THE SCHOOL DISTRICT OF PHILADELPHIA
2021-2022
School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)

School Grade Span	00-08
ULCS Code	4570
Name of School	General George G. Meade School
Neighborhood Network	Network 3
Assistant Superintendent	Sonya Harrison
ESSA Federal Designation	Non-Designated
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	PBIS
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Big Brothers/Big Sisters, Wagner Science Institute, STEP, University of Penn Interns and Mentors, Clay Studio, Eat.Right. Philly, PAEP, Game on Philly, Musicopia, Dancing Classrooms, Kimmel Center Arts Program, Rock Reach School of Dance, General George Meade Historical Society, CADE Kids, KPMG Partnership, Center for Grieving Children, CHOP-Friend to Friend, NET IBHS, YSI Truancy Support, Activity Works, Springboard
Principal Name	Donna Smith
Years as Principal	19
Years as Principal at this School	5

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Donna Smith	Meade	dmsmith@philasd.org
Additional Leadership Team Representative	Stephanie Gribbin	CLI	sgribbin@cli.org
Math Content Specialist/Teacher Leader	Jacob White	Meade	jawhite@philasd.org
Literacy Content Specialist/Teacher Leader	Rachel Clarke	Meade	rclarke@philasd.org
Science Content Specialist/Teacher Leader	Rachel Clarke	Meade	rclarke@philasd.org
School-based Climate Representative	Adam Bergevin	Meade	abergevin@philasd.org
Parent	Jamie Jones	Meade	jjones7@philasd.org
Community member	Iesha Brumfield	Meade	ibrumfield@philasd.org
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Wyatt Cadley	SDP	wcadley@philasd.org
Special Education Case Manager	Matthew Ianetta	SDP	mfiannetta@philasd.org
Network Attendance Coach	Molly Ashburn	SDP	mashburn@philasd.org
Network Culture and Climate Coach	Cyn Jones	SDP	cjones3@philad.org
Grants Compliance Monitor	Patricia Nelson	SDP	pnelson@philasd.org
Central Office Talent Partner	Jackie Polidor	SDP	jpolidor@philasd.org
Network Early Literacy/Literacy Director	Felicia Brown	SDP	febrown@philasd.org
Network Professional Learning Specialist	Cathryn Anderson	SDP	ccanderson@philasd.org
Prevention and Intervention Liaison	Candace Simmons	SDP	cesimmons@philasd.org
PBIS Coach (if applicable)	Anne McKendry	SDP	amckendry@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	Kristin Larsen	SDP	klarsen@philasd.org
EL Point Person	Rachel Clarke	SDP	rclarke@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.)

At General George Meade School we help students develop the necessary tools to become stronger and more confident in themselves academically, socially, and emotionally. We value the racial and cultural identities of every student and community member. We honor the many pathways students can take in life and support them on their journey. We provide varied experiences that allow students to realize their academic potential. We foster strong critical thinking and decision making skills. We are accountable, open and willing to make changes, and grow. We are a proud community of teachers and learners at Meade School.

ADDITIONAL DATA ANALYSIS

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

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

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

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	93.8%	10.0%	6.7%	83.3%	25	96.6%	14.3%	17.9%	67.9%
1st	93.9%	6.5%	6.5%	87.1%	24	88.2%	6.7%	10.0%	83.3%
2nd	97.4%	21.1%	13.2%	65.8%	42	72.5%	17.2%	24.1%	58.6%
3rd	96.7%	20.7%	6.9%	72.4%	32	83.9%	26.9%	7.7%	65.4%
4th	87.8%	18.6%	20.9%	60.5%	44	71.4%	22.9%	17.1%	60.0%
5th	100.0%	16.7%	22.2%	61.1%	43	78.9%	26.7%	20.0%	53.3%

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	92.9%	3.8%	3.8%	26.9%	65.4%	32	97.6%	17.1%	2.4%	9.8%	70.7%	82
7th	85.7%	2.8%	8.3%	13.9%	75.0%	44	90.9%	0.0%	6.7%	20.0%	73.3%	4
8th	81.8%	0.0%	7.4%	14.8%	77.8%	32	97.1%	3.0%	3.0%	24.2%	69.7%	19

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	90.6%	13.8%	20.7%	65.5%	53	89.7%	11.5%	19.2%	69.2%
1st	93.9%	3.2%	9.7%	87.1%	31	79.4%	3.7%	11.1%	85.2%
2nd	97.4%	15.8%	5.3%	78.9%	39	70.0%	17.9%	17.9%	64.3%
3rd	96.7%	10.3%	17.2%	72.4%	44	80.6%	20.0%	20.0%	60.0%
4th	91.8%	26.7%	17.8%	55.6%	60	73.5%	13.9%	13.9%	72.2%
5th	100.0%	16.7%	22.2%	61.1%	44	71.1%	11.1%	29.6%	59.3%

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	92.9%	11.5%	0.0%	15.4%	73.1%	27	97.6%	17.1%	2.4%	14.6%	65.9%	21
7th	85.7%	16.7%	11.1%	11.1%	61.1%	40	90.9%	16.7%	6.7%	36.7%	40.0%	
8th	87.9%	13.8%	13.8%	27.6%	44.8%	36	97.1%	15.2%	12.1%	15.2%	57.6%	22

Climate Data

Annual Attendance Data (Click for link to data) | ### Monthly Attendance Snapshots (Click for link to data) | ### Suspension Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	32.2%	36.9%	30.4%	20.7%	32.2%	41.4%	36.9%	37.1%	All students	93.5%	89.9%	64.4%
90-95% days	8.1%	31.9%	24.4%	24.5%	8.1%	30.2%	31.9%	26.6%	Black/Afr Amer	93.4%	89.5%	62.3%
85-90% days	10.2%	15.1%	18.9%	18.5%	10.2%	13.0%	15.1%	16.1%	Hispanic/Latino	100.0%	100.0%	93.3%
80-85% days	8.4%	6.0%	11.8%	12.4%	8.4%	5.8%	6.0%	8.9%	Asian	100.0%	100.0%	100.0%
<80% days	41.0%	10.1%	14.5%	23.9%	41.0%	9.5%	10.1%	11.4%	White	100.0%	100.0%	80.0%

Comprehensive Plan: Strategies and Action Steps				
Evidence Based Strategy #1:				
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)				

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 41% of 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.
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 93% of students will have zero out-of-school suspensions (100% of K-2 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
Students will report increased levels of belonging, have improved attendance rates, and have fewer behavioral incidents.	Revisit Community Meeting calendar and Student Well-Being Survey Results monthly, revise as needed, and share insights during MTSS meetings. Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers via the counselors.

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour. Include time for teachers to share practices as well.	8/23/2021	8/30/2021	Adam Bergevin (Counselor), Freda Washington (Climate Manager)	Community Meeting Training Module	Y
	Create a quarterly calendar of Community Meeting topics and resources.	8/23/2021	8/30/2021	Principal, Jacob White (Dean), Adam Bergevin (Counselor), Freda Washington (Climate Manager)	Calendar/ resources provided by the Office of School Climate & Culture, Also consider using materials from Second Step	N
	Students take Student-Well Being Survey monthly during Community Meeting Time.	9/1/2021	6/30/2022	Classroom Teachers	Student-Well Being Survey	N
	Revisit Community Meeting calendar and Student Well-Being Survey Results monthly, revise as needed, and share insights during MTSS meetings.	9/1/2021	6/30/2022	Principal, Jacob White (Dean), Adam Bergevin (Counselor), Freda Washington (Climate Manager)		N
	Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers via the counselors.	11/1/2021	6/30/2022	STEP Team and Counselors, Adam Bergevin (Counselor)	Observations Note Catcher	N
	Design master schedule so that each day begins with a 30 minute community meeting.	6/1/2021	8/23/2021	Principal TBD	Master Schedule	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 41% of 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.
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 93% of students will have zero out-of-school suspensions (100% of K-2 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
Students will report increased levels of belonging, have improved attendance rates, and have fewer behavioral incidents.	Conduct monthly TIPS meetings to review data and discuss individual student needs. Complete annual Tiered Fidelity Inventory and self-assessment survey.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Confirm membership of PBIS team including making sure that there is instructional support, climate support, parent/ guardian, and student representation.	9/30/21	9/30/21	Principal TBD		N
Create a school-wide calendar of incentives (i.e weekly. monthly, quarterly, etc.)	9/1/21	9/1/21	Adam Bergevin (Counselor)	Calendar	N
Schedule time for PBIS staff training boosters throughout the year	9/1/2021	6/30/2022	Principal TBD, Rachel Clarke (SBTL), and PBIS Team		Y
All staff participate in PBIS professional development during the summer reoganization week. Topics to cover include: review behavior flowchart, behavior expectations, problem behavior definitions, explicitly teaching behavioral expectations, behavior specific praise, praise ratios, culturall responsive PBIS, trauma informed practices, minor and major entry forms into SIS, and tangible reenforcements.	8/23/2021	8/30/2021	Rachel Clarke (SBTL), Adam Bergevin (Counselor), Jacob White (Dean of Students), Dianhe Johnson (Counselor), Principal TBD	PBIS Training Materials, Time During Re-Org	Y
Develop strategies to incorporate family & community voice and involvement	9/30/21	6/30/2022	PBIS Team and Anne McKendry (District PBIS Coach)		N
Development of at least monthly Team Initiated Problem Solving meetings. Incorporate data checks into TIPs meeting.	9/30/21	6/30/2022	Jacob White (Dean of Students), Adam Bergevin (Counselor)	School-level data and individual level climate data (ODRs, attendance, etc.)	N
Complete annual Tiered Fidelity Inventory	4/1/22	6/30/2022	PBIS Team and Anne McKendry (District PBIS Coach)	TFI	N
Designate time & complete the self-assessment survey	4/1/22	6/30/2022	PBIS Team and Anne McKendry (District PBIS Coach)	Self-Assessment survey	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Schoolwide Youth Voice & Leadership Initiatives (Focus: Tier I Supplemental Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 41% of 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.
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 93% of students will have zero out-of-school suspensions (100% of K-2 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
Students will report greater levels of belonging, empowerment, and connectedness	Youth Voice group will progress monitor on initiatives, group goals, and more at monthly meetings

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train school leadership on Youth Voice & Leadership Initiatives	8/23/2021	8/30/2021	Principal TBD	District Training	Y
Identify Youth Voice adult sponsor	9/1/2021	9/15/2021	Principal TBD		N
Train school staff on Youth Voice & Leadership Initiatives	10/1/2021	10/31/2021	Youth Voice and Leadership Adult Sponsor		Y
Recruit & create a diverse student advisory	11/1/2021	11/30/2021	Youth Voice and Leadership Adult Sponsor		N
Establish a team meeting schedule for student advisory team and sponsor (at least monthly)	12/1/2021	6/30/2022	Youth Voice and Leadership Adult Sponsor		N
Identify key Youth Voice goals, purpose of Youth Voice/ Student Gov't group, expectations for students.	12/1/2021	12/20/2021	Youth Voice and Leadership Adult Sponsor and Student Group		N
Progress monitor on initiatives & goals	11/1/2021	6/30/2022	Youth Voice and Leadership Adult Sponsor and Student Group		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Common Planning Time (Focus: Tier I Academics)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	The schoolwide ELA PSSA proficiency rate hovered between 13% and 16% from 16-17 to 18-19 (below the district average) because Common Planning Time was not focused on content and pedagogy and teacher's lesson plans reflected this lack of focus.	At least 17% of grade 3-8 students will score proficient/advanced on the ELA PSSA	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 2	The 3rd grade ELA PSSA proficiency rate hovered between 12% and 15% from 16-17 to 18-19 (below the district average) because there was a lack of purposeful collaborative structures that enabled teachers and administrators to effectively analyze data points and develop action and lesson plans that addressed the identified needs.	At least 18% of grade 3 students will score proficient/advanced on the ELA PSSA	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
Board Goal 3	The schoolwide Math PSSA proficiency rate hovered between 8% and 10% from 16-17 to 18-19 (below the district average) because teachers did not have time to collaborate and develop standards aligned objectives for daily and weekly lesson plans.	At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA	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
Teachers will improve their instructional skills (questioning, data analytics, lesson planning). Lesson quality, rigor, and alignment will improve. Teachers will have the space to cultivate a growth mindset where they have a network of of support and collaboration. Teachers will better address students individual learning needs through their increased instructional capacity.	Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Instructional leadership team has a written vision of common planning time that is in alignment to the BoE and District goals and priorities.	6/1/2021	8/23/2021	Principal TBD and Instructional Leadership Team	Vision for CPT	N
	Communicate the common planning time instructional vision and focus to staff during a summer reorganization PD session.	8/23/2021	8/30/2021	Principal TBD		Y
	Develop a CPT cycle and calendar to include topics such as (1) Collaborative Lesson Planning, (2) Data Analysis, (3) The MTSS Process, (4) Sharing of Best Practices, and (5) Equity Work.	6/1/2021	8/23/2021	Principal TBD and Instructional Leadership Team		N
	Instructional leadership team identies monthly goals for teacher learning (ex. ##% of teachers will regularly have objectives aligned to standards, ##% of teachers will demonstrate adequate wait time after asking questions).	10/1/2021	6/1/2022	Principal TBD and Instructional Leadership Team		N
	Instructional leadership team will monthly identify the protocols and resources to be used during Common Planning Time (ex. Data protocols, instructional rubric, exemplar videos, student work protocols, IPP protocols).	8/23/2021	6/1/2022	Principal TBD and Instructional Leadership Team	Various Protocols and Resources	N
	Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.	10/1/2021	6/30/2022	Principal TBD and Instructional Leadership Team	Some kind of tracker or rolling note-catcher	N
	Teachers participate in intentionally planned CPT sessions every week. <Scheduling logistics TBD upon hiring of new principal>	9/1/2021	6/30/2022	Principal TBD and Instructional Leadership Team		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	The schoolwide ELA PSSA proficiency rate hovered between 13% and 16% from 16-17 to 18-19 (below the district average) because Common Planning Time was not focused on content and pedagogy and teacher's lesson plans reflected this lack of focus.	At least 17% of grade 3-8 students will score proficient/advanced on the ELA PSSA	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 2	The 3rd grade ELA PSSA proficiency rate hovered between 12% and 15% from 16-17 to 18-19 (below the district average) because there was a lack of purposeful collaborative structures that enabled teachers and administrators to effectively analyze data points and develop action and lesson plans that addressed the identified needs.	At least 18% of grade 3 students will score proficient/advanced on the ELA PSSA	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
Board Goal 3	The schoolwide Math PSSA proficiency rate hovered between 8% and 10% from 16-17 to 18-19 (below the district average) because teachers did not have time to collaborate and develop standards aligned objectives for daily and weekly lesson plans.	At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA	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)

Teachers will improve their instructional skills (questioning, data analytics, lesson planning). Lesson quality, rigor, and alignment will improve. Teachers will have the space to cultivate a growth mindset where they have a network of of support and collaboration. Teachers will better address students individual learning needs through their increased instructional capacity.

Monitoring/Evaluation

Assessment data will be analyzed during CPT using SDP data analysis protocols. A schoolwide schedule for progress monitoring & tracking will be updated bi-weekly and monitored by the Schoolwide Leadership Team.

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Teachers will receive PD at the start of the school year around (1) which assessment reports to utilize for identifying class-level learning needs by content, standard, concept, and skill and (2) adjusting instruction based on that class-level data analysis.	8/23/2021	8/30/2021	OCI PLS TBD, Patricia Fussaro (Reading Specialist)		Y
	Engage leaders and staff in professional learning to learn the expectations for implementation of MTSS.	8/23/2021	8/30/2021	Adam Bergevin (Counselor), Diahnne Johnson (Counselor)	Can connect with Network Prevention and Intervention Liasion	Y
	Ensure that all teachers have time to collaborate with the Counselor and special education teachers to ensure that evidence-based strategies are being utilized to reach all learners.	6/1/2021	8/23/2021	Jacob White (Dean of Students), Adam Bergevin (Counselor)	Master Schedule	N
	District assessments will be administered quarterly to identify class-level instructional needs for Math and Reading.	9/1/2021	6/30/2022	Rachel Clarke (School Based Teacher Leader)	District Academic Universal Screener	N
	Assessment data will be analyzed during CPT to (1) identify students in need of instructional support beyond standard Tier 1 instruction, (2) identify concepts, skills, and content that need to be re-enforced/ re-taught, and (3) match student needs with content needs.	9/1/2021	6/30/2022	Rachel Clarke (School Based Teacher Leader), Principal TBD, and Instructional Leadership Team Members, Classroom Teachers	SDP Data Protocols	N
	Teachers will develop plans to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill.	9/1/2021	6/30/2022	Classroom Teachers, Principal TBD		N
	Teachers will receive PD around implementing data-driven small group instruction and subsequently be expected to implement SGI in their classrooms. Small group instruction/blended learning will be (1) driven by data with student grouping being refreshed on a monthly basis, (2) included in all lesson plans, (3) implemented in learning blocks on a daily basis, and (4) tiered so that students with greater instructional needs will receive more intensive interventions.	9/1/2021	6/30/2022	OCI PLS TBD, Cathryn Anderson (Network Professional Learning Specialist)		Y
	A schoolwide schedule for progress monitoring & tracking will be updated bi-weekly and monitored by the Schoolwide Leadership Team.	9/1/2021	6/30/2022	Principal TBD and Other Members of Instructional Leadership Team		N

General George G. Meade School [4570] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 17% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% 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 17% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 18% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 18% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3	At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 1% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 41% of all students will attend school 95% of days or more	At least 41% of all students will attend school 95% of days or more in Q1.	At least 41% of all students will attend school 95% of days or more in Q2.	At least 41% of all students will attend school 95% of days or more in Q3.	At least 41% 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 93% of students will have zero out-of-school suspensions	At least 93% of students will have zero out-of-school suspensions in Q1.	At least 93% of students will have zero out-of-school suspensions in Q2.	At least 93% of students will have zero out-of-school suspensions in Q3.	At least 93% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
(ADDITIONAL GOAL)	At least 17% of grade 3-8 Black students will score proficient/advanced on the ELA PSSA	At least 17% of Black students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% of Black 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% of Black students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 17% of Black 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
(ADDITIONAL GOAL)	At least 15% of grade 3-8 Black students will score proficient/advanced on the Math PSSA	At least 15% of Black students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 15% of Black students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 15% of Black students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 15% of Black 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?				