

<b>THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)</b>			
School Grade Span	00-08		
ULCS Code	1260		
Name of School	Benjamin B. Comegys School		
Neighborhood Network	Network 12		
Assistant Superintendent	Jamina Clay		
ESSA Federal Designation	CSI		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	N/A		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A		
Principal Name	Rauchaun DuPree		
Years as Principal	5		
Years as Principal at this School	5		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Rauchaun DuPree	Comegys	rdupree@philasd.org
Additional Leadership Team Representative	Kimberly Ross-Robinson	Comegys	kross@philasd.org
Math Content Specialist/Teacher Leader	Richard Ott	Comegys	rott@philasd.org
Literacy Content Specialist/Teacher Leader	Danielle Shryock	CLI	dshryock@cli.org
Science Content Specialist/Teacher Leader	Sean Hudson	Comegys	shudson2@philasd.org
School-based Climate Representative	Vinton Breedlove	Comegys	vbreedlove@philasd.org
Parent	Pat	Comegys	
Community member	Finley Poskarbiewicz	Americorp	comegysvista@phennd.org
Business partner (other than parent or community member)	Aurora Coon	The Netter Center @ Penn	
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philidelphia	jctaylor@philasd.org
Special Education Case Manager	Tameka Ross	Comegys	tross@philasd.org
Network Attendance Coach	Kesha Hines	School District of Philidelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Philidelphia	dphelps@philasd.org
Grants Compliance Monitor	Kelly McCarthy	School District of Philidelphia	kemccarthy@philasd.org
Central Office Talent Partner	Andi Starks	School District of Philidelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	Jen Dianna	School District of Philidelphia	jdianna@philasd.org
Network Professional Learning Specialist	Patricia Ayres	School District of Philidelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Philidelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	Tynara Blount	School District of Philidelphia	tblount@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 Philadelphia	apmaclennan@philasd.org
EL Point Person	Cheryl Bryant	Comegys	cbryant3@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>The vision of Benjamin B. Comegys Elementary School is to create a nurturing learning environment in which scholars achieve academic excellence through exemplary teaching that incorporates differentiated, data-driven instruction, and effective team planning. Teachers will model the core values and encourage positive self-awareness and social responsibility. With parents and the community as our partners, we pledge to create an environment where our scholars will be safe, respected, and academically empowered to become goal oriented, self-motivated leaders ready for the 21st Century workforce.</p>			

**Benjamin B. Comegys - ADDITIONAL DATA ANALYSIS**

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

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

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	97.0%	6.3%	12.5%	81.3%	27	85.3%	6.9%	13.8%	79.3%
1st	87.8%	9.3%	4.7%	86.0%	21	78.0%	5.1%	7.7%	87.2%
2nd	83.7%	30.6%	19.4%	50.0%	32	79.1%	61.8%	8.8%	29.4%
3rd	74.5%	22.9%	17.1%	60.0%	27	87.5%	40.5%	14.3%	45.2%
4th	67.2%	25.6%	20.5%	53.8%	45	67.2%	23.1%	10.3%	66.7%
5th	48.0%	37.5%	25.0%	37.5%	45	78.4%	50.0%	12.5%	37.5%

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	95.3%	9.8%	4.9%	19.5%	65.9%	41	98.0%	8.3%	12.5%	31.3%	47.9%	44
7th	76.6%	2.8%	11.1%	22.2%	63.9%	25	97.7%	4.7%	11.6%	25.6%	58.1%	47
8th	72.7%	3.1%	6.3%	21.9%	68.8%	43	93.9%	4.3%	10.9%	26.1%	58.7%	30

**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	90.9%	10.0%	16.7%	73.3%	42	85.3%	6.9%	6.9%	86.2%
1st	69.4%	20.6%	8.8%	70.6%	46	46.0%	13.0%	26.1%	60.9%
2nd	81.4%	28.6%	8.6%	62.9%	25	76.7%	57.6%	9.1%	33.3%
3rd	87.2%	22.0%	9.8%	68.3%	29	87.5%	19.0%	23.8%	57.1%
4th	69.0%	17.5%	20.0%	62.5%	49	67.2%	12.8%	15.4%	71.8%
5th	48.0%	16.7%	29.2%	54.2%	33	80.4%	22.0%	31.7%	46.3%

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	88.4%	23.7%	10.5%	15.8%	50.0%	36	98.0%	39.6%	25.0%	12.5%	22.9%	66
7th	76.6%	25.0%	13.9%	19.4%	41.7%	39	100.0%	9.1%	20.5%	22.7%	47.7%	39
8th	70.5%	16.1%	6.5%	22.6%	54.8%	38	91.8%	20.0%	11.1%	13.3%	55.6%	42

**Climate Data**

<u>Annual Attendance Data (Click for link to data)</u>					<u>Monthly Attendance Snapshots (Click for link to data)</u>				<u>Suspension Data (Click for link to data)</u>			
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	28.7%	37.9%	33.0%	33.2%	29.3%	38.6%	37.9%	35.2%	All students	92.5%	93.1%	92.2%
90-95% days	18.0%	20.7%	29.2%	31.1%	17.7%	21.2%	20.7%	31.8%	Black/Afr Amer	92.1%	92.9%	91.7%
85-90% days	12.4%	16.9%	15.4%	17.9%	12.3%	16.3%	16.9%	13.5%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	9.8%	10.0%	7.8%	8.5%	7.4%	9.9%	10.0%	6.7%	Asian	100.0%	-	100.0%
<80% days	31.1%	14.6%	14.7%	9.3%	33.3%	14.0%	14.6%	12.8%	White	100.0%	100.0%	100.0%

**Benjamin B. Comegys - 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	There is a lack of buy-in with our teachers around implementation of our school's PBIS program, due in part to a lack of continued training for our team.	At least ___% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 1	There is a lack of buy-in with our teachers around implementation of our school's PBIS program, due in part to a lack of continued training for our team.	At least ___% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

At least 90% of staff can list at least 67% of the expectations.  
 Formal system for acknowledging student behavior is used by at least 90% of staff.  
 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 framework goals need tuning. SAIPs will be reviewed every 20 days.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Build a PBIS team that includes family/community member and student representation	8/23/21	9/30/21	Mr. Breedlove/Climate Manager	PBIS Manual	N
Establish team operating procedures, including planning meetings for the entire year	8/23/21	9/30/21	Mr. Breedlove/Climate Manager	School Calendar	N
Schedule for entire team to attend 3 full days of PBIS training throughout the year	8/23/21	9/30/21	Mr. Breedlove/Climate Manager and Kimberly Ross-Robinson/AP	School Calendar, SDP PBIS Coach	Y
Create a school-wide calendar of incentives for behavior and attendance	8/23/21	9/3/21	Mr. Breedlove/Climate Manager and Mr. Ott/Dean	School Calendar, Incentives	N
Revisit behavior expectations with students, staff, and families, including obtaining/hanging additional PBIS signage	8/23/21	9/30/21	Rachau DuPree/Principal	PBIS Signage	N
Allot time for beginning of the year PBIS training with a focus on: (1) Increasing staff knowledge of PBIS expectations, (2) Increasing staff use of PBIS behavior language, (3) Increasing staff use of behavior specific praise, (4) Increasing the praise to corrections ratio, and (5) Increasing staff use of tangible reinforcements	8/23/21	9/30/21	Mr. Breedlove/Climate Manager and Mr. Ott/Dean	PBIS Manual	Y
Develop and adopt problem behavior definitions	8/23/21	9/30/21	Mr. Breedlove/Climate Manager and Mr. Ott/Dean	PBIS Manual	N
Develop strategies to incorporate family and community voice and involvement	8/23/21	9/30/21	PBIS Team	PBIS Manual, Printables	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	Mr. Breedlove/Climate Manager, Mr. Ott/Dean, and Climate Support Staff	Deployment Plan	N
Climate support staff and teachers implement Tier I PBIS procedures in classrooms and common spaces, including acknowledging/rewarding students who display positive behaviors	8/31/21	6/14/22	Climate Support Staff and Teachers	PBIS Manual, PBIS Rewards Tracking System	N
Students with 3 unexcused absences will receive a C-31 letter in the mail.	9/17/21	6/1/22	April Walker/Counselor	C-31 Letters, SIS	N
Conduct walkthroughs with a focus on: (1) Staff knowledge of PBIS expectations, (2) Staff use of PBIS behavior language, (3) Staff use of behavior specific praise, (4) The praise to corrections ratio, and (5) Staff use of tangible reinforcements	10/1/21	5/31/22	Mr. Breedlove/Climate Manager and Mr. Ott/Dean	Observation Rubrics	N
Students not responding to Tier I will be referred for Tier II attendance and behavior interventions	10/1/21	4/30/22	April Walker/Counselor, Emma Wilson/Behavioral Health Counselor, and Doran Coley/Social Worker	SIS Data, EWI Report	N
Tier II plans for behavior and attendance - including goals and interventions (SAIPs for attendance) - will be created and implemented	10/1/21	4/30/22	April Walker/Counselor, Emma Wilson/Behavioral Health Counselor, and Doran Coley/Social Worker	Tier II Plans, SAIPs, EWI Report, SIS Data	N
Tier II plans for behavior and attendance 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	April Walker/Counselor, Emma Wilson/Behavioral Health Counselor, and Doran Coley/Social Worker	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	April Walker/Counselor and Doran Coley/Social Worker	SAIPs, SIS Data, EWI Report, Truancy Paperwork	Y
During the school year, train staff on the use of problem behavior definitions and the behavior flowchart	11/1/21	12/31/21	Mr. Breedlove/Climate Manager and Mr. Ott/Dean	PBIS Manual	Y
Share tier 1 data with school staff monthly	11/17/21	5/31/22	Rachau DuPree/Principal	Qlik, Observation Data, SIS	N
Schedule time for PBIS staff training boosters throughout the year after winter break and spring break	12/6/21	4/1/22	Mr. Breedlove/Climate Manager and Mr. Ott/Dean	School Calendar, SDP PBIS Coach	Y
Designate time and complete the self-assessment survey	4/1/22	5/1/22	Rachau DuPree/Principal	Self-assessment survey	N



Benjamin B. Comegys - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #3:						
ELA Framework (Focus: Tier I Academics)			Standards-Aligned Instruction			
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 1	Grades 3-8 are currently off track in ELA over the last three years due to lack of standards aligned instruction. We need to provide teachers with professional development to support standards aligned instruction.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards			
Board Goal 2	We are currently off-track schoolwide in 3rd Grade ELA and although we have seen some fluctuations over the last three years, this is due to lack of standards aligned instruction. We need to provide teachers with professional development to support standards aligned instruction.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
75% of ELA lesson plans are meeting the Look Fors aligned to the SDP Literacy Framework 75% of ELA lesson delivery is meeting the Look Fors aligned to the SDP Literacy Framework CPT time allows for regular routine dialogue about standards instruction and assessment with a focus on integrating the use of evidence-based instructional practices. 90% of CPT IPP for collaboration and evaluation of instructional effectiveness focuses on planning and delivering grade-level, standards aligned instruction.			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 walkthroughs to ensure that lesson delivery is meeting the SDP Literacy Framework as evaluated by a look-for document CPT rolling agendas and IPP documents will be utilized and reviewed quarterly.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
CPT time will be built into all teacher schedules, and a PD calendar will be created and consistently updated to enable increased opportunities for professional learning related to SDP's Literacy Framework and improving planning to ensure instruction is aligned to the priority standards each unit/quarter. CPT will also focus on developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	8/27/21	Rauchau DuPree/Principal	SDP's Literacy Framework, PD Calendar	Y	
Monthly, teachers will receive PD on at least one component of SDP's Literacy Framework, with the SBTL or Network 12 PLS providing teachers with a clear vision of what best instructional practices look like through models and modeling.	8/23/21	5/31/22	Kimberly Ross/SBTL and Assistant Principal	SDP's Literacy Framework, PD Calendar	Y	
Teachers will receive PD around how to utilize the district's assessment platform to administer the assessment and to access key data reports.	8/23/21	9/30/21	Kimberly Ross/SBTL	Assessment Platform, PD Calendar	Y	
Following PD sessions, teachers will have opportunities to provide feedback using a form created by the AP.	8/23/21	5/31/22	Assistant Principal	Feedback Forms	Y	
Early Literacy Teachers who will be implementing Foundations will receive professional development around selecting Learning Activities, utilizing the Teacher Guide, and administering pre- and post-assessments.	8/23/21	10/31/21	Kimberly Ross/SBTL	Foundations, PD Calendar	Y	
Early Literacy Teachers will include the use of Foundations Learning Activities in their weekly lesson plans.	8/31/21	6/14/22	ELA Teachers	Foundations, Lesson Plans	N	
Early Literacy Teachers (with the assistance of SSAs) will assign and implement Foundations Learning Activities on a daily basis during Literacy Blocks to teach foundational reading skills.	8/31/21	6/14/22	ELA Teachers and Supportive Services Assistants	Foundations Learning Activities	N	
Supportive Services Assistants will receive training at the beginning of the year around how to properly conduct progress monitoring and how to implement small group and one-to-one interventions	9/1/21	10/31/21	Kimberly Ross/SBTL	Assessment Platform, Interventions	N	
Pre- and post-tests will be administered to students for each curriculum unit in order to (1) determine whether students have master pre-req skills and (2) to assess student mastery of standards-based objectives	9/1/21	6/1/22	Math and ELA Teachers	Pre- and Post Assessments, Curriculum Units	N	
Teachers will administer the district approved screening assessment during the district's designated windows.	9/1/21	6/14/22	ELA Teachers	Assessment Calendar, Assessment Platform	N	
Teachers will focus on intellectual prep during Common Planning Time and standards aligned instruction such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	9/1/21	5/31/22	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and Assistant Principal	Lesson Plans	N	
Additional professional development time will be built into content teachers' calendars (tentatively quarterly) using PD money to pay for coverage.	10/1/21	5/31/22	Rauchau DuPree/Principal	PD Calendar	Y	
The Instructional Leadership Team will assess standards-aligned lesson planning and curriculum implementation by using the district's "Look Fors" document.	10/1/21	5/31/22	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and Assistant Principal	Lesson Plans, Look Fors Document	N	
Teachers will analyze student work using Student Work Analysis Protocols during Common Planning Time and will use the results to inform instruction and develop small groups.	11/1/21	5/31/22	ELA Teachers	Student Work Analysis Protocols	N	
Teachers will analyze formative and summative assessment data during Common Planning Time utilizing Data Analysis Protocols, and will use the results to inform instruction and sort them students into intervention groups.	11/1/21	5/31/22	ELA Teachers	Data Analysis Protocols	N	
Teachers will create an MTSS plan in SIS for students scoring in Tier III on the screening assessment	11/1/21	4/30/22	ELA Teachers	MTSS Plans, Data Analysis Protocols, Data Trackers, Assessment Data	N	
Students in Tier III will be progress monitored at least once a month	11/1/21	5/31/22	Supportive Services Assistants	Assessment Platform, Progress Monitoring Calendar, Data Tracker	N	
Analyze observation feedback data to identify trends to inform school-wide professional development.	11/1/21	5/31/22	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and TBD/Assistant Principal	Feedback 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	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and TBD/Assistant Principal	School Plan, Routines Agenda	N	

**Benjamin B. Comegys - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #4:**

Math Framework (Focus: Tier I Academics)

Standards-Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	Grades 3-8 are currently off track in Math over the last three years due to lack of standards aligned instruction. We need to provide teachers with professional development to support 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.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

75% of Math lesson plans are meeting the Look Fors aligned to the SDP Math Framework  
 75% of Math lesson delivery is meeting the Look Fors aligned to the SDP Math Framework  
 CPT time allows for regular routine dialogue about standards instruction and assessment with a focus on integrating the use of evidence-based instructional practices.  
 90% of CPT IPP for collaboration and evaluation of instructional effectiveness focuses on planning and delivering grade-level, standards aligned instruction.

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 walkthroughs to ensure that lesson delivery is meeting the SDP Literacy Framework as evaluated by a look-for document  
 CPT rolling agendas and IPP documents will be utilized and reviewed quarterly.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT time will be built into all teacher schedules, and a PD calendar will be created and consistently updated to enable increased opportunities for professional learning related to SDP's Math Framework and improving planning to ensure instruction is aligned to the priority standards each unit/quarter. CPT will also focus on developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	8/27/21	Rauchau DuPree/Principal	SDP's Math Framework, PD Calendar	Y
Monthly, teachers will receive PD on at least one component of SDP's Math Framework, with the SBTL or Network 12 PLS providing teachers with a clear vision of what best instructional practices look like through models and modeling.	8/23/21	5/31/22	Kimberly Ross/SBTL and Assistant Principal	SDP's Math Framework, PD Calendar	Y
Teachers will receive PD around how to utilize the district's assessment platform to administer the assessment and to access key data reports.	8/23/21	9/30/21	Kimberly Ross/SBTL	Assessment Platform, PD Calendar	Y
Following PD sessions, teachers will have opportunities to provide feedback using a form created by the AP.	8/23/21	5/31/22	Assistant Principal	Feedback Forms	Y
Supportive Services Assistants will receive training at the beginning of the year around how to properly conduct progress monitoring and how to implement small group and one-to-one interventions	9/1/21	10/31/21	Kimberly Ross/SBTL	Assessment Platform, Interventions	N
Pre- and post-tests will be administered to students for each curriculum unit in order to (1) determine whether students have master pre-req skills and (2) to assess student mastery of standards-based objectives	9/1/21	6/1/22	Math and ELA Teachers	Pre- and Post Assessments, Curriculum Units	N
Teachers will administer the district approved screening assessment during the district's designated windows.	9/1/21	6/14/22	Math Teachers	Assessment Calendar, Assessment Platform	N
Teachers will focus on intellectual prep during Common Planning Time and standards aligned instruction such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	9/1/21	5/31/22	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and Assistant Principal	Lesson Plans	N
Additional professional development time will be built into content teachers' calendars (tentatively quarterly) using PD money to pay for coverage.	10/1/21	5/31/22	Rauchau DuPree/Principal	PD Calendar	Y
The Instructional Leadership Team will assess lesson planning and curriculum implementation by using the district's "Look Fors" document.	10/1/21	5/31/22	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and Assistant Principal	Lesson Plans, Look Fors Document	N
Teachers will analyze student work using Student Work Analysis Protocols during Common Planning Time and will use the results to inform instruction and develop small groups.	11/1/21	5/31/22	Math Teachers	Student Work Analysis Protocols	N
Teachers will analyze formative and summative assessment data during Common Planning Time utilizing Data Analysis Protocols, and will use the results to inform instruction and sort them students into intervention groups.	11/1/21	5/31/22	Math Teachers	Data Analysis Protocols	N
Analyze observation feedback data to identify trends to inform school-wide professional development.	11/1/21	5/31/22	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and Assistant Principal	Feedback 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	Rauchau DuPree/Principal, Kimberly Ross/SBTL, and TBD/Assistant Principal	School Plan, Routines Agenda	N

Benjamin B. Comegys School [1260] 2021-2022 School Plan

		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 1</b>		At least 20% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 11% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 17% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 20% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
		Actual Performance				
		Met Target?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 2</b>		At least 20% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 11% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 17% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 20% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
		Actual Performance				
		Met Target?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 3</b>		At least 10% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 4% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 10% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
		Actual Performance				
		Met Target?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>95% ATTENDANCE GOAL</b>		At least 33% of all students will attend school 95% of days or more	At least 48% of all students will attend school 95% of days or more in Q1.	At least 43% of all students will attend school 95% of days or more in Q2.	At least 38% of all students will attend school 95% of days or more in Q3.	At least 33% of all students will attend school 95% of days or more in Q4.
		Actual Performance				
		Met Target?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>ZERO SUSPENSION GOAL</b>		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?				