THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)	
School Grade Span	06-08
ULCS Code	7130
Name of School	General Louis Wagner School
Neighborhood Network	Network 12
Assistant Superintendent	Jamina Clay
ESSA Federal Designation	CSI
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	SGS-Academic Improvement Plan
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A
Principal Name	Dr. Maya Johnstone
Years as Principal	11
Years as Principal at this School	11

Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Dr. Maya Johnstone	Wagner MS	mhjohnstone@philasd.org
Additional Leadership Team Representative	TBD	TBD	TBD
Math Content Specialist/Teacher Leader	Rachel Lakner	Wagner MS	rblakner@philasd.org
Literacy Content Specialist/Teacher Leader	Michelle Todd	Wagner MS	metodd@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Tamara Fletcher	Wagner MS	tafletcher@philasd.org
Parent	TBD	TBD	TBD
Community member	Tonya Bah	Community	tb3692@gmail.com
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Phildelphia	jctaylor@philasd.org
Special Education Case Manager	TBD	TBD	TBD
Network Attendance Coach	Kesha Hines	School District of Phildelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Phildelphia	dphelps@philasd.org
Grants Compliance Monitor	Catherine Darin	School District of Phildelphia	cdarin@philasd.org
Central Office Talent Partner	Andi Starks	School District of Phildelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Patricia Ayres	School District of Phildelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Phildelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	Keysa Lewis-Morris	School District of Phildelphia	kqlewis@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	Aaron MacLennan	School District of Philadephia	apmaclennan@philasd.org
EL Point Person	TBD	TBD	TBD

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)
Our Vision At Wager, our vision is to strive to create an environment that fosters the academic, social and emotional well-being of the whole child. Our community encourages and challenges our students to be self-confident, exhibit resilience, and become empathetic agents of change in their community and beyond. Our Mission The Mission of the Wagner Middle School is to ensure that all students leave the eighth grade with the knowledge and skills to be successful in a college-preparatory curriculum in high school.

General Louis Wagner - ADDITIONAL DATA ANALYSIS

ELA Assessment Data
(Leading Indicators for Board Goals #1-2, and 4)

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2019-2020						Winter 2020-2021					
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	81.1%	8.5%	10.6%	19.7%	61.3%	40	57.6%	9.9%	12.1%	28.6%	49.5%	34
7th	83.1%	10.2%	5.1%	19.5%	65.3%	38	81.9%	11.8%	11.8%	25.7%	50.7%	42
8th	80.0%	15.6%	12.5%	23.4%	48.4%	42	84.3%	9.3%	17.1%	27.9%	45.7%	35

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

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2019-20						Winter 2020-21					
	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	75.4%	13.6%	10.6%	21.2%	54.5%	30	51.9%	19.5%	12.2%	18.3%	50.0%	46
7th	80.3%	11.4%	14.9%	28.1%	45.6%	42	79.5%	13.6%	14.4%	25.0%	47.0%	37
8th	68.8%	24.5%	19.1%	26.4%	30.0%	45	76.5%	18.9%	22.8%	33.1%	25.2%	50

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	67.8%	63.8%	54.1%	42.0%	67.3%	59.9%	63.8%	58.9%	All students	93.6%	96.5%	96.2%
90-95% days	11.2%	18.2%	23.0%	29.3%	12.2%	19.1%	18.2%	20.9%	Black/Afr Amer	93.7%	96.1%	96.0%
85-90% days	4.3%	6.5%	9.0%	11.1%	3.9%	9.3%	6.5%	8.3%	Hispanic/Latino	91.7%	100.0%	100.0%
80-85% days	3.3%	4.4%	5.9%	7.0%	3.7%	5.0%	4.4%	5.3%	Asian			100.0%
<80% days	13.4%	7.1%	8.0%	10.6%	13.0%	6.7%	7.1%	6.6%	White	66.7%	100.0%	100.0%

General Louis Wagner - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
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 _% 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 Sudent Support Services.
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 _% 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 Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
At least 90% of staff can list at least 67% of the expectations. Formal system for acknowledging student behavior is used by at least 90% of staff. 70% of students who require a Student Attendance Improvement Conference will have one. 90% of students who require a Student Attendance Improvement Plan will have one.	Quarterly, the climate team will review attendance, Zero OSS, and Serious Incident data to determine whether we are on-track to meet our EOY attendance and Zero OSS goals. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need tweaking. SAIPs will be progress monitored every 30 days to...

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish weekly TIPS team meeting schedule during which attendance and behavior data (referrals, suspensions, rewards) will be reviewed	8/23/21	8/30/21	Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Calendar, EWI Report, SIS, SchoolNet, Qlik	N
PBIS team roles and responsibilities - both for attendance and behavior - will be established	8/23/21	8/30/21	Principal	Calendar, Incentives	N
Create incentive calendar for the year for behavior and attendance	8/23/21	8/30/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Calendar, Incentives	N
At the start of the school year, train staff on the use of problem behavior definitions and the usage of the behavior flowchart	8/23/21	8/30/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Behavior Flowchart and Problem Behavior Definitions	Y
Schedule for PBIS team to attend 3 full days of training throughout the school year	8/23/21	8/30/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	PD Calendar	Y
Develop strategies to incorporate family/community voice	8/23/21	9/30/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students		N
A deployment plan will be created to assign climate support staff to monitor common spaces throughout the school building	8/23/21	8/27/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Deployment Plan	N
Climate support staff will consistently utilize school's system for acknowledging positive student behavior to reinforce students who are upholding expectations throughout the building	8/31/21	6/11/22	Climate Support Staff	Positive Points System	N
Add family/community members to the PBIS team	9/7/21	9/30/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students		N
Students with 3 unexcused absences will receive a C-31 letter in the mail.	9/17/21	6/1/22	Counselor and STEP Case Manager	C-31 Letters, SIS	N
Students not responding to Tier I will be referred for Tier II attendance and behavior interventions	10/1/21	4/30/22	Counselors, STEP Social Worker, and STEP Case Manager	SIS Data, EWI Report	N
Tier II plans - including goals and interventions (SAIPs for attendance) - will be created and implemented	10/1/21	4/30/22	Counselors, STEP Social Worker, and STEP Case Manager	Tier II Plans, SAIPs, EWI Report, SIS Data	N
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Counselors, STEP Social Worker, and STEP Case Manager	Tier II Plans, SIS Data, EWI Report, SAIPs	N
Truancy paperwork will be completed for students with 10+ unexcused absences.	11/1/21	5/31/22	Counselors, STEP Social Worker, and STEP Case Manager	SAIPs, SIS Data, EWI Report, Truancy Paperwork	Y
Quarterly, the principal will share Tier I data with the school staff	11/17/21	6/14/22	Principal	SIS, SchoolNet, Qlik	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Principal and SBTLs	School Plan, Routines Agenda	N
Designate time and complete the self-assessment survey	4/1/22	5/1/22	Principal	Self-Assessment Survey	N
Complete Annual Tiered Fidelity Inventory	5/1/22	5/31/22	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Tiered Fidelity Inventory	N
Designate time and complete the self-assessment survey	4/1/22	5/1/22	Principal	Self-Assessment Survey	N

General Louis Wagner - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 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 _% 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 Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
100% of K-8 classrooms have a daily, consistent time to conduct Community Meeting 90% of staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour	The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incidebint data to determine whether we are on track to meet our EOY Zero OSS goal.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish Community Meeting schedule for each grade	9/1/21	10/1/21	Principal	Calendar	N
Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	SEL Materials	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Calendar and Community Meeting Curriculum, SEL Materials	N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/15/21	6/1/22	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	SEL Materials, Calendar, Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports)	N
Progress monitor implementation	11/1/21	6/1/22	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	"Check for Understanding" Survey for Staff	N
Incorporate Student Well-Being Survey	11/1/21	12/22/21	TBD/Climate Support Specialist, Mr. Berry/Dean of Students, Ms. Plummer/Dean of Students, and Ms. Travers/Dean of Students	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	11/1/21	12/22/21	Principal	District Climate Support Staff	Y

General Louis Wagner - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

MTSS (Focus: Tiers II/III Academics)	Improving Adolescent Literacy WWC Practice Guide- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf Assisting Students Struggling with Mathematics- https://ies.ed.gov/ncee/wwc/PracticeGuide/2

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Professional learning has not yet been provided around the MTSS process, specifically as it relates to what interventions teacher should be providing to Tier II and Tier III students and how to implement those interventions.	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 3	Professional learning has not yet been provided around the MTSS process, specifically as it relates to what interventions teacher should be providing to Tier II and Tier III students and how to implement those interventions.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP04: Identify and address individual student learning needs

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
90% of Tier III (Intensive Intervention) students will have an ELA MTSS plan in SIS 85% of Tier III (Intensive Intervention) students will be progress monitored at least once in between quarterly assessment cycles At least 80% of teachers will be implementing PD expectations of small group instruction based on the data and specific interventions as evidenced in their lesson plans and informal observations An inventory of a variety of materials, curricula, and academic tasks that are responsive to the range of student needs are collected by teachers and SBTLs	On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. On a quarterly basis, Tier II and III students will be progress monitored using the district's within-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly. Monthly, the leadership team will conduct a review of lesson plans and informal observation notes to determine if at least 80% of teachers are transferring the small group instruction, data analysis, and intervention PD expectations during their planning to instruction.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Identify and plan for initial intensive individualized interventions for struggling readers that can be provided by teachers and school based teacher leaders.	8/23/21	8/30/2021	Teachers, SBTLs, and Special Education Compliance Monitor	Approved websites, materials from other grades for varying levels	N
Provide teachers with a PD around the MTSS process, specifically as it relates to what interventions teacher should be providing to Tier II and Tier III students and how to implement those interventions.	8/23/21	10/31/21	Principal and SBTLs	PD Calendar	Y
Provide teachers with a PD regarding the various approved locations to differentiated and scaffold instruction that is continued as needed throughout the year	8/23/21	10/31/21	SBTLs and Special Education Compliance Monitor	PD Calendar	Y
Quarterly (based on SDP calendar), identify and plan for intensive individualized interventions for struggling readers that can be provided by teachers and school based teacher leaders.	8/23/21	6/15/22	Teachers, SBTLs, and Special Education Compliance Monitor	Approved websites, materials from other grades for varying levels	N
By end of first quarter, teachers will provide a list of high-leverage interventions/programs/strategies that work to the SBTLs to share across teachers and grade levels	8/30/2021	11/16/2021	Teachers		N
Develop a Common Planning Time (CPT) schedule based on teacher rosters to allow for SpED support teacher attendance	8/23/21	8/30/2021	Principal and Special Education Compliance Monitor	District Calendar, PD Calendar	N
Develop a CPT cycle to include topics such as (1) Data Analysis, (2) The MTSS Process, (3) Collaborative Lesson Planning, (4) PD/sharing of best practices, (5) Creating Common Assessments	8/23/21	8/30/2021	Principal and SBTLs	District Calendar, PD Calendar, frameworks/curriculum	N
Every six weeks, provide professional development around SGI, including how to create and monitor SGI groups and how to establish SGI routines	9/20/21 11/1/21 1/17/22 2/28/22 5/23/22	11/1/2021 12/13/21 1/17/22 4/11/22 6/14/22	SBTLs	SGI PD from district and LN, frameworks	Y
Provide training to teachers around how to implement online learning programs in the classroom and how to analyze their data reports and followed-up after each screening window	8/23/21	8/30/2021	SBTLs	Online learning programs, example data reports, PD from district/program reps	Y
Bi-weekly during CPT meetings, student work analysis protocols will be completed.	9/20/21	6/14/2022	Teachers	Protocol documents	N
Bi-weekly, teachers will develop plans for re-teaching and adjusting instructional practices based on reviews of student data	9/20/21	6/14/2022	Teachers	Lesson/unit plan, frameworks	N
PD/sharing of best practices will be conducted around differentiation, scaffolding, checks for understanding, and student engagement	9/20/21	6/14/2022	Teachers, SBTLs, and Special Education Compliance Monitor		Y
Administer screening assessments quarterly to identify students with reading difficulties using individual diagnostic reports to pinpoint each student's instructional needs	8/23/21	6/15/22	Teachers	Screening/technology	Y
Design small group instruction for weekly lesson plans by selecting carefully the text to use when beginning to teach a given strategy, showing students how to apply the strategies they are learning to different texts using direct and explicit instruction, and providing the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.	9/20/21	6/14/2022	Teachers	Lesson/unit plan, frameworks/curriculum	N
The Special Education Liaison will meet with teachers during CPT weekly lesson planning to ensure that all plans contain the appropriate scaffolding and differentiation for students with IEPs	8/23/21	6/14/2022	Special Education Compliance Monitor, Special Education Teachers, General Education Teachers		N
Screen all math students quarterly using to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk	9/20/21 11/16/21 1/25/22 3/24/22	11/16/2021 1/25/22 3/24/22 6/14/22	Teachers	Screening/technology	Y
Provide an explicit instructional focus to meet each student's identified learning needs including students with IEPs during SGI.	8/31/21	6/14/2022	Special Education Compliance Monitor, Special Education Teachers, General Education Teachers		N
Quarterly, math teachers will use SDP Data Analysis protocols to sort students into groups for interventions with support from the Special Education Liaison	9/20/21 11/16/21 1/25/22 3/24/22	11/16/2021 1/25/22 3/24/22 6/14/22	Math Teachers and Special Education Compliance Monitor	Protocols	Y

	Monitor interventions bi-weekly (SGI, and 1 on 1 pullouts) to ensure that students' needs are being met both in terms of time spent receiving the intervention and quality of the execution of the intervention. Intervention will be tiered so that the greater the instructional need, the more intensive the intervention.	9/21/21	Bi-weekly to 6/14/22	Teachers and SBTLs	Informal walk-throughs, observations, plans, list of interventions	N
	Interventions for students will be provided in small groups and individually daily during math blocks and through small group and one-to-one pullouts. Instruction during the intervention will be explicit and systematic as outlined in lesson plans, and will include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	8/31/21	6/14/2022	Teachers	Frameworks/curriculum	N
	During Common Planning Time, teachers will review key assessment reports using Data Analysis Protocols to pinpoint each student's instructional needs, and then adjust the MTSS intervention intensity and instructional focus to explicitly meet each student's identified learning needs. During these meetings, teachers will discuss strategies for small group instruction based on the trends in the data .	9/20/21 11/16/21 1/25/22 3/24/22	11/16/2021 1/25/22 3/24/22 6/14/22	ELA and Math Teachers and SBTLs	Data Analysis Protocol, Student Data	N
	The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Principal and SBTLs	School Plan, Routines Agenda	N
	Teachers will create MTSS plans in SIS for all Tier III students and will update those plans after each testing event.	11/1/21	4/30/21	ELA and Math Teachers	Intervention Materials and Supplies, SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	N
	Teachers will progress monitor all Tier III students at least once a month using the district's assessment platform.	11/1/21	4/30/21	ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	N

General Louis Wagner - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Other	Instructional Coaching

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Professional learning has not yet been provided around the MTSS process, specifically as it relates to what interventions teacher should be providing to Tier II and Tier III students and how to implement those interventions.	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 3	Professional learning has not yet been provided around the MTSS process, specifically as it relates to what interventions teacher should be providing to Tier II and Tier III students and how to implement those interventions.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP04: Identify and address individual student learning needs

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
80% of teachers receiving coaching can describe their progress on their coaching focus areas and coaching goals. 75% of teachers receiving coaching make improvement on the Danielson domain as well as the Wagner informal observation form most relevant to their action steps and goals.	Instructional leadership team will meet every other week to review progress around teacher coaching. Instructional leadership team will review lesson plans and student data on a weekly basis. On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Clearly define the coach's roles and responsibilities	8/23/21	8/30/21	Principal	As provided by LN	Y
Coaches will receive coaching training by their network PLS or their school administrators at least once a quarter throughout the year.	9/20/21 11/16/21 1/25/22 3/24/22	11/16/2021 1/25/22 3/24/22 6/14/22	Network PLS and Principal	Coaching PD from PLS or LN admin	Y
Develop a survey for teachers to complete each semester in which they indicate areas where they feel they need further development	End of 20-21 SY	8/23/21	SBTLs	Survey and survey results	N
Create and consistently update coaching logs after each coaching visit with notes around support provided and next steps	9/20/21 11/1/21 1/17/22 2/28/22 5/23/22	11/1/2021 12/13/21 1/17/22 4/11/22 6/14/22	SBTLs	Coaching logs	N
Every six weeks, assign Tier 3 teachers to coach's caseloads. Tier 3 assignments are based on school leaders' analysis of teachers who need improvement according to the Danielson rubric.	9/20/21 11/1/21 1/17/22 2/28/22 5/23/22	11/1/2021 12/13/21 1/17/22 4/11/22 6/14/22	Principal and SBTLs	Administrative informal observations, grow/glow feedback form, SBTL observations	N
Each coach will work with their teachers every week for 6 weeks on developing content-focused goals for instructional improvement, modeling instructional practices, co-planning lessons, analyzing student work samples, observing lessons, and facilitating post-observation conversations that allow for reflection and feedback.	9/20/21 11/1/21 1/17/22 2/28/22 5/23/22	11/1/2021 12/13/21 1/17/22 4/11/22 6/14/22	Teachers and SBTLs	Administrative informal observations, grow/glow feedback form, SBTL observations	N
Coaches will design the agenda for each weekly common planning time meeting that they're facilitating. The agenda will include opportunities for professional learning on instructional practices, collaborative lesson planning, and collaborative analysis of student data (e.g., intervention data, common assessments, quarterly progress).	9/20/21	Weekly to 6/14/22	SBTLs	Agenda, protocols	N
Conduct initial observations to determine areas where teachers may need support	9/20/21	10/20/2021	SBTLs	Administrative informal observations, grow/glow feedback form, SBTL observations	N
Develop instructional observations and feedback cycles as a consistent practice of the school leadership and instructional staff to examine	10/25/21	6/14/2022	SBTLs	Coaching calendar	N
The principal will meet with coaches once every six weeks to debrief coaches' successes and challenges and review coaching logs.	9/20/21 11/1/21 1/17/22 2/28/22 5/23/22	11/1/2021 12/13/21 1/17/22 4/11/22 6/14/22	Principal and SBTLs	Administrative informal observations, grow/glow feedback form, SBTL observations	N
The principal will conduct informal observations on a bi-weekly basis to ensure that teachers are implementing the guidance from their coaches.	9/20/21	Bi-weekly to 6/14/21	Principal	Administrative informal observations, grow/glow feedback form, SBTL observations	N
Coaches will identify teachers with strong leadership potential who can facilitate common planning time each week and gradually release this responsibility to them	10/25/21	6/14/2021	SBTLs	Agenda, protocols	N

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 26% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 23% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 26% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3	At least 13% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 7% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 9% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 11% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 13% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 60% of all students will attend school 95% of days or more	At least 75% of all students will attend school 95% of days or more in Q1.	At least 70% of all students will attend school 95% of days or more in Q2.	At least 65% of all students will attend school 95% of days or more in Q3.	At least 60% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 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?				