

Parkway Northwest

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Parkway Northwest		126515001
Address 1		
6200 Crittenden St		
Address 2		
City	State	Zip Code
Philadelphia	PA	19138
Chief School Administrator		Chief School Administrator Email
Dr. Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Jeff MacFarland		
Principal Email		
jmacfarland@philasd.org		
Principal Phone Number		Principal Extension
215-400-3390		
School Improvement Facilitator Name		School Improvement Facilitator Email
Joseph Taylor		jctaylor@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey MacFarland	Principal	Parkway Northwest	jmacfarland@philasd.org
Malcolm Wilson	Education Specialist	Parkway Northwest	mwilson4@philasd.org
Beth Ziegenfus	Teacher	Parkway Northwest	baziegenfus@philasd.org
Simone Morris	Other	Parkway Northwest	samorris@philasd.org
Tony B. Watlington Sr., Ed.D.	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Samantha Torjman	Teacher	Parkway Northwest	sbear@philasd.org
Sunita Patil	Teacher	Parkway Northwest	spatil@philasd.org
Rodrigo Fernandez-Jarque	Teacher	Parkway Northwest	rfernandezjarque@philasd.org
Charnele Henderson	Other	Parkway Northwest	chenderson3@philasd.org
Nyshae Valentine	Other	Parkway Northwest	nvalentine@philasd.org
Lauren Myers	Parent	Parkway Northwest	lauren.denisem@gmail.com
Taj Murdock	Community Member	Men of Courage	mrmenofcourage@gmail.com
Carmelo Whitehead	Student	Parkway Northwest	8213100@philasd.org
Jakita Robyn Price	District Level Leaders	School District of Philadelphia	jjohnson4@philasd.org

Vision for Learning

Vision for Learning

Our vision at Parkway Northwest High School for Peace and Social Justice is to prepare students to face a complex world with the skills necessary to institute positive change locally and globally. Our school offers a rigorous college preparatory program designed to promote peace and social justice through the use of critical thinking, problem-solving, cooperative learning, and research.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an ELA/Literature academic growth score of 100 for the 2022-23 school year, an increase (+23) from the previous year and exceeds the standard demonstrating growth.
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	55.7% of students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+18.9%) in performance from the previous year, and above (+1.2%) the statewide average.

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Science/Biology	Our school earned a Science/Biology academic growth score of 64 for the 2022-23 school year. While this is an increase (+14) in growth from the previous year, it does not meet the standard demonstrating growth.
Meeting Annual Academic Growth Expectations (PVAAS) - Math/Algebra	Our school earned a Math/Algebra academic growth score of 50 for the 2022-23 school year, a decrease (-10) in growth from the previous year, and did not meet the standard demonstrating growth.
Proficient or Advanced on Pennsylvania State Assessments - Math/Algebra	1.7% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year, which did not meet the interim goal or improvement target.

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

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Student subgroups each earned an ELA/Literature academic growth score that exceeded the standard demonstrating growth and was above (+25) the statewide average growth score for the 2022-23 school year.

<p>Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations 55.2% of African-American/Black students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+19.8%) in performance from the previous year, and above (+0.7%) the statewide average.</p>
<p>Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations 58.1% of Economically Disadvantaged students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+22%) in performance from the previous year, and above (+3.6%) the statewide average.</p>

Challenges

<p>Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math/Algebra</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations Student subgroups did not meet the Math/Algebra academic growth score for the 2022-23 school year.</p>
<p>Indicator Proficient or Advanced on Pennsylvania State Assessments - Science/Biology</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations Student subgroups did not meet the Science Keystone interim goal or improvement target for the 2022-23 school year.</p>

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.

<p>Our school earned an ELA/Literature academic growth score of 100 for the 2022-23 school year, an increase (+23) from the previous year and exceeds the standard demonstrating growth.</p>
<p>Student subgroups each earned an ELA/Literature academic growth score that exceeded the standard demonstrating growth and was above (+25) the statewide average growth score for the 2022-23 school year.</p>
<p>55.7% of students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+18.9%) in performance from the previous year, and above (+1.2%) the statewide average.</p>
<p>55.2% of African-American/Black students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+19.8%) in performance from the previous year, and above (+0.7%) the statewide average.</p>
<p>58.1% of Economically Disadvantaged students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase</p>

(+22%) in performance from the previous year, and above (+3.6%) the statewide average.

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.

Our school earned a Math/Algebra academic growth score of 50 for the 2022-23 school year, a decrease (-10) in growth from the previous year, and did not meet the standard demonstrating growth.

1.7% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year, which did not meet the interim goal or improvement target.

Our school earned a Science/Biology academic growth score of 64 for the 2022-23 school year. While this is an increase (+14) in growth from the previous year, it does not meet the standard demonstrating growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Course Marks - ELA	18.5% of students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, a decrease (-1.8%) in off-track rates from the previous year.
Course Marks - ELA	57.1% of students earned As or Bs in ELA through Q4 of the 2023-24 school year, an increase (+4.4%) in on-track rates from the previous year.
Star Assessment - Reading	21.3% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a 6.7 point decrease year over year.
Star Assessment - Reading	36.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 8.53 points year over year.
Course Marks - ELA - Grade 10	43.3% of grade 10 students earned As or Bs in ELA through Q4 of the 2023-24 school year, a decrease (-43.4%) in on-track rates from the previous year.
Course Marks - ELA - Grade 10	26.7% of grade 10 students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, an increase (+20.0%) in off-track rates from the previous year.

English Language Arts Summary

Strengths

36.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 8.53 points year over year.
21.3% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a 6.7 point decrease year over year.
57.1% of students earned As or Bs in ELA through Q4 of the 2023-24 school year, an increase (+4.4%) in on-track rates from the previous year.
18.5% of students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, a decrease (-1.8%) in off-track rates from the previous year.

Challenges

43.3% of grade 10 students earned As or Bs in ELA through Q4 of the 2023-24 school year, a decrease (-43.4%) in on-track rates from the previous year.
26.7% of grade 10 students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, an increase (+20.0%) in off-track rates from the previous year.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	12.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.5 points year over year.
Star Assessment - Math	10.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a 1.5 point

	decrease year over year.
Course Marks - Math	45.2% of students earned As or Bs in Math through Q4 of the 2023-24 school year, an increase (+3.0%) in on-track rates from the previous year.
Course Marks - Math	29.0% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-6.4%) in off-track rates from the previous year.
Course Marks - Math - Grade 10	36.7% of grade 10 students earned As or Bs in Math through Q4 of the 2023-24 school year, a decrease (-4.3%) in on-track rates from the previous year.
Course Marks - Math - Grade 10	41.7% of grade 10 students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-4.2%) in off-track rates from the previous year.

Mathematics Summary

Strengths

10.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a 1.5 point decrease year over year.
45.2% of students earned As or Bs in Math through Q4 of the 2023-24 school year, an increase (+3.0%) in on-track rates from the previous year.
29.0% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-6.4%) in off-track rates from the previous year.

Challenges

12.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.5 points year over year.
36.7% of grade 10 students earned As or Bs in Math through Q4 of the 2023-24 school year, a decrease (-4.3%) in on-track rates from the previous year.
41.7% of grade 10 students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-4.2%) in off-track rates from the previous year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	27.8% of students earned As or Bs in Science through Q4 of the 2023-24 school year, a slight decrease (-0.1%) in on-track rates from the previous year.
Course Marks - Science	52.1% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+5.1%) in off-track rates from the previous year.
Course Marks - Science - Grade 10	38.4% of grade 10 students earned As or Bs in Science through Q4 of the 2023-24 school year, a decrease (-13.4%) in on-track rates from the previous year.
Course Marks - Science - Grade 10	33.3% of grade 10 students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+16.1%) in off-track rates from the previous year.

Science, Technology, and Engineering Education Summary

Strengths

27.8% of students earned As or Bs in Science through Q4 of the 2023-24 school year, a slight decrease (-0.1%) in on-track rates from the previous year.

Challenges

52.1% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+5.1%) in off-track rates from the previous year.

38.4% of grade 10 students earned As or Bs in Science through Q4 of the 2023-24 school year, a decrease (-13.4%) in on-track rates from the previous year.

33.3% of grade 10 students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+16.1%) in off-track rates from the previous year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	77.4% of students met the Career Standards Benchmark for the 2022-23 school year, a decrease (-7.1%) from the previous year, and does not meet the performance standard.
On Track - Grade 11	44.8% of grade 11 students were on track to graduate in SY 2024, a decrease (-5.2%) in on-track rates from the previous year.
On Track - Grade 10	61.7% of grade 10 students were on track to graduate in SY 2024, a decrease (-16.7%) in on-track rates from the previous year.
On Track - Grade 9	100% of first-time grade 9 students were on track to graduate in SY 2024, an increase (+22.4%) in on-track rates from the previous year.
Graduation Rate	98.4% of grade 12 students were on track to graduate in SY 2024, an increase (+0.3%) in on-track rates from the previous year.

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)

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

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.

98.4% of grade 12 students were on track to graduate in SY 2024, an increase (+0.3%) in on-track rates from the previous year.
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100% of first-time grade 9 students were on track to graduate in SY 2024, an increase (+22.4%) in on-track rates from the previous year.
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Challenges

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.

77.4% of students met the Career Standards Benchmark for the 2022-23 school year, a decrease (-7.1%) from the previous year, and does not meet the performance standard.
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44.8% of grade 11 students were on track to graduate in SY 2024, a decrease (-5.2%) in on-track rates from the previous year.

61.7% of grade 10 students were on track to graduate in SY 2024, a decrease (-16.7%) in on-track rates from the previous year.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Insufficient sample of this student group at the school.	

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Reading	11.5% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.5 points year over year.
Star Assessment - Reading	61.5% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 14.5 points year over year.
Star Assessment - Math	0.0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment; students in this subgroups performed at the same rate year over year.
Star Assessment - Math	38.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 10.3 points year over year.
Graduation Rate	80.0% of Students with Disabilities were on track to graduate in SY 2024, a decrease (-5.2%) in on-track rates from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment - Math	11.7% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.0 points year over year.
Star Assessment -	37.5% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment,

Reading	which is an increase of 10.4 points year over year.
Star Assessment - Math	10.8% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.0 points year over year.
Star Assessment - Reading	21.5% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9.8 points year over year.
Career Standards Benchmark	74.4% of Economically Disadvantaged students met the Career Standards Benchmark for the 2022-23 school year, a decrease (-9.4%) in performance from the previous year, and did not meet the performance standard.
Graduation Rate	73.0% of Economically Disadvantaged students were on track to graduate in SY 2024, an increase (+1.5%) in on-track rates from the previous year.

Student Groups by Race/Ethnicity

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

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.

37.5% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 10.4 points year over year.
10.8% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.0 points year over year.
21.5% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9.8 points year over year.
73.0% of Economically Disadvantaged students were on track to graduate in SY 2024, an increase (+1.5%) in on-track rates from the previous year.

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.

11.5% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.5 points year over year.
61.5% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 14.5 points year over year.

0.0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment; students in this subgroup performed at the same rate year over year.

38.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 10.3 points year over year.

11.7% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.0 points year over year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
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	Exemplary
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Exemplary

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?

School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
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Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.
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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.
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Implement evidence-based strategies to engage families to support learning.

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
55.2% of African-American/Black students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+19.8%) in performance from the previous year, and above (+0.7%) the statewide average.	True
58.1% of Economically Disadvantaged students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+22%) in performance from the previous year, and above (+3.6%) the statewide average.	True
Our school earned an ELA/Literature academic growth score of 100 for the 2022-23 school year, an increase (+23) from the previous year and exceeds the standard demonstrating growth.	True
Student subgroups each earned an ELA/Literature academic growth score that exceeded the standard demonstrating growth and was above (+25) the statewide average growth score for the 2022-23 school year.	True
55.7% of students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+18.9%) in performance from the previous year, and above (+1.2%) the statewide average.	False
36.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 8.53 points year over year.	True
27.8% of students earned As or Bs in Science through Q4 of the 2023-24 school year, a slight decrease (-0.1%) in on-track rates from the previous year.	False
98.4% of grade 12 students were on track to graduate in SY 2024, an increase (+0.3%) in on-track rates from the previous year.	True
10.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a 1.5 point decrease year over year.	False
37.5% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 10.4 points year over year.	True
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	True
10.8% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.0 points year over year.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	True

21.3% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a 6.7 point decrease year over year.	True
57.1% of students earned As or Bs in ELA through Q4 of the 2023-24 school year, an increase (+4.4%) in on-track rates from the previous year.	False
18.5% of students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, a decrease (-1.8%) in off-track rates from the previous year.	True
100% of first-time grade 9 students were on track to graduate in SY 2024, an increase (+22.4%) in on-track rates from the previous year.	True
45.2% of students earned As or Bs in Math through Q4 of the 2023-24 school year, an increase (+3.0%) in on-track rates from the previous year.	False
29.0% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-6.4%) in off-track rates from the previous year.	True
21.5% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9.8 points year over year.	True
73.0% of Economically Disadvantaged students were on track to graduate in SY 2024, an increase (+1.5%) in on-track rates from the previous year.	True

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
Our school earned a Science/Biology academic growth score of 64 for the 2022-23 school year. While this is an increase (+14) in growth from the previous year, it does not meet the standard demonstrating growth.	True
Our school earned a Math/Algebra academic growth score of 50 for the 2022-23 school year, a decrease (-10) in growth from the previous year, and did not meet the standard demonstrating growth.	True
1.7% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year, which did not meet the interim goal or improvement target.	True
	False
43.3% of grade 10 students earned As or Bs in ELA through Q4 of the 2023-24 school year, a decrease (-43.4%) in on-track rates from the previous year.	True
77.4% of students met the Career Standards Benchmark for the 2022-23 school year, a decrease (-7.1%) from the previous year, and does not meet the performance standard.	False
12.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.5 points year over year.	True

52.1% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+5.1%) in off-track rates from the previous year.	True
61.7% of grade 10 students were on track to graduate in SY 2024, a decrease (-16.7%) in on-track rates from the previous year.	True
61.5% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 14.5 points year over year.	True
0.0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment; students in this subgroup performed at the same rate year over year.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
11.5% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.5 points year over year.	False
38.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 10.3 points year over year.	True
11.7% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.0 points year over year.	True
26.7% of grade 10 students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, an increase (+20.0%) in off-track rates from the previous year.	True
36.7% of grade 10 students earned As or Bs in Math through Q4 of the 2023-24 school year, a decrease (-4.3%) in on-track rates from the previous year.	False
41.7% of grade 10 students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-4.2%) in off-track rates from the previous year.	False
44.8% of grade 11 students were on track to graduate in SY 2024, a decrease (-5.2%) in on-track rates from the previous year.	False
38.4% of grade 10 students earned As or Bs in Science through Q4 of the 2023-24 school year, a decrease (-13.4%) in on-track rates from the previous year.	True
33.3% of grade 10 students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+16.1%) in off-track rates from the previous year.	True
Implement evidence-based strategies to engage families to support learning.	True

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
Our school earned a Science/Biology academic growth score of 64 for the 2022-23 school year. While this is an increase (+14) in growth from the previous year, it does not meet the standard demonstrating growth.		False
Our school earned a Math/Algebra academic growth score of 50 for the 2022-23 school year, a decrease (-10) in growth from the previous year, and did not meet the standard demonstrating growth.	Our work with this data during the year, and in PLC time, is not as effective as it could be, and the intervention of Imagine Math is not as targeted to student learning as it could be	True
1.7% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year, which did not meet the interim goal or improvement target.		False
12.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.5 points year over year.		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.		False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.		False
43.3% of grade 10 students earned As or Bs in ELA through Q4 of the 2023-24 school year, a decrease (-43.4%) in on-track rates from the previous year.		True
38.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 10.3 points year over year.		False
11.7% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.0 points year over year.	Our At/Above Benchmark scores aren't as high as we'd like because we haven't moved quickly enough to dive into baseline Star data at the beginning of the school year in order to put plans in place to move students during Q1 as opposed to after Q1.	False
61.5% of Students with Disabilities scored Intensive Intervention		False

on the Spring 2024 Star Reading assessment, which is a decrease of 14.5 points year over year.		
0.0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment; students in this subgroup performed at the same rate year over year.		False
52.1% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+5.1%) in off-track rates from the previous year.		False
Implement evidence-based strategies to engage families to support learning.		False
61.7% of grade 10 students were on track to graduate in SY 2024, a decrease (-16.7%) in on-track rates from the previous year.	There is a significant need to build school-wide expectations for writing and completing assignments for practice in the classroom.	True
26.7% of grade 10 students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, an increase (+20.0%) in off-track rates from the previous year.	If we administer the STAR consistently, choose the best ELA intervention, and focus on student learning growth in PLC time, we will see more targeted instruction and more success on the Keystone Exams	True
38.4% of grade 10 students earned As or Bs in Science through Q4 of the 2023-24 school year, a decrease (-13.4%) in on-track rates from the previous year.		False
33.3% of grade 10 students earned Ds or Fs in Science through Q4 of the 2023-24 school year, an increase (+16.1%) in off-track rates from the previous year.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
36.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 8.53 points year over year.	
10.8% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.0 points year over year.	
37.5% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 10.4 points year over year.	
55.2% of African-American/Black students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+19.8%) in performance from the previous year, and above (+0.7%) the statewide average.	

58.1% of Economically Disadvantaged students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which is an increase (+22%) in performance from the previous year, and above (+3.6%) the statewide average.	
Our school earned an ELA/Literature academic growth score of 100 for the 2022-23 school year, an increase (+23) from the previous year and exceeds the standard demonstrating growth.	
Student subgroups each earned an ELA/Literature academic growth score that exceeded the standard demonstrating growth and was above (+25) the statewide average growth score for the 2022-23 school year.	If we identify what practices made us successful in Literature we can replicate them in Math and Science.
98.4% of grade 12 students were on track to graduate in SY 2024, an increase (+0.3%) in on-track rates from the previous year.	
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices.	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	
100% of first-time grade 9 students were on track to graduate in SY 2024, an increase (+22.4%) in on-track rates from the previous year.	
21.3% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a 6.7 point decrease year over year.	
18.5% of students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, a decrease (-1.8%) in off-track rates from the previous year.	
29.0% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-6.4%) in off-track rates from the previous year.	
21.5% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9.8 points year over year.	
73.0% of Economically Disadvantaged students were on track to graduate in SY 2024, an increase (+1.5%) in on-track rates from the previous year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use systemic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based, then we can provide teachers necessary tools for a strong learning structure that supports effective tier 1 instruction in math.

	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, then we are able to improve academic and climate outcomes.
	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, then we are able to improve academic and climate outcomes.
	If we implement evidence-based strategies to engage families to support learning, then we can develop tools for a strong learning structure that supports effective tier 1 instruction in ELA.

Goal Setting

Priority: If we use systemic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based, then we can provide teachers necessary tools for a strong learning structure that supports effective tier 1 instruction in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 9.86% of students will score proficient/advanced on the Algebra Keystone.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 9.86% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q1	At least 9.86% of students in grades 9-11 will score at or above grade level on the District's within-year math assessment in Q2	No data - trimester assessment calendar.	At least 9.86% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, then we are able to improve academic and climate outcomes.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
At least 100% of students will graduate with their 4-year cohort.			
Measurable Goal Nickname (35 Character Max)			
Graduation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 90% of 12th grade students will be on-track for graduation in Q1	At least 93% of 12th grade students will be on-track for graduation in Q2	At least 96% of 12th grade students will be on-track for graduation in Q3	At least 100% of 12th grade students will be on-track for graduation in Q4

Priority: If we implement evidence-based strategies to engage families to support learning, then we can develop tools for a strong learning structure that supports effective tier 1 instruction in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			

At least 59.44% of students will score proficient/advanced on the Literature Keystone.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 59.44% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 59.44% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 59.44% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, then we are able to improve academic and climate outcomes.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 71.8% of all students will attend school 90% of days or more.			
Measurable Goal Nickname (35 Character Max)			
90% Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 82% of all students will attend school 90% of days or more in Q1	At least 79% of all students will attend school 90% of days or more in Q2	At least 75% of all students will attend school 90% of days or more in Q3	At least 71.8% 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 81.1% 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 95% of students will have zero out-of-school suspensions in Q1	At least 90% of students will have zero out-of-school suspensions in Q2	At least 85% of students will have zero out-of-school suspensions in Q3	At least 81.1% of students will have zero out-of-school suspensions in Q4

Action Plan

Measurable Goals

Math	Graduation
ELA	90% Attendance
Zero Oss	

Action Plan For: Engaging instructional teams in developing ELA standards-aligned units of instruction (<https://files.eric.ed.gov/fulltext/ED593306.pdf> (pgs 6-7)) Tier 2

Measurable Goals:
<ul style="list-style-type: none"> At least 59.44% of students will score proficient/advanced on the Literature Keystone.

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to expectations for ELA instructional minutes.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	ELA Instructional Guide, Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.		2024-07-01	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in new curriculum implementation as it relates to ELA instruction.		2024-07-01	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PL Calendar	Yes	
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	
Literacy 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	
Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies.		2024-08-26	2025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
Action Step		Anticipated Start/Completion Date	
Utilize SDP coaching and feedback model to deliver structured support.		2024-08-26	2025-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Star Assessment	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on the integration of new curriculum standards and outcomes.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
Action Step		Anticipated Start/Completion Date	
Consistently implement small group instruction to support targeted skill development throughout the school day.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Student Data, Lesson Plans	No	
Action Step		Anticipated Start/Completion Date	

Review lesson plans regularly with a specific focus on looking for alignment with new curriculum standards and expectations.		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	
Implement benchmark assessments tied to ELA Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Benchmark Assessments	No	
Action Step		Anticipated Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on meeting instructional goals.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
Action Step		Anticipated Start/Completion Date	
Facilitate ELA PLC sessions for teachers to analyze student work (writing) and student assessment data, with a particular focus on reviewing Star participation and intervention data.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLs	Student Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Instructional materials and assessments are aligned to the district's curriculum. 2. Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. 3. IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. 4. Lessons aligned to the district's curriculum are delivered with fidelity to all students. 5. All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	1. Weekly, the ILT will review lesson plans. 2. Three times per year, students will be assessed using the Star assessments. 3. Quarterly, the principal will develop an informal observation schedule. 4. Annually, the principal will develop a formal observation schedule.

Action Plan For: Engaging instructional teams in developing Math standards-aligned units of instruction.
 (<https://files.eric.ed.gov/fulltext/ED593306.pdf> (pgs 6-7)) Tier 2

Measurable Goals:
<ul style="list-style-type: none"> At least 9.86% of students will score proficient/advanced on the Algebra Keystone.

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to expectations for Math instructional minutes as stated in the Mathematics Instructional Guide.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Mathematics Instructional Guide, Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify all required Math PL opportunities that focus on training teachers to implement core instructional resources for Math and ensure teachers have the opportunity to participate.		2024-07-01	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in annotation and differentiation as it relates to Math instruction.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PL Calendar	Yes	
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	
Math 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	
Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies.		2024-08-26	2025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
Action Step		Anticipated Start/Completion Date	
Utilize SDP coaching and feedback model to deliver structured support.		2024-08-26	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions.		2024-08-26	2024-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Star Assessment	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on analyzing and interpreting Star participation and intervention data.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
Action Step		Anticipated Start/Completion Date	
Consistently implement small group instruction to support targeted skill development throughout the school day.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Student Data, Lesson Plans	No	
Action Step		Anticipated Start/Completion Date	
Review lesson plans regularly with a specific focus on looking for alignment with new curriculum standards and expectations.		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	

Implement benchmark assessments tied to Math Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Benchmark Assessments	No	
Action Step		Anticipated Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Math curriculum, with a specific focus on providing appropriate supports to meet curriculum standards and expectations.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
Action Step		Anticipated Start/Completion Date	
Facilitate Math PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing content on-track data.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLs	Student Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Instructional materials and assessments are aligned to the district's curriculum. 2. Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. 3. IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. 4. Lessons aligned to the district's curriculum are delivered with fidelity to all students. 5. All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	1. Weekly, the ILT will review lesson plans. 2. Three times per year, students will be assessed using the Star assessments. 3. After each unit, students will be assessed using benchmark tests. 4. Quarterly, the principal will develop an informal observation schedule. 5. Annually, the principal will develop a formal observation schedule.

Action Plan For: Restorative Practices (<https://www.evidenceforpa.org/strategies/restorative-practices>) Tier 1

Measurable Goals:
<ul style="list-style-type: none"> At least 81.1% of students will have zero out-of-school suspensions. At least 71.8% 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).		2024-08-01	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.		2024-08-01	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.		2024-08-01	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.		2024-08-01	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.		2024-08-01	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.		2024-08-01	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.		2024-08-01	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.		2023-08-15	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
RF Lead, RF Coach	RF Manual, Implementation Guide	No	
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	
School leadership and members of RF team visit fully-implementing RF school for admin consult and walk-through.		2024-08-26	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, RF Coach	RF dashboard or other school-based data	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 performance levels and with differing social/emotional needs.		2024-12-19	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 schedules youth training in CBC for coming months.		2024-12-19	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.		2024-12-19	2025-06-12
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.		2024-12-19	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.		2025-02-19	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)
1. Adult-student and student-student interactions are positive, caring, and respectful. 2. Leadership and staff are provided with continuous professional development to develop and sustain RF practices. 3. Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. 4. Stakeholders perceive the school as warm, inviting, and safe.	1. 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. 2. RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning.

Action Plan For: Establish a team structure with specific duties and time for instructional planning (<https://files.eric.ed.gov/fulltext/ED593306.pdf> (pgs 3-5)) Tier 3

Measurable Goals:
<ul style="list-style-type: none"> At least 9.86% of students will score proficient/advanced on the Algebra Keystone. At least 100% of students will graduate with their 4-year cohort. At least 59.44% of students will score proficient/advanced on the Literature Keystone.

Action Step	Anticipated Start/Completion Date	
Determine members for an Instructional Leadership Team (ILT) with clear roles and responsibilities.	2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal	Org Chart	No
Action Step	Anticipated Start/Completion Date	
Collaboratively create a shared vision for the ILT's work along with goals for supporting instruction.	2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
ILT	Vision Statement	No
Action Step	Anticipated Start/Completion Date	
Identify data sources and plan for analysis to track progress toward meeting instructional goals developed by ILT.	2024-07-01	2024-09-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Goals, Data Analysis Plan	No	
Action Step		Anticipated Start/Completion Date	
Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	PD Calendar, PLC Agendas	Yes	
Action Step		Anticipated Start/Completion Date	
Create coaching norms and coaching cycle framework.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Create systems and opportunities for teachers to explicitly state and document next steps for their teaching based on conversations and learning.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities, with an initial focus on the planning and the execution of new ELA curriculum.		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	
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	
Have PESO support with establishing MTSS Tier I meetings and gradually releasing facilitation responsibilities to ILT.		2024-08-15	2024-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

ILT	MTSS Agendas	No	
Action Step		Anticipated Start/Completion Date	
Conduct an initial round of data collection using the Implementation Support Guidance document to determine ELA instructional improvement goals.		2024-08-26	2024-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Conduct an initial round of data collection using the Implementation Support Guidance document to determine Math instructional improvement goals.		2024-08-26	2024-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
Action Step		Anticipated Start/Completion Date	
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with improving academic outcomes within student groups.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Roster Chair	Master Schedule, PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
ILT reviews Star participation and assessment data to inform planning for school-based PD time.		2024-09-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Data, PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
ILT members review teacher-created next steps embed into observations, coaching, and feedback.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

ILT	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Create coaching caseloads that leverage the content expertise of the instructional leadership team and are focused on content-specific pedagogy.		2024-10-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Coaching Caseloads, Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Observation Calendar	No	
Action Step		Anticipated Start/Completion Date	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Observation Data	No	
Action Step		Anticipated Start/Completion Date	
ILT meets on a bi-weekly basis to review schoolwide academic data. (e.g., Monthly Data Snapshot)		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Qlik, Monthly Data Snapshots	No	
Action Step		Anticipated Start/Completion Date	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
Action Step		Anticipated Start/Completion Date	
Plan PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing Star Intensive/Strategic Intervention data.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Leadership Team	Student Data	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. A shared vision for the ILT's work is established. 2. Goals for supporting instruction are developed. 3. All members of the ILT have clear roles and responsibilities that they take ownership over.	1. ILT meets on a regular basis and reviews student outcome data to determine whether their professional learning efforts are improving student outcomes. 2. ILT reviews Philly School Experience Survey data to review teacher feedback around professional learning and instructional leadership.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 Restorative Practices (https://www.evidenceforpa.org/strategies/restorative-practices) Tier 1 Establish a team structure with specific duties and time for instructional planning (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 3-5)) Tier 3 	Federally Funded Regular Programs - Salaries	101599.52
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 Restorative Practices (https://www.evidenceforpa.org/strategies/restorative-practices) Tier 1 	Federally Funded Regular Programs - Benefits	64684.48

	<ul style="list-style-type: none"> tive-practices) Tier 1 Establish a team structure with specific duties and time for instructional planning (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 3-5)) Tier 3 		
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 Restorative Practices (https://www.evidenceforpa.org/strategies/restorative-practices) Tier 1 Establish a team structure with specific duties and time for instructional planning (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 3-5)) Tier 3 	Federally Funded Regular Programs - Supplies	1100
Total Expenditures			167384

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Develop plan for school-based PD time that focuses on improving teacher practice in new curriculum implementation as it relates to ELA instruction.
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Literacy 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.
Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Identify all required Math PL opportunities that focus on training teachers to implement core instructional resources for Math and ensure teachers have the opportunity to participate.
Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Develop plan for school-based PD time that focuses on improving teacher practice in annotation and differentiation as it relates to Math instruction.
Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Math 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.
Restorative Practices (https://www.evidenceforpa.org/strategies/restorative-practices) Tier 1	School leadership schedule and participate in training on the Overview of Relationships First (RF).
Restorative Practices (https://www.evidenceforpa.org/strategies/restorative-practices) Tier 1	School leadership and RF Coach train the RF Team in CBC and RC.
Restorative Practices (https://www.evidenceforpa.org/strategies/restorative-practices) Tier 1	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.
Establish a team structure with specific duties and time for instructional planning (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 3-5)) Tier 3	Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that

	are aligned with vision and goals.
Establish a team structure with specific duties and time for instructional planning (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 3-5)) Tier 3	ILT reviews Star participation and assessment data to inform planning for school-based PD time.

Activity Name: ELA Curriculum

Action Step		
<ul style="list-style-type: none"> Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Develop plan for school-based PD time that focuses on improving teacher practice in new curriculum implementation as it relates to ELA instruction. Literacy 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		
Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Restorative Practices (Relationships First)

Action Step
<ul style="list-style-type: none"> 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.		
Audience		
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.		
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	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">BoardAffirmationStatement_August2024.pdfBoardAffirmationStatement_August2024_0e178fa1.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
Jeff MacFarland	2024-08-30
School Improvement Facilitator Signature	Date