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

School Grade Span	09-12
ULCS Code	1100
Name of School	William L. Sayre High School
Neighborhood Network	Network 13
Assistant Superintendent	Cheryl Proctor
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	Jamie Eberle
Years as Principal	8
Years as Principal at this School	8

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Jamie Eberle	Sayre HS	jeberle@philasd.org
Additional Leadership Team Representative	Nina Brevard	Sayre HS	nbrevard@philasd.org
Additional Leadership Team Representative	Alia Dickerson	Sayre HS	adickerson@philasd.org
Math Content Specialist/Teacher Leader	Nicole Thuestad	Sayre HS	nthuestad@philasd.org
Literacy Content Specialist/Teacher Leader	Sharlynne Cloud	Sayre HS	swoods@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Dr. Brian Weston	Sayre HS	bweston@philasd.org
Parent	Kia Coleman	SAC Team Member	keecole2003@yahoo.com
Community member	Nancy Winder	Community	nancywinder@gmail.com
Business partner (other than parent or community member)	Joseph Brand	Penn Netter Center	jbrandr@upenn.edu
Student (required for High Schools)	Sa'Fee Booker	Student	7457175
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	Christine Hilferty-Feeney	School District of Philadelphia	ccfeeney@philasd.org
Network Attendance Coach	Shirley Carroll	School District of Philadelphia	scarroll@philasd.org
Network Culture and Climate Coach	Kendra Jenkins	School District of Philadelphia	kjenkins4@philasd.org
Grants Compliance Monitor	Marie Levine	School District of Philadelphia	mlevine@philasd.org
Central Office Talent Partner	Julie Skrocki	School District of Philadelphia	jskrocki@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Melanie Keiper	School District of Philadelphia	mmkeiper@philasd.org
Prevention and Intervention Liaison	James Adams	School District of Philadelphia	jdadams@philasd.org
PBIS Coach (if applicable)	Jason Harrigan	School District of Philadelphia	jharrigan@philasd.org
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	John Papiano	School District of Philadelphia	jpapiano@philasd.org
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Benaline Baluyot	School District of Philadelphia	bbaluyot@philasd.org
EL Point Person	TBD	TBD	TBD

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

Our Vision
William L. Sayre High School provides a safe, nurturing, and supportive learning community, which allows all students to explore their passions and academic interests in order to obtain the skills and knowledge to become lifelong learners and find personal fulfillment and positively impact their communities and the world.

Our Mission
Fueled by the core values of faith, family, integrity/honesty, perseverance, and respect, William L. Sayre High School is committed to preparing all students to become lifelong learners, active citizens and key members of a 21st century, global economy. Through a standards-based curriculum and active partnerships with the community, Sayre will provide a platform to ensure that all students develop the necessary skills to successfully advocate for themselves in order to be successful in their academic and life choices after graduation.

William L. Sayre HS - ADDITIONAL DATA ANALYSIS

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

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2021-21						Fall 2021-2022				
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %
9th	68.0%	6.1%	9.1%	21.2%	63.6%	40	71.0%	7.6%	6.1%	27.3%	59.1%
10th	65.6%	6.1%	9.8%	12.2%	72.0%	37	63.2%	6.8%	10.8%	13.5%	68.9%
11th	63.6%	7.4%	8.8%	10.3%	73.5%	47	59.2%	6.6%	13.1%	18.0%	62.3%
12th	57.8%	10.4%	4.2%	14.6%	70.8%	39	64.6%	9.4%	13.2%	7.5%	69.8%

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

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2021-21						Fall 2021-2022				
	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %
9th	62.9%	16.4%	9.8%	19.7%	54.1%	30	60.2%	21.4%	12.5%	14.3%	51.8%
10th	54.4%	19.1%	5.9%	16.2%	58.8%	39	50.4%	23.7%	11.9%	18.6%	45.8%
11th	70.1%	22.7%	9.3%	14.7%	53.3%	44	68.0%	15.7%	14.3%	18.6%	51.4%
12th	55.4%	13.0%	15.2%	21.7%	50.0%	42	50.0%	9.8%	12.2%	26.8%	51.2%

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2021-21 YTD	2019-20	2018-19	2017-18
95%+ days	37.0%	34.4%	15.6%	13.8%
90-95% days	20.8%	18.3%	17.3%	15.3%
85-90% days	10.7%	11.8%	15.4%	11.2%
80-85% days	8.2%	9.4%	13.2%	10.8%
<80% days	23.2%	26.1%	38.6%	48.9%

Monthly Attendance Snapshots (Click for link to data)

Jan 2022	Jan 2021	March 2021	March 2019
39.0%	34.7%	34.4%	19.6%
19.5%	19.2%	18.3%	21.4%
11.4%	11.8%	11.8%	14.6%
5.9%	9.1%	9.4%	9.5%
24.2%	25.2%	26.1%	34.8%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	87.8%	77.6%	82.5%
Black/Afr Amer	87.1%	77.0%	82.0%
Hispanic/Latino	83.3%	85.7%	100.0%
Asian	100.0%	100.0%	100.0%
White		100.0%	100.0%

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Common Planning Time (Focus: Tier I Academics)	Standards-Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Despite increases in our Keystone proficiency scores, we are still schoolwide off-track for Board Goal 4 because teachers still lack foundational knowledge of grade level material/curriculum aligned to the standards	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 5	We are still in the process of developing a robust CTE program.	CTE students who pass an industry standards-based competency assessment by end of 12th grade will grow from 49.9% in August 2019 to 80.0% in August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
100% of Keystone Content Teachers will have Common Planning Time built into their weekly schedule 75% of ELA and Math lesson plans are meeting the Look Fors aligned to the SDP Literacy and Math Frameworks 75% of ELA and Math lesson delivery is meeting the Look Fors aligned to the SDP Literacy and Math Frameworks At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on planning and delivering grade-level, standards-aligned instruction, and discuss effective instructional practices as evidenced by the CPT rolling agenda	Rolling agendas will be developed and stored for each CPT session. Admin will review monthly. Student progress on Common Assessments will be tracked and monitored during CPT on a monthly basis. On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. Each quarter the ILT will reflect on the policies and structures of CPT through the review of the rolling agendas and revise the structure and policies as

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
The Principal will look at content-area course selection and build common planning time into each teacher's daily schedule. A days will be by content area and B days will be by grade level (or specialty). CPT will focus on areas such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, and aligning specific learning activities to objectives.	8/1/21	8/6/21	Jamie Eberle/Principal	Master Schedule system and course outline	N
Teachers will receive and complete a survey of need so that the Sayre leadership can gain an understanding of what areas teachers need training in and what areas they can provide training in.	8/23/21	8/27/21	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Google form survey	N
The ILT will review the survey data and plan CPT sessions acordingly.	8/23/21	9/3/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Google form survey	N
Teachers will develop lesson plans that include standards-based objectives and their criteria for mastery in alignment with SDP Literacy Framework Look Fors document	8/23/21	6/1/22	TBD/SBTL	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
During CPT, teachers will identify the most critical learning standards for the coming unit	8/23/21	4/30/22	TBD/SBTL	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
During CPT, teachers will identify the explicit and implicit domain skills for those learning standards at the grade and course level	8/23/21	4/30/22	TBD/SBTL	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
During CPT, teachers will align specific learning activities to objectives	8/23/21	6/1/22	TBD/SBTL	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
Pre- and post-test common assessments will be developed and administered to students for each curriculum unit in order to assess student growth and mastery of standards-based objectives. Items will be pulled from a variety of resources, including PDE SAS.	8/31/22	6/1/22	TBD/SBTL	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
During CPT, teachers will complete weekly deliverables, including reflections, Student Work Analysis Protocols, and Data Analysis Protocols, which will be made available to them on Google Classroom.	9/1/21	6/14/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Google Classroom, Student Work Analysis Protocols, and Data Analysis Protocols	N
Teachers will submit lesson plans on a bi-weekly basis.	9/1/21	6/14/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
Lesson plans will be reviewed to check for the presence of grade level standards and alignment between objectives and activities as well as content specific academic language.	9/1/21	6/14/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Google Classroom, Curriculum Engine, Lesson Plans, Quarters at a Glance, SDP Math and Literacy Framework Look Fors Documents	N
The ILT will develop a coaching calendar/cycle to work with all Keystone content teachers.	9/1/21	9/17/21	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Coaching Calendar	N
Special Education teachers will push into weekly Common Planning Time to co-plan with content teachers, with a focus on ensuring that plans contain appropriate scaffolds and differentiation	9/1/21	5/31/22	Laurie Smith-Gonzalez/SPECM and TBD/SBTL	CPT Calendar	Y
The special education liaison will train teachers how to effectively differentiate student work for SPED students	9/1/21	10/31/21	Laurie Smith-Gonzalez/SPECM and TBD/SBTL	PD Calendar	Y

The instructional leadership team will meet to review teacher data and discuss whole staff and individual CPT/coaching priorities for the coming quarter	10/1/21	4/30/21	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Qlik, Schoolnet, STAR, and Intervention Data	N
The ILT will guide teachers on how to use analyze various data sources to create small groups and identify student needs.	10/1/21	4/30/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	DataWise Materials, Assessment Data, Data Analysis Protocols	Y
The ILT and special education liaison will model strategies and provide co-teaching opportunities to teachers they are coaching	10/1/21	11/30/21	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal and Laurie Smtih-Gonzalez, SPECM	Co-teaching PD schedule	Y
The ILT will meet with the leadership team on a weekly basis to review coaching feedback and data trends.	10/1/21	5/31/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	Leadership Team Rolling Agenda	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	School Plan, Routines Agenda	N

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Despite increases in our Keystone proficiency scores, we are still schoolwide off-track for Board Goal 4 because teachers still lack foundational knowledge of grade level material/curriculum aligned to the standards	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
90% of Tier III (Intensive Intervention) students will have an MTSS plan in SIS 85% of Tier III (Intensive Intervention) students will be progress monitored at least once in between quarterly assessment cycles	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

	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 individual student learning needs and how to analyze said reports, (2) how to create tiered groups based on diagnostic reports, (3) how to create instruction plans for those tiered groups, and (4) how to monitor student progress toward addressing identified learning needs.	8/24/21	9/3/22	School Based Teacher Leader	Assessment Platform, PD Calendar	Y
	The district's screening assessment will be administered quarterly.	9/7/21	6/14/22	Math and ELA Teachers	Assessment Calendar, Assessment Platform	N
	Teachers will receive PD around SDP's MTSS expectations, including progress monitoring and creating MTSS plans in SIS	10/15/21	11/30/21	School Based Teacher Leader	PD Calendar, SDP MTSS Guidance	Y
	Assessment results will be analyzed during Common Planning Time to form small instructional groups to identify and address gaps in learning and misconceptions.	10/15/21	4/30/22	Math and ELA Teachers	STAR data and progress monitoring reports	Y
	Quarterly, after analyzing assessment data, students will be assigned to an individualized intervention pathway that provides an explicit instructional focus to meet each student's identified learning needs.	10/20/21	4/30/22	Math and ELA Teachers	Interventions, Student Data	N
	Teachers will create and update MTSS plans in SIS after each cycle of screening and progress monitoring	10/20/21	6/1/22	Math and ELA Teachers	Assessment Data Reports, SIS, SDP MTSS Expectations Document	N
	Tier II and Tier III students will receive intervention support, including through small group and individual support.	10/20/21	5/30/22	School Based Teacher Leaders, teachers	Interventions, Student Data	N
	All teachers will develop standards-aligned reteaching plans - with support from SPED support teachers - based on progress monitoring.	10/20/21	4/30/22	All Teachers and SPECM	SGI teacher plans	Y
	Teachers will monitor the progress of Tier 2 and Tier 3 students at least once a month.	11/1/21	5/31/22	Math and ELA Teachers	Assessment Platform, Data Tracker	N
	During the school year, teachers will receive PD during 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	12/1/21	2/1/22	School Based Teacher Leader	Assessment Data Reports	Y
	The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	School Plan, Routines Agenda	N

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	Even though our 95% attendance rate has increased 4.3 points year over year from 34.7% to 39.0% we still only have 37% of students attending 95+ days of school and there was only a decrease of 1% in students with less than 80% year over year	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.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
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 attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.

	Action Steps	Anticpated Start Date	Anticipated End Date	Lead Person/Position	Materials/ Resources	Action Steps
	Update student demographic information to include address, phone number, parent/guardian, and make sure SIS communication applications are assigned for every student.	8/11/21	8/27/21	Jamie Eberle/Principal	SIS	N
	An attendance team will be created and roles (including as it pertains to the EWIMS-SAIP process) will be outlined	8/23/21	9/3/21	Nina Brevard/Assistant Principal	Attendance Team Protocols	N
	Develop a monthly meeting calendar for the attendance team to meet to plan celebrations and incentives for students with high attendance based on student interest survey results, review and monitor attendance data.	8/23/21	9/3/21	Nina Brevard/Assistant Principal	Calendar	N
	Attendance team will meet to develop an attendance goal matrix (including tardiness and cutting) and to plan around how we will deliver this to students (frequency).	8/23/21	9/3/21	Jada Warfield/Attendance Liaison	Attendance Goal Matrix	N
	The attendance liaison and leadership team will monitor attendance trends weekly and monthly using the EWI Report, SIS, Qlik, and data passport.	8/31/21	6/14/22	Jada Warfield/Attendance Liaison	EWI Report, SIS, Qlik, and Data Passport	N
	Teachers will keep their parent contact log in SIS up to date.	8/31/21	6/14/22	All Teachers	SIS	N
	Random days provide a small incentive for on time arrival	9/1/21	6/11/22	Dr. Brian Weston/Climate Manager	Incentives	N
	There will be a monthly attendance competition between advisories for the highest attendance rate.	9/1/22	5/31/22	Jamie Eberle, Principal and Nina Brevard/Assistant Principal and Alia Dickerson/Assistant Principal	Trophy	N
	Identify students who cut the same class three or more times bi-weekly	9/15/21	3/31/22	Dr. Brian Weston/Climate Manager	Cut Report	N
	Develop a student/parent contract specific to class cuts that focuses on minimizing the number of class cuts via incentivizing the number of days of full attendance. For students identified as having cut the same class three or more times.	9/15/21	3/31/22	Dr. Brian Weston/Climate Manager	Student/Parent Contract	N
	Weekly, students with 3 unexcused absences will receive a C-31 letter in the mail. The attendance liaison will also call home to schedule an SAIP meeting.	9/15/21	4/30/22	Jada Warfield/Attendance Liaison	C-31 Letters, Mailing Supplies, EWI Report	N
	On a weekly basis, students will have an in-school Student Attendance Improvement Conference (SAIC) with parents. During this meeting, an individual plan for support (SAIP) will be written up to get to the root cause of the issue and to develop an intervention plan for overcoming hurdles to regular attendance, tardiness, cuts, behavior, and grades.	10/1/21	5/15/22	Jada Warfield/Attendance Liaison	SAIPs, EWI Report	N
	Students will review grade-level attendance data and participate in attendance celebrations during bi-monthly Town Halls	10/1/21	6/1/22	Jamie Eberle, Principal and Nina Brevard/Assistant Principal and Alia Dickerson/Assistant Principal	Town Hall Schedules	N
	Monthly, provide a deep dive of data to determine the teachers who have the highest and lowest attendance in their classrooms. Through conversations and observations we will determine root causes and establish a best practices toolkit.	10/1/21	1/31/22	Jada Warfield/Attendance Liaison	EWI Report, SIS	N
	If unexcused absence continues for students with SAIPs, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	10/15/21	6/14/22	Jada Warfield/Attendance Liaison	Truancy Referral Paperwork	N
	SAIPs will be progress monitored every 30 days to determine whether interventions are helping students to improve their attendance. If not, tweaks to the SAIP will be made.	11/1/21	5/31/22	Jada Warfield/Attendance Liaison	SAIPs, EWI Report	N
	The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	School Plan, Routines Agenda	N

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps			
Evidence Based Strategy #4:			
PBIS - Currently Implementing (Focus: Tier I Climate Framework)			

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	Even though our 95% attendance rate has increased 4.3 points year over year from 34.7% to 39.0% we still only have 37% of students attending 95+ days of school and there was only a decrease of 1% in students with less than 80% year over year	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.

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	Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need tweaking.

Action Steps	Anticpated Start Date	Anticipated End Date	Lead Person/Position	Materials/ Resources	Action Steps
Create a formal system with a written schedule that is used to teach expexted behaviors directly to students across school setting.	8/17/21	8/21/21	Brian Weston/Climate Manager	Behavior Flow Chart, PBIS Chart	N
Create and share a schoolwide calendar of incentive activities and events.	8/17/21	8/21/21	Brian Weston/Climate Manager	Calendar	N
Design a platfrom to increase community voice	8/17/21	8/21/21	Brian Weston/Climate Manager	Suggestion Tool	N
Create and provide PD on the behavioral flowchart	8/17/21	8/21/21	Brian Weston/Climate Manager	Behavior Flow Chart, PBIS Chart	Y
Schedule, plan and provide a 1-hour training on PBIS problem behavior definitions	8/23/21	8/27/21	Brian Weston/Climate Manager	PD Schedule	Y
Provide professional development on proactive approaches and reports for PBIS	8/23/21	8/27/21	Brian Weston/Climate Manager	PD Schedule	N
Provide professional development on Tier 1 systems	8/23/21	8/27/21	Brian Weston/Climate Manager	PD Schedule	N
Provide on-going professional development on minor forms in SIS	8/23/21	8/27/21	Brian Weston/Climate Manager	PD Schedule	Y
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	Brian Weston/Climate Manager and Climate Support Staff	Deployment Plan	N
Climate Support Staff implement Tier I classroom PBIS procedures, including acknowledging/rewarding students who display positive behaviors	8/31/21	6/14/22	Climate Support Staff	PBIS Manual, PBIS Rewards Tracking System	N
Regularly monitor Tier I data, biweekly report out at leadership, climate, and PBIS meetings	8/31/21	6/14/22	Brian Weston/Climate Manager	Data Systems	N
Climate Support Staff will update lists of students who have earned rewards through exhibiting positive behaviors and will submit referrals for students who are not adhering to Tier I norms and expectations	8/31/21	6/14/22	Brian Weston/Climate Manager	Student tracker	N
Referral data will be reviewed, and small group/one-on-one interventions will be assigned for students who need Tier II and III supports	9/15/21	6/14/22	Brian Weston/Climate Manager	Student conferencing schedules	N
Calendar data meetings 4-times per year with staff	9/30/21	4/30/22	Brian Weston/Climate Manager	Calendar	N
Conduct fidelity check 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 reinforcments	10/1/21	5/31/22	Brian Weston/Climate Manager	Observation Rubrics	N
Behavior plans will be developed for Tier II/III students and entered into SIS	10/1/21	5/31/22	Social Worker	SIS Data, MTSS Plans	N
Leverage external partnerships on a monthly basis to provide further supports for Tier II and Tier III students	10/1/21	5/31/22	Social Worker	SIS Data, MTSS Plans	N
The counselors and social worker will provide Tier II and Tier III small group and one-on-one therapeutic sessions for referred students based on data analysis	10/1/21	5/31/22	Social Worker	Based on Climate Manager needs.	N
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Social Worker	SIS Data, MTSS Plans	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	School Plan, Routines Agenda	N
Schedule time for PBIS staff training boosters throughout the year	12/1/21	2/28/22	Brian Weston/Climate Manager	PD Calendar	Y
Complete annual Tiered Fidelity Inventory	04/01/22	06/01/22	Brian Weston/Climate Manager	Tiered Fidelity Inventory	N
Designate time & complete the self-assessment survey	05/01/22	06/01/22	Brian Weston/Climate Manager	Self-Assessment Survey	N

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:	
9th Grade Academy (Focus: Graduation)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	We are continuing to build our processes and practices to better prepare our students for college and career.	At least _% of students will graduate with their 4-year cohort	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
60% of first-time 9th Graders will be on-track for graduation.	Monitoring intervention tracker (bi-weekly) and use of evaluation of intervention tool. Quarterly, administration will review 9th grade on-track data to determine whether we are on-track to meet our EOY 9th grade on-track goal. Administration will review the grades monitoring tool and grade impact report monthly to determine whether students are in danger of failing courses and to ensure that proper interventions are in place for those

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Develop intervention tracker to monitor interventions being used and progress	8/23/21	9/30/21	Alia Dickerson/Assistant Principal	Intervention tracker, SIS gradebook	N
Train teachers on the intervention tracker and GMT	8/23/21	9/30/21	Alia Dickerson/Assistant Principal	Intervention tracker, GMT, and SchoolNet	Y
Provide staff with professional development on intervention, Grade Impact Report, and GMT	8/23/21	9/30/21	Alia Dickerson/Assistant Principal	PRIMS book, Intervention strategy menu	Y
Develop evaluation of interventions tool with PAI for continuous use	8/31/22	9/30/21	Alia Dickerson/Assistant Principal	Evaluation tool	N
Teachers will have a weekly data meetings to discuss student data and/or progress with interventions being implemented	8/31/22	6/1/22	Alia Dickerson/Assistant Principal	Intervention tracker, SIS, GMT, and Intervention strategy menu	N
Admins will pull the Grade Impact Report for the SBTL monthly to review during 9th Grade Academy meetings	9/30/21	6/1/22	Alia Dickerson/Assistant Principal	Grade impact report, SIS	N
Coordinate a review with teachers on the information within the Grade Impact Report on a monthly basis	9/30/21	6/1/22	Alia Dickerson/Assistant Principal	Grade impact report, SIS	N
Use findings from the Grade Impact Report to align on common grading practices as a team	9/30/21	6/1/22	Alia Dickerson/Assistant Principal	Grade impact report, SIS, Grading policy, SDP grading guidlines	N
Build understanding of the impact of assignments, their weights, and teacher grading methodology on student grades during CPT	9/30/21	6/1/22	Alia Dickerson/Assistant Principal	Grade impact report, SIS, Grading policy, SDP grading guidlines	Y
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Alia Dickerson/Assistant Principal	School Plan, Routines Agenda	N

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps	
Evidence Based Strategy #6:	
Check & Reflect (Focus: Graduation)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	We are continuing to build our processes and practices to better prepare our students for college and career.	At least _% of students will graduate with their 4-year cohort	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Board Goal 4	Despite increases in our Keystone proficiency scores, we are still schoolwide off-track for Board Goal 4 because teachers still lack foundational knowledge of grade level material/curriculum aligned to the standards	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 5	We are still in the process of developing a robust CTE program.	CTE students who pass an industry standards-based competency assessment by end of 12th grade will grow from 49.9% in August 2019 to 80.0% in August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
70% of students will complete at least one Check & Reflect per quarter.	The leadership team will review completed Check and Reflect forms on a monthly basis to ensure this process is being completed. Quarterly, administration will review 9th and 12th grade on-track data to determine whether we are on-track to meet our EOY 9th and 12th grade on-track goal. 10th and 11th grade on-track data will also be reviewed during this time.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Conduct a credit audit to ensure that all students are receiving the classes they need to be on-track to graduate	8/1/21	8/27/21	Jamie Eberle/Principal and Alia Dickerson/Assistant Principal	Credit Audit Spreadsheet	N
Schedule students' advisory to be pure grade level	8/1/21	8/27/21	Jamie Eberle/Principal	SIS	N
Create master schedule and assign teachers to advisories, common planning, and data meetings	8/1/21	8/27/21	Jamie Eberle/Principal and Alia Dickerson/Assistant Principal	Master schedule, SIS, CPT Schedule	N
Prepare key start of the school year materials, including welcome "on-track" letter for 9th and 12th graders, student & family portal stepper, 9th grade orientation, and 12th grade "start off to send off" meeting information	8/1/21	8/27/21	Alia Dickerson and Nina Brevard, Assistant Principals	Letters	N
Review school-wide grading policy with teachers at the start of the year to improve consistency with grading	8/23/21	8/27/21	Jamie Eberle/Principal and Alia Dickerson/Assistant Principal	Grading Policy Document, SDP Grading Guidelines	N
Provide professional development around credit attainment, credit profiles, and credit audits	8/23/21	9/30/21	Alia Dickerson and Nina Brevard/Assistant Principals	Credit Profiles, SIS	Y
Professional development for teachers around advisory protocols (A-day VS. B-day) and using the Check & Reflect and other college and career readiness tools	8/23/21	9/30/21	Alia Dickerson and Nina Brevard/Assistant Principals	Check and Reflect, College and Career Resources	Y
Hold a town hall for all students to go over credit profiles	8/31/21	9/30/21	Alia Dickerson and Nina Brevard/Assistant Principals and Counselors	Credit Profiles, Student Portal	N
Develop a Check & Reflect refresher for students to become familiar with the document and how do they follow-up (next steps)	9/15/21	10/1/21	Alia Dickerson and Nina Brevard/Assistant Principals	Check and Reflect, Student Portal	N
Print and distribute Check & Reflect to advisory teachers for A-day (9th grade: bi-weekly, 10th-12th grade: monthly)	10/1/21	6/3/2022	Alia Dickerson and Nina Brevard/Assistant Principals	Check and Reflect	N
Professional development for teachers around advisory protocols (A-day VS. B-day) and using the Check & Reflect and other college and career readiness tools	10/1/21	11/30/21	Alia Dickerson and Nina Brevard/Assistant Principals	Check and Reflect, College and Career Resources	Y
Develop mid-year on-track transition program	1/21/22	2/11/22	Jamie Eberle/Principal	SIS	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Jamie Eberle/Principal, Nina Brevard/Assistant Principal, and Alia Dickerson/Assistant Principal	School Plan, Routines Agenda	N

William L. Sayre HS - Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #7:					
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 3	After over a year spent outside of our building we need to re-acclimate students to in person learning and support them with traumas they've experienced/are experiencing outside of school.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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

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

95% ATTENDANCE GOAL

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **45%** of all students will attend school 95% of days or more	At least 60% of all students will attend school 95% of days or more in Q1.	At least 55% of all students will attend school 95% of days or more in Q2.	At least 50% of all students will attend school 95% of days or more in Q3.	At least 45% of all students will attend school 95% of days or more in Q4.
Actual Performance				
Met Target?				

90% ATTENDANCE GOAL

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **74%** of all students will attend school 90% of days or more	At least 83% of all students will attend school 90% of days or more in Q1.	At least 80% of all students will attend school 90% of days or more in Q2.	At least 77% of all students will attend school 90% of days or more in Q3.	At least 74% of all students will attend school 90% of days or more in Q4.
Actual Performance				
Met Target?				

ZERO SUSPENSION GOAL

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **92%** 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 96% of students will have zero out-of-school suspensions in Q2.	At least 94% of students will have zero out-of-school suspensions in Q3.	At least 92% of students will have zero out-of-school suspensions in Q4.
Actual Performance				
Met Target?				

GRADUATION GOAL

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **78%** of students will graduate with their 4-year cohort	At least 63% of 12th grade students will be on-track for graduation in Q1.	At least 68% of 12th grade students will be on-track for graduation in Q2.	At least 73% of 12th grade students will be on-track for graduation in Q3.	At least 78% of 12th grade students will be on-track for graduation in Q4.
Actual Performance				
Met Target?				

BOARD GOAL 4

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **16%** of students will score proficient on the Algebra Keystones	At least 9% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q1	At least 11% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q2	At least 13% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q3	At least 16% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q4
Actual Performance				
Met Target?				

BOARD GOAL 4

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **25%** of students will score proficient on the Literature Keystones	At least 16% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 19% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 22% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 25% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q4
Actual Performance				
Met Target?				

BOARD GOAL 4

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least **18%** of students will score proficient on the Biology Keystones	At least 9% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q1	At least 12% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q2	At least 15% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q3	At least 18% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q4
Actual Performance				
Met Target?				

(ADDITIONAL GOAL)

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Actual Performance				
Met Target?				