

<b>THE SCHOOL DISTRICT OF PHILADELPHIA 2023-2024 School-based Planning Tool</b>		
<b>School Grade Span</b>	00-05	
<b>ULCS Code</b>	5370	
<b>Name of School</b>	John Moffet School	
<b>Learning Network</b>	Network 3	
<b>Assistant Superintendent</b>	Sonya Harrison	
<b>ESSA Federal Designation</b>	TSI	
<b>Admission Type</b>	Neighborhood	
<b>Principal Name</b>	Mr Rodney Johnson	
<b>Planning Team</b>		
<b>Team Member Title</b>	<b>Team Member Name</b>	<b>Organization</b>
<b>Principal</b>	Rodney Johnson	John Moffet
<b>Assistant Principal</b>	N/A	John Moffet
<b>Assistant Principal</b>	N/A	John Moffet
<b>Math Content Specialist/Teacher Leader</b>	Carly Switaj	John Moffet
<b>Literacy Content Specialist/Teacher Leader</b>	Catherine Fredericks	John Moffet
<b>Science Content Specialist/Teacher Leader</b>	Carly Switaj	John Moffet
<b>School-based Climate Leader</b>	N/A	N/A
<b>School-based EL Teacher Leader</b>	Megan Zor	John Moffet
<b>School-based Special Education Leader</b>	Marrissa Almeter	John Moffet
<b>School-based Attendance Designee</b>	Elizabeth Gomez	John Moffet
<b>Star Champion</b>	Ann Murray	John Moffet
<b>Technology Teacher Leader</b>	Mike Demeno	John Moffet
<b>School-based Equity Leader</b>	Megan Zor	John Moffet
<b>Parent</b>	Amy Carnary	John Moffet
<b>Community member</b>	Julia Quintavalle	Norris Square
<b>Planning and Evidence-based Support (PESO) staff</b>	Eshe Price	SDP

**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.)  
How is your school's vision focused on advancing equity?**

Vision

Each child at John Moffet Elementary School will learn to his or her fullest potential. This is a vision communicated to and shared by all stakeholders, including students, parents, teachers, administrators, and the community. A continuous process that involves ongoing monitoring and assessment and modifications as needed of both student work and instructional practices will be employed to maintain this vision and to make it a tangible reality.

## PRIORITY AREAS (Essential Practices)

**Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.**

Essential Practices		Rating	Definition of Rating
<b>Instruction</b>	1	<b>EP01: Align curriculum, assessments, and instruction to the PA Standards</b>	<b>Exemplary</b> Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. Materials and resources are used in all classrooms and programs and continuously revised by educators and support staff to ensure alignment with student needs.
	2	<b>EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based</b>	<b>Exemplary</b> The schedule includes time for collaboration for general education, special education, and ESL educators and paraprofessionals. Use of collaborative planning time is structured and systematically evaluated to ensure it helps all educators continually align and improve their practice.
	3	<b>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</b>	<b>Exemplary</b> A multi-disciplinary team of educators use a systematic, collaborative process to analyze assessment results within and across grade levels. Programs and instruction are consistently adjusted based on the analysis.
	4	<b>EP04: Identify and address individual student learning needs</b>	<b>Emerging</b> Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	<b>EP05: Provide frequent, timely, and systematic feedback and support on instructional practices</b>	<b>Exemplary</b> Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators' instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.
<b>Leadership Development</b>	6	<b>EP06: Foster a culture of high expectations for success for all students, educators, families, and community members</b>	<b>Exemplary</b> The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
	7	<b>EP07: Collectively shape the vision for continuous improvement of teaching and learning</b>	<b>Operational</b> The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	<b>EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school</b>	<b>Exemplary</b> School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision- making and problem-solving and to build their leadership capacities.
	9	<b>EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community</b>	<b>Exemplary</b> The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on changing student needs.
	10	<b>EP10: Continuously monitor implementation of the school improvement plan and adjust as needed</b>	<b>Operational</b> School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.

Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Exemplary	The schoolwide behavior plan includes: <ul style="list-style-type: none"> <li>• 5 or fewer clearly defined, positively-stated expectations;</li> <li>• documented system for teaching behavioral expectations to students on an annual basis;</li> <li>• documented system for rewarding student behavior;</li> <li>• documented system for reporting behavioral violations; and</li> <li>• documented system for collecting, analyzing, and using discipline referral data.</li> </ul> All staff implement the procedures outlined in the schoolwide behavior plan. School leaders monitor implementation using data.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family and Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Exemplary	Strategies to engage families are evident across the school community. Stakeholders are continuously engaged in assessing the needs of students and families, evaluating implementation and outcomes of family engagement strategies, and adjusting family engagement strategies as needed.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Exemplary	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results. School personnel and community partners assess the effectiveness of their relationships on a regular basis to continuously improve opportunities and supports.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process that includes school leaders, educators, and staff using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Exemplary	School leaders, educators and support staff actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom visits, online networks).
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Selected Essential Practice	
<b>Academic Essential Practice #1 (Required)</b>	EP04: Identify and address individual student learning needs
<b>Climate Essential Practice #2 (Required)</b>	EP13: Implement a multi-tiered system of supports for academics and behavior
<b>Additional Practice #3 (Optional)</b>	

## John Moffet School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>- Instructional materials and assessments are aligned to the Common Core Standards.</li> <li>- Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.</li> <li>- IEPs and ELD plans reflect alignment to grade-level standards and curriculum.</li> <li>- The standards-aligned curriculum is delivered with fidelity to all students.</li> <li>- All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Three times a year, students will be assessed in Math using the Star assessments.</li> <li>- Annually, the principal will develop a formal observation schedule.</li> <li>- Quarterly, the principal will develop an informal observation schedule.</li> <li>- Weekly, the ILT will review lesson plans.</li> </ul>

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Rodney Johnson (Principal)	Academic curriculum, Master Schedule	N
Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.	7/1/2023	8/1/2023	Principal	ILT overview and protocols with roles and responsibilities	N
Instructional Leadership Team members participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	7/1/2023	8/18/2023	Principal	PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.	8/1/2023	8/28/2023	Rodney Johnson (Principal)	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) TBD (Math SBTL) Megan Zor (ESOL Manager)	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/29/2023	Rodney Johnson (Principal)	School Schedule, Cornerstone, Academic curriculum	N

Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) TBD (Math SBTL) Megan Zor (ESOL Manager)	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Rodney Johnson (Principal)	Observation schedule, coaching schedule	N
Utilize SDP coaching and feedback model to deliver structured support	9/5/2023	6/14/2024	Principal and Assistant Principal	Look-fors Documents Observation Schedule Observation Protocol Form Coaching Logs	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Rodney Johnson (Principal)	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) TBD (Math SBTL) Megan Zor (ESOL Manager)	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.	9/5/2023	6/14/2024	Teachers	Assessment Calendar Star Assessment Star Reports	N
Monitor the administration of pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) TBD (Math SBTL) Megan Zor (ESOL Manager)	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson TBD (Math SBTL)	PLC Schedule, Student Work	N

Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	9/5/2023	6/14/2024	PLC Facilitators	Math Curriculum Resources	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson TBD (Math SBTL) Megan Zor (ESOL Manager)	PLC Schedule, Student Work	N
Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson TBD (Math SBTL) Megan Zor (ESOL Manager)	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson TBD (Math SBTL) Megan Zor (ESOL Manager)	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Rodney Johnson (Principal)	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) TBD (Math SBTL) Megan Zor (ESOL Manager)	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	Rodney Johnson (Principal)	Meeting schedule	N

## John Moffet School - Comprehensive Plan: Strategies and Action Steps

<b>Evidence Based Strategy:</b>	ELA Framework (Tier I Academics)
<b>Anticipated Outputs (link out to EP Look Fors)</b>	<b>Monitoring/Evaluation</b>
<ul style="list-style-type: none"> <li>- Instructional materials and assessments are aligned to the Common Core Standards.</li> <li>- Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations.</li> <li>- IEPs and ELD plans reflect alignment to grade-level standards and curriculum.</li> <li>- The standards-aligned curriculum is delivered with fidelity to all students.</li> <li>- All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly, students will be assessed in Reading using the Star assessments.</li> <li>- Annually, the principal will develop a formal observation schedule.</li> <li>- Quarterly, the principal will develop an informal observation schedule.</li> <li>- Weekly, the ILT will review lesson plans.</li> </ul>

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 as stated in the Academic Framework.	3/9/2023	9/5/2023	Rodney Johnson (Principal)	Academic Framework, Master Schedule	N
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/1/2023	8/28/2023	Rodney Johnson (Principal)	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Rodney Johnson (Principal)	School Schedule, Cornerstone, Academic Framework	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Rodney Johnson (Principal)	Academic Framework	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Observation schedule, coaching schedule	N
Review lesson plans for alignment to District curriculum, Academic Framework, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Rodney Johnson (Principal)	Academic Framework, lesson plans	N

Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Observation and feedback schedule, Cornerstone, Academic Framework	N
Monitor the administration of pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	PLC Schedule, Student Work	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	PLC Schedule, Student Work	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Master Schedule, Lesson Plans	N

On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Rodney Johnson (Principal)	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic Framework.	10/1/2023	6/14/2024	Instructional Leadership Team Rodney Johnson Elizabeth Gomez (ELA SBTL) Megan Zor (ESOL Manager)	Meeting schedule	N

## John Moffet School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	PBIS - New Schools (Tier I Climate Framework)				
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation				
<ul style="list-style-type: none"> <li>- Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.</li> <li>- Adult-student and student-student interactions are positive, caring, and respectful.</li> <li>- Leadership and staff are provided continuous professional development to develop and sustain PBIS practices.</li> <li>- Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals.</li> <li>- There are clear procedures for reporting and responding to behavioral concerns.</li> <li>- Stakeholders perceive the school as warm, inviting, and safe.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly, school leaders and PBIS team will monitor progress on PBIS Action Step Implementation and make adjustments if necessary to support implementation</li> <li>- Monthly, the MTSS Team will meet and include climate celebrations and concerns as part of the school level data analysis process and may develop an action plan to support climate concerns if prioritized by the MTSS Team</li> <li>- Quarterly, climate data will be reviewed by school leaders and PBIS team, and progress toward meeting Attendance and Zero OSS Goals will be evaluated.</li> </ul>				
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leadership solicits members from the school community (staff, students and families) to build a Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) Team.	7/1/2023	10/1/2023	Rodney Johnson (Principal)	<a href="#">CR-PBIS Team Member List</a>	N
School staff completes the baseline CR-Tiered Fidelity Inventory (TFI).	8/29/2023	10/1/2023	Rodney Johnson (Principal) TBD (Leadership Team) TBD (PBIS Coach)	CR-TFI Assessment	N
School leadership schedules and implements monthly 60-90 minute MTSS Tier 1 meetings for the 23-24 SY	7/1/2023	9/1/2023	Rodney Johnson (Principal)	<a href="#">PBIS Coach, Tier 1 Meeting Implementation Resources</a>	N
School leadership schedules the entire CR-PBIS Team to be released to attend 3 full days of PBIS training	10/1/2023	4/30/2023	Rodney Johnson (Principal)	PBIS Coach, Baseline CR-TFI results	Y
The CR-PBIS Team completes all action plan steps between each day of PBIS training	11/1/2023	4/30/2023	TBD (CR-PBIS Team)	PBIS Products, Surveys	N
The CR-PBIS Team create 3-5 school-wide behavior norms and associated behavior skills with input from students, staff and family (Teaching Matrix)	11/1/2023	4/30/2023	TBD (CR-PBIS Team)	PBIS Products, Surveys	N
The CR-PBIS Team develop formal PBIS/SEL teaching guides for teaching behavior norms	11/1/2023	4/30/2023	TBD (CR-PBIS Team)	PBIS Products, Surveys	N
The CR-PBIS Team create a schoolwide Behavior Management Flowchart	11/1/2023	4/30/2023	TBD (CR-PBIS Team)	PBIS Products, Surveys	N
The CR-PBIS Team create an Acknowledgement Matrix	11/1/2023	4/30/2023	TBD (CR-PBIS Team)	PBIS Products, Surveys	N

The CR-PBIS Team create a PBIS Manual with all permanent products	11/1/2023	4/30/2023	TBD (CR-PBIS Team)	PBIS Products, Surveys	N
School leadership schedules time to solicit input (via surveys, focus groups and interviews) on all PBIS core features and permanent PBIS products from students, staff, and families.	11/1/2023	4/30/2023	Rodney Johnson (Principal) TBD (CR-PBIS Team)	Surveys, Training Action Plans	N
The CR-PBIS Team create school-contextual classroom managed (Non-Code of Conduct/Minors) and office managed behavior definitions (Code of Conduct/ODR)	4/1/2023	5/31/2023	Rodney Johnson (Principal) Climate Lead, Leadership Team, CR-PBIS Team	SDP Code of Conduct	N
School leadership coordinates time for entire CR-PBIS Team to attend 24-25 SY PBIS Kickoff Planning Sessions during the summer of 2024.	4/1/2023	6/9/2023	Principal, CR-PBIS Team, PBIS Coach	Summer Planning Timeline Agenda	N

## John Moffet School - Comprehensive Plan: Strategies and Action Steps

<b>Evidence Based Strategy:</b>	MTSS (Tier I Academics)
<b>Anticipated Outputs (link out to EP Look Fors)</b>	<b>Monitoring/Evaluation</b>
<ul style="list-style-type: none"> <li>- A core MTSS team leads and manages the MTSS for the school.</li> <li>- All students are screened a minimum of three times per year.</li> <li>- The MTSS team systematically monitors attendance, grades, standardized test data, dropout rates, and promotion/graduation rates to identify trends.</li> <li>- School resources and staff are strategically aligned and matched to students needs based on screening and progress monitoring data.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly, team members monitor implementation of the action steps identified in the prior month's MTSS Tier 1 Meeting.</li> <li>- Quarterly, attendance rates, suspension rates, grades, standardized test data, dropout rates, and promotion/graduation rates to identify celebrations and concerns in the data.</li> </ul>

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Establish a MTSS Tier 1 Problem-solving team in accordance with the MTSS Tier 1 guidelines and identify an MTSS Tier 1 Lead	7/1/2023	9/1/2023	Rodney Johnson (Principal)	<a href="#">Team Member Roles and Responsibilities</a>	N
Schedule monthly 60-90 minute MTSS Tier 1 meetings for the entire school year	7/1/2023	9/1/2023	TBD (MTSS Tier 1 Lead)		N
MTSS Tier 1 leads will consult with their PESO associate before the first MTSS Tier 1 meeting to confirm that systems and expectations are clear.	7/1/2023	9/15/2023	TBD (MTSS Tier 1 Lead) Eshe Price (PESO)		N
Select the preferred agenda to use for MTSS Tier I meetings and establish a single online location where agendas will be stored for MTSS Tier 1 meetings	7/1/2023	9/1/2023	TBD (MTSS Tier 1 Lead)	<a href="#">Sample Agendas and Protocols</a>	N
Administer the Star assessment with fidelity during District defined windows	9/5/2023	5/31/2024	Teachers		N
Administer the Student Well-being survey quarterly during District defined windows	9/5/2023	5/31/2024	Teachers		N
1-2 days before each monthly MTSS Tier 1 meeting, team members will identify celebrations and concerns using Monthly Data Snapshots, Qlik, Schoolnet, etc and will communicate those celebrations and concerns to the MTSS Team lead	9/5/2023	6/15/2024	TBD (MTSS Team Members)	Monthly Data Snapshots, MTSS Agenda	N
Monthly, team members collectively identify a precise problem statement based on a concern identified as part of a data review.	9/5/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Monthly, team members collectively identify a root cause in order to develop an action plan to respond to the precise problem statement.	9/5/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Monthly, team members develop a series of action steps in alignment with the concerns identified in the MTSS Tier 1 meeting.	9/5/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Monthly after MTSS Tier 1 Meetings, team members incorporate action steps into PLCs and other professional learning and collaboration spaces.	9/5/2023	6/15/2024	MTSS Team Members		N
Monthly, team members monitor implementation of the action steps identified in the prior month's MTSS Tier 1 Meeting. Modify action steps as needed.	10/1/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N

Monthly, a school leader communicates a short synthesis of the precise problem statement and action steps from the MTSS Tier 1 meeting to school stakeholders.	9/5/2023	6/15/2024	Principal or MTSS Tier 1 Lead		
Two weeks before each MTSS Tier 1 meeting, the MTSS Tier 1 Lead will check in with all stakeholders who had assigned action steps from the previous month's meeting around the status of their action steps.	10/1/2023	6/15/2024	MTSS Tier 1 Lead		N
Invite PESO representative to attend an MTSS Tier I meeting.	10/1/2023	6/15/2024	Rodney Johnson (Principal) TBD (MTSS Tier 1 Lead) Eshe Price (PESO)		N

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 53% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 29% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 41% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 41% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 53% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
Actual Performance							
Met Target?							
GOAL:	Board Goal 2	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 63% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 47% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 55% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 55% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 63% 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:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 37% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 28% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 28% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 37% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
Actual Performance							
Met Target?							
GOAL:	90%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 62% of all students will attend school 90% of days or more	At least 62% of all students will attend school 90% of days or more in Q1	At least 62% of all students will attend school 90% of days or more in Q2	At least 62% of all students will attend school 90% of days or more in Q3	At least 62% of all students will attend school 90% of days or more in Q4
Actual Performance							
Met Target?							
GOAL:	Suspension	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 95% of students will have zero out-of-school suspensions	At least 95% of students will have zero out-of-school suspensions in Q1	At least 95% of students will have zero out-of-school suspensions in Q2	At least 95% 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?							

GOAL:	Board Goal 1	Special Education	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least ___% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Met Target?				
GOAL:	Board Goal 1	Black/African American	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least ___% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Met Target?				
GOAL:	Board Goal 3	Special Education	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least ___% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Met Target?				
GOAL:	Board Goal 3	Black/African American	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least ___% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least ___% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Met Target?				