Profile and Plan Essentials

School		AUN/Branch
Girard Stephen Sch		126515001
Address 1		
1800 Snyder Ave		
Address 2		

City	State	Zip Code
Philadelphia	PA	19145
Chief School Administrator		**Chief School Administrator Email**
Dr Tony B Watlington Sr		superintendent@philasd.org
Principal Name		
Elizabeth Walls		
Principal Email		
eawalls@philasd.org		
Principal Phone Number		**Principal Extension**
(215) 400-8180		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Sean Carr		scarr@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Elizabeth Walls	Principal	Stephen Girard	eawalls@philasd.org
Michelle Dangler	Teacher	Stephen Girard	mdangler@philasd.org
Jerome McCalla	Other	Stephen Girard	jmccalla@philasd.org
Shinese Frisby	Parent	Stephen Girard	shinesef23@yahoo.com
Sean Carr	District Level Leaders	Planning and Evidence-Based Supports	scarr@philasd.org
Susan Bunch	Teacher	Stephen Girard	shbunch@philasd.org
Dr. Tony Watlington	Chief School Administrator	The School District of Philadelphia	superintendent@philasd.org
Maria Yanga	Teacher	Stephen Girard	mcyanga@philasd.org
Heather Divine	Teacher	Stephen Girard	hnatale@philasd.org
Erika Dajevskis	Other	Stephen Girard	edajevskis@philasd.org
Tamika Washington	Other	Stephen Girard	tawashington@philasd.org
Jill Pease	Teacher	Stephen Girard	japease@philasd.org
Monty Yellock	Teacher	Stephen Girard	mcyellock@philasd.org
Tyrique Glasgow	Community Member	Young Chances Foundation	youngchancesfoundation@gmail.com

Vision for Learning

Vision for Learning

Teachers and students grow as learners to foster student achievement and support students as active participants in the process of learning by doing. School leadership is active and visible in supporting teachers in implementing challenging instructional practices. Families are treated with a customer service orientation which assumes that all families have the best intentions when addressing the needs of their children.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**True** 1	**True** 2	**True** 3	**True** 4	**False** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - Science	52.6% of students scored proficient or advanced on the Science PSSA.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA	All student group meets the standard demonstrating growth for ELA (AGI: 79).
Meeting Annual Academic Growth Expectations (PVAAS) - Math	All student group exceeds the standard demonstrating growth for Math (AGI: 100).
Meeting Annual Academic Growth Expectations (PVAAS) - Science	All student group meets the standard demonstrating growth for Science (AGI: 75).

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA	34.7% of students scored proficient or advanced on the ELA PSSA.
Proficient or Advanced on Pennsylvania State Assessments - Math	28% of students scored proficient or advanced on the Math PSSA.
Regular Attendance	45.4% of students attended 90% of days or more.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Growth and Attainment **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** 91.7% of English Learners meet or exceed the statewide goal for English Language Growth and Attainment.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator	**Comments/Notable Observations**

ESSA Student Subgroups	
Indicator ESSA Student Subgroups	**Comments/Notable Observations**

Challenges

Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 40.6% of Black students attended 90% of days or more.
Indicator Regular Attendance **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 41.4% of economically. disadvantaged students attended 90% of days or more.

Summary

Strengths
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

52.6% of students scored proficient or advanced on the Science PSSA.
All student group meets the standard demonstrating growth for ELA (AGI: 79).
All student group exceeds the standard demonstrating growth for Math (AGI: 100).
All student group meets the standard demonstrating growth for Science (AGI: 75).
91.7% of English Learners meet or exceed the statewide goal for English Language Growth and Attainment.

Challenges
Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

34.7% of students scored proficient or advanced on the ELA PSSA.
28% of students scored proficient or advanced on the Math PSSA.
45.4% of students attended 90% of days or more.
40.6% of Black students attended 90% of days or more.
41.4% of economically. disadvantaged students attended 90% of days or more.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star	Through the Winter window the 23-24 school year, 58.8% of students in Grade 4 scored 'At/Above' or 'On Watch' according to the Star Reading assessment.
Star	Between Fall and Winter of 23-24, students in Grade 3 had a median SGP of 57 and students in Grade 4 had a median SGP of 54 according to the Star Reading assessment.
Star	Through the Winter window the 23-24 school year, 49.2% of students in Grade 2 scored 'Intensive Intervention' according to the Star Reading assessment.
Star	Between Fall and Winter of 23-24, students in Grade 1 had a median SGP of 30 according to the Star Early Literacy assessment.

English Language Arts Summary

Strengths

Through the Winter window the 23-24 school year, 58.8% of students in Grade 4 scored 'At/Above' or 'On Watch' according to the Star Reading assessment.
Between Fall and Winter of 23-24, students in Grade 3 had a median SGP of 57 and students in Grade 4 had a median SGP of 54 according to the Star Reading assessment.

Challenges

Through the Winter window the 23-24 school year, 49.2% of students in Grade 2 scored 'Intensive Intervention' according to the Star Reading assessment.
Between Fall and Winter of 23-24, students in Grade 1 had a median SGP of 30 according to the Star Early Literacy assessment.

Mathematics

Data	Comments/Notable Observations
Star	Through the Winter window the 23-24 school year, 61.1% of students in Grade 4 scored 'At/Above' or 'On Watch' according to the Star Math assessment.
Star	Between Fall and Winter 23-24, students in Grade 4 had a median SGP of 55 according to the Star Math assessment.
Star	Between Fall and Winter 23-24, students in Grade 3 had a median SGP of 36 according to the Star Math assessment.

Mathematics Summary

Strengths

Through the Winter window the 23-24 school year, 61.1% of students in Grade 4 scored 'At/Above' or 'On Watch' according to the Star Math

assessment.
Between Fall and Winter 23-24, students in Grade 4 had a median SGP of 55 according to the Star Math assessment.

Challenges

Between Fall and Winter 23-24, students in Grade 3 had a median SGP of 36 according to the Star Math assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks	Through Q3 of the 23-24 school year, 92.5% of students received an A or B in Science.
Course Marks	Through Q3 of the 23-24 school year, 7.5% of students received a C, D, or F in Science.

Science, Technology, and Engineering Education Summary

Strengths

Through Q3 of the 23-24 school year, 92.5% of students received an A or B in Science.

Challenges

Through Q3 of the 23-24 school year, 7.5% of students received a C, D, or F in Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
K-4 School - Does Not Apply	K-4 School - Does Not Apply

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Course Marks	Through Q3 of the 23-24 school year, 92.8% of students received an A or B in Social Studies.
Course Marks	Through Q3 of the 23-24 school year, 1.7% of students received a D or F in Social Studies.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

K-4 School - Does Not Apply
Through Q3 of the 23-24 school year, 92.8% of students received an A or B in Social Studies.

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

K-4 School - Does Not Apply
Through Q3 of the 23-24 school year, 1.7% of students received a D or F in Social Studies.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 88.2% of English Learners attended 90% of days or more.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Regular Attendance	Through January 2024, 48% of students with IEPs attended 90% of days or more.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, the rate of economically disadvantaged students who attended 90% of days or more is 3.2% points higher than through May 2023. This increase is higher than the schoolwide increase.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
2 or More Races	Through January 2024, 36.4% of multiracial students attended 90% of days or more.

Black	Through January 2024, 50% of Black/African American students attended 90% of days or more.
White	Between January 2023 and January 2024, the rate of White students who attended 90% of days decreased from 86.7% to 72.5%.
Hispanic	Between Fall and Winter 23-24, Hispanic/Latino students had a median SGP of 42.5 according to the Star Math assessment.
Black	Between Fall and Winter 23-24, Black/African American students had a median SGP of 44 according to the Star Math assessment.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Through May 2024, 88.2% of English Learners attended 90% of days or more.
Through May 2024, the rate of economically disadvantaged students who attended 90% of days or more is 3.2% points higher than through May 2023. This increase is higher than the schoolwide increase.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Through January 2024, 36.4% of multiracial students attended 90% of days or more.
Through January 2024, 50% of Black/African American students attended 90% of days or more.
Through January 2024, 48% of students with IEPs attended 90% of days or more.
Between January 2023 and January 2024, the rate of White students who attended 90% of days decreased from 86.7% to 72.5%.
Between Fall and Winter 23-24, Hispanic/Latino students had a median SGP of 42.5 according to the Star Math assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify professional learning needs through analysis of a variety of data
Monitor and evaluate the impact of professional learning on staff practices and student learning

Challenges
Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Summary of Strengths and Challenges from the Needs Assessment

Strengths
Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
52.6% of students scored proficient or advanced on the Science PSSA.	False
All student group meets the standard demonstrating growth for ELA (AGI: 79).	False
All student group exceeds the standard demonstrating growth for Math (AGI: 100).	True
All student group meets the standard demonstrating growth for Science (AGI: 75).	False
91.7% of English Learners meet or exceed the statewide goal for English Language Growth and Attainment.	False
K-4 School - Does Not Apply	False
Through Q3 of the 23-24 school year, 92.8% of students received an A or B in Social Studies.	False
Identify professional learning needs through analysis of a variety of data	False
Through the Winter window the 23-24 school year, 58.8% of students in Grade 4 scored 'At/Above' or 'On Watch' according to the Star Reading assessment.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Between Fall and Winter of 23-24, students in Grade 3 had a median SGP of 57 and students in Grade 4 had a median SGP of 54 according to the Star Reading assessment.	False
Through the Winter window the 23-24 school year, 61.1% of students in Grade 4 scored 'At/Above' or 'On Watch' according to the Star Math assessment.	False
Between Fall and Winter 23-24, students in Grade 4 had a median SGP of 55 according to the Star Math assessment.	False
Through Q3 of the 23-24 school year, 92.5% of students received an A or B in Science.	False
Through May 2024, 88.2% of English Learners attended 90% of days or more.	False
Through May 2024, the rate of economically disadvantaged students who attended 90% of days or more is 3.2% points higher than through May 2023. This increase is higher than the schoolwide increase.	False

Challenges
Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
34.7% of students scored proficient or advanced on the ELA PSSA.	True
28% of students scored proficient or advanced on the Math PSSA.	True

45.4% of students attended 90% of days or more.	True
40.6% of Black students attended 90% of days or more.	False
41.4% of economically. disadvantaged students attended 90% of days or more.	False
K-4 School - Does Not Apply	False
Through Q3 of the 23-24 school year, 1.7% of students received a D or F in Social Studies.	False
Through the Winter window the 23-24 school year, 49.2% of students in Grade 2 scored 'Intensive Intervention' according to the Star Reading assessment.	False
Between Fall and Winter of 23-24, students in Grade 1 had a median SGP of 30 according to the Star Early Literacy assessment.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Between Fall and Winter 23-24, students in Grade 3 had a median SGP of 36 according to the Star Math assessment.	False
Through Q3 of the 23-24 school year, 7.5% of students received a C, D, or F in Science.	False
Through January 2024, 36.4% of multiracial students attended 90% of days or more.	False
Through January 2024, 50% of Black/African American students attended 90% of days or more.	False
Through January 2024, 48% of students with IEPs attended 90% of days or more.	False
Between January 2023 and January 2024, the rate of White students who attended 90% of days decreased from 86.7% to 72.5%.	False
Between Fall and Winter 23-24, Hispanic/Latino students had a median SGP of 42.5 according to the Star Math assessment.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
34.7% of students scored proficient or advanced on the ELA PSSA.	We need to provide more opportunities for teachers to analyze and respond to formative and summative data to drive student growth.	True
28% of students scored proficient or advanced on the Math PSSA.	We need to increase the number of students who participate in class discussion to include a wider variety of student voices that take ownership of the learning.	False
45.4% of students attended 90% of days or more.	We need to increase our focus on family and community-based strategies and incentives for student attendance.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monitor and evaluate the impact of professional learning on staff practices and student learning	We will continue to build on this strength to improve professional learning.
All student group exceeds the standard demonstrating growth for Math (AGI: 100).	We need to build on this growth to ensure higher rates of proficiency for all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will provide more opportunities for teachers to analyze and respond to formative and summative data to drive student growth.
	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will increase our focus on family and community-based strategies and incentives for student attendance.

Goal Setting

Priority: In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will provide more opportunities for teachers to analyze and respond to formative and summative data to drive student growth.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 39.7% of grade 3-4 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 31.6% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35.7% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 35.7% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 39.7% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 41.4% of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 2			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 21.2% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31.3% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 31.3% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 41.4% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 33.0% of grade 3-4 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			

Board Goal 3			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 14.4% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q1	At least 23.7% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q2	At least 23.7% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q3	At least 33.0% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will increase our focus on family and community-based strategies and incentives for student attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 59.2% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 61.2% of all students will attend school 90% of days or more in Q1.	At least 60.6% of all students will attend school 90% of days or more in Q2.	At least 60.0% of all students will attend school 90% of days or more in Q3.	At least 59.2% of all students will attend school 90% of days or more in Q4.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 95% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero OSS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 98% of students will have zero out-of-school suspensions in Q1.	At least 97% of students will have zero out-of-school suspensions in Q2.	At least 96% of students will have zero out-of-school suspensions in Q3.	At least 95% of students will have zero out-of-school suspensions in Q4.

Action Plan

Measurable Goals

Board Goal 1	Board Goal 2
Board Goal 3	Regular Attendance
Zero OSS	

Action Plan For: Professional Learning Communities (PLCs)

Measurable Goals:

- At least 39.7% of grade 3-4 students will score proficient/advanced on the ELA PSSA
- At least 41.4% of grade 3 students will score proficient/advanced on the ELA PSSA
- At least 33.0% of grade 3-4 students will score proficient/advanced on the Math PSSA

Action Step		Anticipated Start/Completion Date	
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Roster Chair	Rosters	No	
Action Step		**Anticipated Start/Completion Date**	
Designate weekly planning time when PLC facilitators will develop PLC agendas.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
Establish a single online location where agendas will be stored for PLC meetings		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Google Drive	No	
Action Step		**Anticipated Start/Completion Date**	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with an initial focus on the new ELA curriculum and planning for student-centered instruction.		2024-07-01	2025-05-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	

Action Step		Anticipated Start/Completion Date	
SBTLs 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.		2024-07-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SBTLs	PD Calendar	Yes	

Action Step		Anticipated Start/Completion Date	
Develop a system for consistent lesson plan submission and review.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Lesson Plan Template	No	

Action Step		Anticipated Start/Completion Date	
Use PLC time to integrate lesson plan review with a specific focus on student-centered instruction.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Lesson Plan Template	No	

Action Step		Anticipated Start/Completion Date	
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with differentiation strategies that meet the needs of all students as identified in varied data sources.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	PLC Agendas, Calendar	No	

Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing progress monitoring data.		2024-10-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Student Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

- Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. - School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. - Teachers have regular times to meet and discuss effective instructional practices.	- Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. - Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented look-fors. - After each PD session, teachers will complete a survey about the quality and relevance of the material and delivery.

Action Plan For: Relationships First

Measurable Goals:
- At least 95% of students will have zero out-of-school suspensions
- At least 59.2% of all students will attend school 90% of days or more

Action Step		Anticipated Start/Completion Date	
School leadership schedule and participate in training on the Overview of Relationships First (RF).		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Identify a school-level RF Team responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	Staff List	No	
Action Step		**Anticipated Start/Completion Date**	
Establish clear goals, roles, and responsibilities for RF Team and members.		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	Staff List	No	
Action Step		**Anticipated Start/Completion Date**	

School leadership and RF Coach train the RF Team in CBC and RC.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
RF Team (with support from RF Coach) creates a push-in support plan to support CBCs in classrooms.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
RF Lead	RF Manual, Implementation Guide	No	
Action Step		**Anticipated Start/Completion Date**	
Leadership team schedules RF Team debrief circle to plan for anticipated implementation challenges.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	No	
Action Step		**Anticipated Start/Completion Date**	
Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.		2024-08-15	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
RF Lead, RF Coach	RF Manual, Implementation Guide	Yes	
Action Step		**Anticipated Start/Completion Date**	
CBCs are held weekly to build positive classroom community.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teachers	Catalog of CBC approaches	No	

Action Step		Anticipated Start/Completion Date	
All staff utilize RC as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
All staff	RF Manual, Culture Plan	No	
Action Step		**Anticipated Start/Completion Date**	
Student Climate Staff will utilize RC during student interactions throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the restorative progressive discipline structure, as an alternative to disciplinary referrals.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Student Climate Staff	RF Manual, Culture Plan	No	
Action Step		**Anticipated Start/Completion Date**	
During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff, prioritizing SEL and equity to address challenges and identify supports needs moving forward for both CBC and RC, aligning with SDP Equity Framework.		2024-08-26	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	No	
Action Step		**Anticipated Start/Completion Date**	
During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle.		2024-08-26	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	No	
Action Step		**Anticipated Start/Completion Date**	
RF Team representative brings observation/debrief data (qualitative) and quantitative to MTSS meetings to add value to discussion and planning.		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	Data, MTSS Agenda, MTSS Meeting Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
RF Team designates RF Youth Leaders based on input from all staff, ensuring an array of students at all academic		2025-01-	2025-01-

performance levels and with differing social/emotional needs.		01	31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual	No	

Action Step		**Anticipated Start/Completion Date**	
RF Team schedules youth training in CBC for coming months.		2025-01-01	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual	No	

Action Step		**Anticipated Start/Completion Date**	
RF Team trains Youth Leaders in CBC and RC, working with RF Coach.		2025-01-01	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual	No	

Action Step		**Anticipated Start/Completion Date**	
Youth Leaders facilitate CBC in the classroom (e.g. advisory, classrooms). Whenever possible, students in older grades support process in younger grades or neighborhood feeder schools.		2025-01-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	Template, RF Guide	No	

Action Step		**Anticipated Start/Completion Date**	
Based on determination of RF Coach and Team, school prepares for next phase of RF implementation, pointing towards the creation of Care Teams and Tier 2/3 MTSS work.		2025-02-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, RF Coach	RF Manual	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
- Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain RF practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - Stakeholders perceive the school as warm, inviting, and safe.	-During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle. -RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning.

Expenditure Tables

School Improvement Set Aside Grant
True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation
False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Professional Learning Communities (PLCs) • Relationships First	Federally Funded Regular Programs - Supplies	6838
Instruction	• Professional Learning Communities (PLCs) • Relationships First	Federally Funded Regular Programs - Salaries	188030.36
Instruction	• Professional Learning Communities (PLCs) • Relationships First	Federally Funded Regular Programs - Benefits	119711.64
Total Expenditures			314580

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities (PLCs)	SBTLs 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.
Relationships First	School leadership schedule and participate in training on the Overview of Relationships First (RF).
Relationships First	School leadership and RF Coach train the RF Team in CBC and RC.
Relationships First	Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.
Relationships First	Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.

Professional Learning Communities (PLCs)

Action Step
• SBTLs 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.
Audience
School-Based Teacher Leader (SBTL)
Topics to be Included
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices
Evidence of Learning
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes

Lead Person/Position	Anticipated Start	Anticipated Completion
District Central Office Staff	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly

Observation and Practice Framework Met in this Plan
• 1b: Demonstrating Knowledge of Students
• 1d: Demonstrating Knowledge of Resources
• 1f: Designing Student Assessments
• 1a: Demonstrating Knowledge of Content and Pedagogy

• 1c: Setting Instructional Outcomes
• 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings

Restorative Practices (Relationships First)

Action Step
• School leadership schedule and participate in training on the Overview of Relationships First (RF).
• School leadership and RF Coach train the RF Team in CBC and RC.
• Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.
• Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.

Audience
All Staff

Topics to be Included
Community Building Circles, Restorative Conversations, SDP Equity Framework, Student Well-Being Survey, Social Emotional Learning

Evidence of Learning
Student Well-Being Survey Data, Walkthrough Rubric and Notes

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Climate Lead	2024-08-20	2025-06-12

Learning Format

Type of Activities	**Frequency**
Inservice day	Quarterly

Observation and Practice Framework Met in this Plan
• 2e: Organizing Physical Space
• 2a: Creating an Environment of Respect and Rapport
• 2d: Managing Student Behavior
• 2c: Managing Classroom Procedures
• 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Elizabeth Walls	2024-08-27
School Improvement Facilitator Signature	**Date**
Sean Carr	2024-08-26