walkthroughs and observation		
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
	Align the school's schedule to expectations for ELA instructional minutes.	08/01/2021	8/31/2021	Principal, SBTL	ELA Framework, Master schedule	N	
	Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the frameworks.	08/23/2021	6/15/2022	Principal, SBTL	PD Schedule	N	
	Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	08/31/2021	6/15/2022	Principal, SBTL	Observation tracker, CPT schedule, PD schedule, coaching tracker	N	
	Collect a triangulation of data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	08/31/2021	6/15/2022	Principal, SBTL	District benchmark assessment, classroom assessments, observations, lesson plans	N	
	Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	08/31/2021	6/15/2022	Teachers	Lesson plans, ELA Framework, Quarters at a Glance	N	
	Align Framework & Curriculum implementation to the professional learning expectations and focus.	08/23/2021	6/15/2022	Principal, SBTL	ELA Framework, PD Schedule, CPT Schedule	N	
	Analyze student data to monitor progress towards meeting expected student outcomes.	08/31/2021	6/15/2022	Principal, SBTL, Teachers, PESO	District benchmark assessment, classroom assessments	N	
	Ensure that all instructional staff have access to curriculum resources.	08/01/2021	8/31/2021	Principal, SBTL	Curriculum resources	N	
	Outline and implement a PD calendar that has multiple opportunities for collaboration and learning around implementation of curriculum related materials.	08/01/2021	8/31/2021	Principal, SBTL	PD Schedule	N	
	Provide support during PD and CPT around planning and delivering instruction that includes accommodations and modifications for all learners.	08/23/2021	6/15/2022	Principal, SBTL, SPECM	PD Schedule, CPT Schedule	N	
		1	1		1	1	

Comprehensive Plan: Strategies and Action Steps Evidence Based Strategy #4: Math Framework (Focus: Tier I Academics) Select Any Applicable Goals Why Statement We have seen a school wide increase in grades 3-8 in Math because teachers Grade 3-8 students proficient on Math are receiving continued coaching to build upon their ability to plan and deliver standards aligned-instruction. PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026. EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Board Goal 3 **Anticipated Outputs (link out to EP Look Fors)** Monitoring/Evaluation The school's instructional materials and assessments are aligned to standards in every subject to ensure vertical and horizontal We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson alignment by grade level. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on plan feedback, and coaching trackers. integrating the use of researchbased practices. **Action Steps** Anticipated Anticipated Lead Person/Position Materials / Resources PD Start Date Math Framework, Master Align the school's schedule to expectations for Math instructional minutes. 08/01/2021 8/31/2021 Principal, SBTL Ensure that all instructional staff have access to curriculum resources 8/31/2021 08/01/2021 Principal, SBTL Curriculum resources Ν Outline and implement a PD calendar that has multiple opportunities for Ν collaboration and learning around implementation of curriculum related 08/01/2021 8/31/2021 Principal, SBTL PD Schedule Ensure that all leaders and teachers actively participate in the District's 08/23/2021 6/15/2022 Principal, SBTL PD Schedule professional learning for implementation of the frameworks Align Framework & Curriculum implementation to the professional learning Math Framework, PD Schedule, CPT Schedule 08/23/2021 6/15/2022 Principal, SBTL N expectations and focus Provide support during PD and CPT around planning and delivering instruction PD Schedule, CPT 08/23/2021 6/15/2022 Principal, SBTL, SPECM that includes accommodations and modifications for all learners Schedule Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and Observation tracker CPT 08/31/2021 6/15/2022 Principal, SBTL schedule, PD schedule, status of implementation. coaching tracker District benchmark Collect a triangulation of data to determine areas of strength and areas to improve as it aligns to District instructional expectations. assessment, classroom assessments, observations 08/31/2021 6/15/2022 Principal, SBTL lesson plans Lesson plans, Math Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance). 08/31/2021 6/15/2022 Framework, Quarters at a Glance District benchmark Analyze student data to monitor progress towards meeting expected student Principal, SBTL, Teachers, 08/31/2021 6/15/2022

	Comprehensive Plan: S	Strategies	and Action Ste	ens			
	•	sed Strategy					
(Common Planning Time (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goa	l Statement	Essential Practice			
Board Goal 3	We have seen a school wide increase in grades 3-8 in Math because teachers are receiving continued coaching to build upon their ability to plan and deliver standards aligned-instruction.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.					
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	uation		
aligned instruction. Tea professional learning co	ion and evaluation of instructional efectiveness focus on planning and delivering grade-lev chers have regular times to meet and discuss effective instructional practices (e.g. lesson sommunities). School leaders and educators engage in regular discussions of student learnin colleagues in their grades or subjects) and vertically (across grades).	tudy,		lementation and effectiveness of sterventions, classroom assessme	this strategy using district bench		
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
	Schedule formal CPT time to assess implementation, students' progress, & teachers' needs.	08/01/2021	8/31/2021	Principal, SBTL	CPT schedule	N	
	Schedule time for special education and ESOL teachers to reguarly collaborate with general education teachers during CPT.	08/01/2021	8/31/2021	Principal, SBTL	CPT Schedule, Master schedule	N	
	Develop a CPT cycle to include topics such as (1) Collaborative Lesson Planning, (2) Data Analysis, (3) The MTSS Process, (4) Sharing of Best Practices, and (5) Creating Common Assessments	08/01/2021	6/15/2022	Principal, SBTL	CPT schedule, agendas, lesson plans, student data, assessments	N	
	Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	08/01/2021	6/15/2022	Principal, SBTL	CPT schedule, PD schedule, Instructional Rounds	N	
	Communicate the instructional vision and focus, in alignment to the BoE and District goals and Priorities to all stakeholders.	08/23/2021	6/15/2022	Principal, SBTL	SDP Frameworks, Board Goals	N	
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Comprehensive Plan: Strategies and Action Steps Evidence Based Strategy #6: Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate) Select Any **Applicable Goals Goal Statement** Why Statement **Essential Practice** We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our 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 communication and outreach to our African American families to increase their At least % of all students will attend Additional Goal 1 sense of belonging. school 95% of days or more. as a "PBIS School" through the Office of Sudent Support Services. EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services. We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increa At least _% of students will have zero communication and outreach to our African American families to increase their sense of belonging. out-of-school suspensions (SDP 21-22 Target: 95.0%). Additional Goal 2 EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. 'This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services. We see a schoolwide decrease in ELA proficiency due to disproportionate attendance and suspensions. As a result, we need to increase our communication and outreach to our African American families to increase their Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026. Board Goal 1 sense of belonging. Anticipated Outputs (link out to EP Look Fors) Monitoring/Evaluation Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates We will monitor the implementation and effectiveness of this approach using attendance and opportunities for students to build positive relationships with peers. Stakeholders collaboratively develop, publicize, and model suspension data, SIS, our behavior tracker, walkthroughs, and observations. codes of conduct that support positive and sustained school climate. Staff and students regularly conduct Tier 1 circles. **Action Steps** Anticipated **Anticipated** Lead Person/Position Materials / Resources Start Date **Completion Date** Create a Year-Long calendar of CM topics and responsibilities 8/1/2021 9/1/2021 Climate Liaison sample calendar 8/1/2021 6/15/2022 Incorporate Student Well-Being Survey Climate Liaison student surveys Climate Liaison; Climate & Make a plan for ongoing coaching and support 9/1/2021 6/15/2022 teacher schedule N Culture Coach

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 52.3% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 52.3% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 52.3% students in grades 3-8 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 52.3% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 52.3% students in grades 3-8 will score at or above grade- level on the District's within-year reading assessment in Q4
80A	Actual Performance				
	Met Target?				
7	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 56.9% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 56.9% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 56.9% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 56.9% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 56.9% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q4
ŏ	Actual Performance				
_	Met Target?				
8	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL	At least 36.9% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 36.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 36.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 36.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 36.9% students in grades 3-8 will score at or above grade- level on the District's within-year math assessment in Q4
BOARD	Actual Performance				
	Met Target?				
ж	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE	At least 73% of all students will attend school 95% of days or more	At least 85% of all students will attend school 95% of days or more in Q1.	At least 81% of all students will attend school 95% of days or more in Q2.	At least 77% of all students will attend school 95% of days or more in Q3.	At least 73% of all students will attend school 95% of days or more in Q4.
% -A	Actual Performance				
95	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
ZEKU SUSPENSION	At least 99% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 99% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.
SUS	Actual Performance				
- 0	Met Target?				