

**CATHARINE JOSEPH SCH**  
6600 Chester Ave  
CSI School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

Mission Create a rich experience in the classroom that provides a solid foundation for independent learning. Develop positive relationships with students to build respectful and responsible young people. Foster a safe environment so that all of our students can learn and grow in a positive atmosphere. Build a community between home and school. Vision The Catharine School vision is to prepare our students to be respectful, responsible students ready to succeed in school and progress to higher levels of academic excellence.

**STEERING COMMITTEE**

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Lisa Wilmer	Principal	Catharine
Victor Hunter	Assistant Principal	Catharine
Emilie Burton	Math Specialist	Catharine
Jenn Shaw	Literacy Specialist	Children's Literacy Initiative
Michelle Johnson	School Climate Representative	Catharine
Stephanie Taylor	Community Member	Catharine
Ashley Toborowski	Special Education Case Manager	Catharine
Joe Taylor	School Planning	School District of Philadelphia
Kesha Hines	Attendance Coach	School District of Philadelphia
Dianna Phelps	Climate and Culture Coach	School District of Philadelphia
Valbonna Parlaku	Grants Compliance Monitor	School District of Philadelphia
Andretta Starks	Talent Specialist	School District of Philadelphia
Megan Conley	Network Early Literacy Director	School District of Philadelphia
Patricia Ayres	Professional Learning Specialist	School District of Philadelphia
Cynthia Van Otoo	Prevention and Intervention Specialist	School District of Philadelphia

**ESTABLISHED PRIORITIES**

Priority Statement	Outcome Category
In order to identify and address individual student learning needs teachers need to receive continuous PD around how to differentiate for ELLs	Early Literacy Mathematics English Language Arts
We need to implement a multi-tiered system of supports for behavior that includes trauma-informed training for our teachers and staff	Regular Attendance School climate and culture Career Standards Benchmark

**ACTION PLAN AND STEPS**

Evidence-based Strategy				
Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 <a href="https://www.evidenceforpa.org/strategies/1">https://www.evidenceforpa.org/strategies/1</a>				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
95% Attendance Goal	At least 52% of students will attend school 95% of days or more.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Train attendance team in the SAIP process	2020-08-24 - 2020-08-28	Kesha Hines/Attendance Coach	EWI Reports, SAIP Template, Support from Kesha Hines (SDP Attendance Coach)	
Train teachers in their role in implementing the school's attendance plan	2020-08-24 - 2020-08-28	Counselor	EWI Reports, SAIP Template, Parent Contact Log, Support from Kesha Hines (SDP Attendance Coach) The counselor is funded through CSI funds - \$122,900 Rationale for funding - If a counselor is dedicated to supporting schoolwide attendance initiatives, teachers and students will be supported more in consistently and proactively intervening when attendance declines.	
Students with 3+ unexcused absences will receive a C-31 letter	2020-09-07 - 2021-06-11	SISL	C-31 Letters, EWI Report	
The attendance team will schedule meetings with the parents of students with 6+ unexcused absences. During these meetings an SAIP will be written to identify barriers to attendance and develop interventions to eliminate absences.	2020-09-14 - 2021-06-11	SISL	SAIP Template, EWI Report	
The attendance team will progress monitor SAIPs every 30 days	2020-10-01 - 2021-06-11	Counselor	SAIPs, EWI Report	
Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	2020-08-31 - 2021-06-11	Counselor	Truancy Paperwork, SAIPs, EWI Report, Support from Kesha Hines (SDP Attendance Coach)	
Schedule attendance team meetings, during which attendance data/initiatives will be reviewed	2020-08-24 - 2020-08-28	SISL	Calendar	
Anticipated Outcome				
All students with 6+ unexcused absences will have an SAIP in place				
Monitoring/Evaluation				
The attendance team will progress monitor SAIPs every 30 days				

Evidence-based Strategy				
Early Warning Intervention and Monitoring System for behavior - Tier 2 <a href="https://www.evidenceforpa.org/strategies/1">https://www.evidenceforpa.org/strategies/1</a>				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
Zero OSS	At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	2020-08-17 - 2020-08-28	Victor Hunter/Assistant Principal	Calendar	
Establish clear roles and responsibilities for oversight and implementation of universal screener	2020-08-24 - 2020-08-28	Counselor	Organizational Chart	
Train teachers and staff in how to implement the universal screener	2020-08-24 - 2020-08-28	Ms. Bryant/Counselor	Universal Screener Materials, Support from Cynthia Van Otoo (SDP Prevention and Intervention Specialist) and Dianna Phelps (SDP Climate and Culture Coach)	
Teachers will administer the universal screener	2020-08-31 -	Rachel Oren/TTL	Universal Screener, Computers	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
across all classrooms	2020-09-30	(Tech support) and Ms. Bryant/Counselor (Monitoring implementation)	
Create a plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III based on data from the universal screener.	2020-10-01 - 2020-10-30	Ms. Bryant/Counselor and Mrs. O'Connor/MTSS Lead	SIS, Universal Screener
The counselor will review referral data and MTSS plans monthly to determine which students need Tier II/III interventions and which students are ready to be exited	2020-10-30 - 2021-06-11	Ms. Bryant/Counselor and Mrs. O'Connor/MTSS Lead	Student referrals, intervention data, team agendas/protocols
School climate staff will be deployed throughout the building to ensure that positive, Tier 1 behavioral norms are reinforced throughout the building.	2020-08-31 - 2021-06-11	School climate support staff	3 Hour Climate Staff Position Funded Through CSI Funds: \$13,200 4 Hour Climate Staff Position Funded Through CSI Funds (3x\$17,400): \$52,200 5 Hour Climate Staff Position Funded Through CSI Funds: \$28,200 Rationale: Climate support staff will aid in our schoolwide implementation of behavioral norms, in building relationships with students, and supporting climate initiatives.

#### Anticipated Outcome

100% of students will complete the universal screener

#### Monitoring/Evaluation

The counselor will monitor universal screener data to ensure that all students have completed The counselor will review referral data and MTSS plans monthly to determine which students need Tier II/III interventions and which students are ready to be exited

#### Evidence-based Strategy

Check In/Check Out (Check, Connect, and Expect) - Tier 3 <https://www.evidenceforessa.org/programs/social-emotional/check-connect-and-expect>

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish clear roles and responsibilities for oversight and implementation of Check In/Check Out	2020-08-24 - 2020-09-18	Michelle Johnson/Dean of Students	Support from Dianna Phelps (SDP Climate and Culture Coach), Check In/Check Out forms
Train intervention providers in Check In/Check Out	2020-08-24 - 2020-09-11	Michelle Johnson/Dean of Students	Support from Dianna Phelps (SDP Climate and Culture Coach), Check In/Check Out forms
Train teachers in their role in Check In/Check Out	2020-09-14 - 2020-09-25	Michelle Johnson/Dean of Students	Support from Dianna Phelps (SDP Climate and Culture Coach), Check In/Check Out forms
Monitor and review key data and process for monitoring implementation of Check In/Check Out	2020-10-01 - 2021-06-11	Michelle Johnson/Dean of Students and Victor Hunter/Assistant Principal	Support from Dianna Phelps (SDP Climate and Culture Coach), Check In/Check Out forms

#### Anticipated Outcome

There will be a reduction in disciplinary referrals year over year Students will develop improved conflict resolution skills There will be more student engagement in classrooms and fewer disruptions

#### Monitoring/Evaluation

The assistant principal and the dean of students will monitor Check In/Check Out data monthly using a school-based tracker Quarterly, suspension data will be reviewed using QlikBAM to determine whether we are on-track to meet our end of year Zero OSS goal

#### Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making- Tier 3 [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Goal	At least 50% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math PSSA Goal	At least 20% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
ELA PSSA Goal	At least 35% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule Common Planning Time within all teacher rosters	2020-08-17 - 2020-08-31	Lisa Wilmer/Principal	Teacher Schedules
ESOL and Special Education teachers will be included in Common Planning Time meetings so that they can partake in co-planning	2020-08-31 - 2021-06-11	Lisa Wilmer/Principal	Teacher Schedules The ESOL Specialist Position is funded through CSI funds - \$122,900 Rationale for funding - ESOL specialists will work with general education teachers to ensure that all teachers are monitoring students' progress towards their language proficiency goals and making adjustments accordingly.
Create a calendar for Common Planning Time	2020-08-24 -	Emilie	Calendar The SBTL position is funded through CSI funds - \$122,900 Rationale for funding - The SBTL will

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
that includes opportunities for professional development during CPT	2020-09-30	Burton/School Based Teacher Leader and Jenn Shaw/Early Literacy Specialist	ensure that there are ongoing opportunities for PD so that teachers can build their capacity for raising student achievement.
Teachers will have opportunities to analyze data from AIMSweb, STAR, formative assessments, student work, etc. in order to make adjustments to their instructional practices.	2020-08-31 - 2021-06-11	Emilie Burton/School Based Teacher Leader and Jenn Shaw/Early Literacy Specialist	District Data Analysis Protocols
Common planning time will also include opportunities for teachers to share lesson planning ideas with each other, adapt curricula together, and reflect on successes and challenges of implementing grade-level instruction.	-	All teachers	Instructional Materials Funded Through CSI Funds: \$3,430 Rationale: Purchasing supplementary instructional materials will provide our teachers with more resources to provide on grade level instruction. Book Trust funded through CSI Funds: \$6,000 Rationale: When there is a more robust library, students will have greater access to independent reading materials that are on-level and high interest, and teachers will have more books to integrate into their lesson planning, which will support students' growth as readers.

#### Anticipated Outcome

A CPT calendar and rolling agenda will be created and consistently updated to help organize how this time is used

#### Monitoring/Evaluation

The CPT calendar and rolling agenda will be monitored by the instructional leadership team monthly

#### Evidence-based Strategy

Small Group Instruction - Tier 2 [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost\\_pg\\_072109.pdf#page=30](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30)[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost\\_pg\\_072109.pdf#page=30](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30)

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers on i-Ready for effective use as a tool for small group instruction.	2020-08-24 - 2020-08-28	Mrs. O'Connor/MTSS Lead and Emilie Burton/School Based Teacher Leader	iReady
Review i-Ready data in weekly CPT to monitor student usage and performance	2020-10-01 - 2021-06-11	Mrs. O'Connor/MTSS Lead and Emilie Burton/School Based Teacher Leader	iReady Data Reports
Teachers will review baseline iReady and STAR data to gauge each student's individual levels of mastery in light of school ending abruptly in March 2020	2020-10-01 - 2020-10-16	Mrs. O'Connor/MTSS Lead and Emilie Burton/School Based Teacher Leader	iReady Data Reports, STAR
Teachers will use iReady data to identify strategies and interventions for struggling students in small groups	2020-10-01 - 2021-06-11	Mrs. O'Connor/MTSS Lead and Emilie Burton/School Based Teacher Leader	iReady Data Reports, STAR
Teachers will create an iReady station during math and literacy blocks so that students are successfully passing lessons in iReady and have opportunities for small group instruction	2020-10-01 - 2021-06-11	Mrs. O'Connor/MTSS Lead and Emilie Burton/School Based Teacher Leader	iReady, Chromebooks

#### Anticipated Outcome

Students will successfully pass a specific number of iReady lessons each week (target dependent on grade-level and student)

#### Monitoring/Evaluation

Teachers will review baseline iReady and STAR data to gauge each student's individual levels of mastery in light of school ending abruptly in March 2020 Teachers will review iReady data during common planning time each week.

#### Evidence-based Strategy

Content-Focused Coaching - Tier 3 <https://www.evidenceforessa.org/programs/reading/content-focused-coaching-whole-class>

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Coaches and administration will review all available information about returning teachers' performance and areas for growth and improvement (as well as strengths) in preparation for providing guidance to coaches, and to establish a baseline for setting year-end and interim goals.	2020-08-31 - 2020-10-30	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	Evaluation Data, Student Data, Observation Rubrics
Walkthroughs will be conducted at the start of the year to gather information about new teachers performance and areas for growth and improvement (as well as strengths) in preparation for providing guidance to coaches, and to establish a baseline for setting year-end and interim goals.	2020-08-31 - 2020-10-30	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	Observation Rubrics
Coaches will conduct visits with teachers (agenda and timeline dependent on each teacher's needs) consisting of a visit to the teacher's classroom of under 30 minutes, and pre and post-visit meetings of 10-15 minutes. The agenda for these will be based on guidance from the administration. Coaches will maintain records of these visits in the shared Google Doc.	2020-08-31 - 2021-06-11	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	Observation Rubrics, Google Doc
Trends derived from the coaching experience that are related to instructional areas of growth will be used to inform staff professional development on instructional practices.	-	Lisa Wilmer/Principal and Victor Hunter/Assistant Principal	Ongoing PD Purchased Through CSI Funds: \$8,500 Rationale: Ongoing PD will be provided to assist teachers in a variety of areas, including data analysis, small group instruction, and standards-aligned instruction.

**Anticipated Outcome**

Teachers instructional capacity will improve in specified focus areas as determined by gains in Danielson scores and improvement in student performance

**Monitoring/Evaluation**

Rolling coaching agendas will be maintained and reviewed on monthly basis to ensure that action items are being addressed



**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 52% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 <a href="https://www.evidenceforpa.org/strategies/1">https://www.evidenceforpa.org/strategies/1</a>	Train attendance team in the SAIP process	08/24/2020 - 08/28/2020

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At least 52% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 <a href="https://www.evidenceforpa.org/strategies/1">https://www.evidenceforpa.org/strategies/1</a>	Train teachers in their role in implementing the school's attendance plan	08/24/2020 - 08/28/2020



**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 52% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 <a href="https://www.evidenceforpa.org/strategies/1">https://www.evidenceforpa.org/strategies/1</a>	Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	08/31/2020 - 06/11/2021

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Early Warning Intervention and Monitoring System for behavior - Tier 2 <a href="https://www.evidenceforpa.org/strategies/1">https://www.evidenceforpa.org/strategies/1</a>	Train teachers and staff in how to implement the universal screener	08/24/2020 - 08/28/2020

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions), (Zero OSS)	Check In/Check Out (Check, Connect, and Expect) - Tier 3 <a href="https://www.evidenceforessa.org/programs/social-emotional/check-connect-and-expect">https://www.evidenceforessa.org/programs/social-emotional/check-connect-and-expect</a>	Train intervention providers in Check In/Check Out	08/24/2020 - 09/11/2020

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At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions), (Zero OSS)	Check In/Check Out (Check, Connect, and Expect) - Tier 3 <a href="https://www.evidenceforessa.org/programs/social-emotional/check-connect-and-expect">https://www.evidenceforessa.org/programs/social-emotional/check-connect-and-expect</a>	Train teachers in their role in Check In/Check Out	09/14/2020 - 09/25/2020

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 50% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Goal)	Using Student Achievement Data to Support Instructional Decision Making- Tier 3 <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</a>	Create a calendar for Common	08/24/2020 -
At least 20% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal)		Planning Time that includes opportunities for professional development during CPT	09/30/2020
At least 35% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA Goal)			

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 50% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Goal)</p>	<p>Small Group Instruction - Tier 2  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30</a>  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30</a></p>	<p>Train teachers on i-Ready for effective use as a tool for small group instruction.</p>	<p>08/24/2020 - 08/28/2020</p>
<p>At least 20% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal)</p>			
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<p>At least 50% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Goal)</p>	<p>Content-Focused Coaching - Tier 3  <a href="https://www.evidenceforessa.org/programs/reading/content-focused-coaching-whole-class">https://www.evidenceforessa.org/programs/reading/content-focused-coaching-whole-class</a></p>	<p>Coaches will conduct visits with teachers (agenda and timeline dependent on each teacher's needs) consisting of a visit to the teacher's classroom of under 30 minutes, and pre and post-visit meetings of 10-15 minutes. The agenda for these will be based on guidance from the administration. Coaches will maintain records of these visits in the shared Google Doc.</p>	<p>08/31/2020 - 06/11/2021</p>
<p>At least 20% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal)</p>			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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At least 20% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal)			
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