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

School Grade Span	00-05
ULCS Code	5400
Name of School	Richmond School
Neighborhood Network	Network 5
Assistant Superintendent	Ariel Lajara
ESSA Federal Designation	A-TSI
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	PBIS
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A
Principal Name	Susan Rozanski
Years as Principal	9
Years as Principal at this School	9

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Susan Rozanski	Richmond	srozanski@philasd.org
Additional Leadership Team Representative	Joseph Adair	Richmond	jadair@philasd.org
Math Content Specialist/Teacher Leader	Shannon Largent	Richmond	shgallagher@philasd.org
Literacy Content Specialist/Teacher Leader	Bernadette Sterling	Richmond	bjsterling@philasd.org
Science Content Specialist/Teacher Leader	Allyson Michels	Richmond	aturk@philasd.org
School-based Climate Representative	Orick Smith	Richmond	orsmith@philasd.org
Parent	Jessica Lear	Parent of Richmond Students	jeslovesjusto@aol.com
Community member	Valerie Angulo	NET	valerie.angulo@net-centers.org
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Wyatt Cadley	SDP	wcadley@philasd.org
Special Education Case Manager	Kearstyn Ross	Richmond	kburke@philasd.org
Network Attendance Coach	Kesha Hines	SDP	khines2@philasd.org
Network Culture and Climate Coach	Luis Rosario	SDP	lrosario2@philasd.org
Grants Compliance Monitor	Steven Schafer	SDP	sschafer@philasd.org
Central Office Talent Partner	Ashley Sobrinski	SDP	asobrinski@philasd.org
Network Early Literacy/Literacy Director	Toni Okarma	SDP	aokarma@philasd.org
Network Professional Learning Specialist	Diana Scott and Caitlin Gravina	SDP	dlscott@philasd.org cnelson4@philasd.org
Prevention and Intervention Liaison	Tania Leonard	SDP	tleonard@philasd.org
PBIS Coach (if applicable)	Anne McKendry	SDP	amckendry@philasd.org
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Paul Gerber	SDP	pgerber@philasd.org
EL Point Person	Meghan Amadio	Richmond	mkeyes@philasd.org

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

The Vision of the Richmond Elementary School is to ensure that all students achieve academic excellence by engaging in the best instructional practices.   The Mision of Richmond Elementary School is to provide challenging, rigorous, and relevant learning experiences by promoting high standards and expectations in order to actively engage all students in the learning process. By working in collaboration with parents and the community in a positive and respectful setting, Richmond fosters a safe, caring, and creative environment, which encourages the development of individual talents and motivates all students to reach their full potential.

ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

ELA Assessment Data
(Leading Indicators for Board Goals #1-2, and 4)
AIMSweb Reading Gr K-5 Data (Click for link to data)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	93.9%	6.5%	10.9%	82.6%	25	93.6%	13.6%	18.2%	68.2%
1st	93.3%	15.7%	7.1%	77.1%	18	93.4%	19.7%	5.6%	74.6%
2nd	94.0%	46.0%	19.0%	34.9%	35	92.3%	60.0%	13.3%	26.7%
3rd	97.8%	47.2%	12.4%	40.4%	49	93.7%	40.4%	22.5%	37.1%
4th	93.2%	50.7%	15.9%	33.3%	44	86.8%	56.1%	13.6%	30.3%
5th	93.6%	42.5%	17.8%	39.7%	46	91.4%	50.0%	8.1%	41.9%

Math Assessment Data
(Leading Indicators for Board Goals 3, and 4)
AIMSweb Math Gr K-5 Data (Click for link to data)

aimsweb Math	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	91.8%	28.9%	24.4%	46.7%	41	93.6%	29.5%	18.2%	52.3%
1st	93.3%	24.3%	14.3%	61.4%	39	92.1%	24.3%	11.4%	64.3%
2nd	94.0%	49.2%	14.3%	36.5%	39	92.3%	58.3%	16.7%	25.0%
3rd	98.9%	31.1%	16.7%	52.2%	40	92.6%	33.0%	20.5%	46.6%
4th	94.6%	41.4%	25.7%	32.9%	47	85.5%	46.2%	20.0%	33.8%
5th	94.9%	23.0%	20.3%	56.8%	41	91.4%	16.2%	25.7%	58.1%

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	51.0%	48.6%	45.0%	38.8%
90-95% days	16.4%	23.8%	27.1%	31.9%
85-90% days	9.9%	12.8%	13.8%	14.3%
80-85% days	4.5%	7.8%	6.1%	5.5%
<80% days	18.1%	7.0%	8.0%	9.5%

Monthly Attendance Snapshots (Click for link to data)

Jan 2021	Jan 2020	March 2020	March 2019
51.0%	47.0%	48.6%	45.4%
16.4%	26.4%	23.8%	28.9%
9.9%	10.9%	12.8%	12.0%
4.5%	8.1%	7.8%	6.8%
18.1%	7.7%	7.0%	6.9%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	98.3%	99.1%	96.3%
Black/Afr Amer	96.6%	98.3%	92.8%
Hispanic/Latino	99.5%	99.5%	97.1%
Asian	100.0%	100.0%	100.0%
White	98.5%	99.6%	97.7%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 51% of students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Students will report a greater sense of belonging and develop stronger relationships with their peers and the adults in the building	Classroom observations, regularly administered surveys, and teacher feedback during common planning time

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Design master schedule so that each day begins the day with a 30 minute community meeting. All adults in the building (minus those with essential morning responsibilities) will be included in community meeting time.	7/1/2021	8/30/2021	Susan Rozanski (Principal)	Master Schedule	N
Recruit teachers who effectively lead community meetings this year to share practices during summer re-org PD.	7/1/2021	8/10/2021	Susan Rozanski (Principal)		N
Staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour. Include time for teachers to share practices as well.	8/23/2021	8/30/2021	Orick Smith (Climate Manager) and Counselor	Community Meeting Training Module	Y
Create a Year-Long calendar of Community Meeting topics and responsibilities.	6/1/2021	8/30/2021	Orick Smith (Climate Manager) and Counselor	Calendar/ resources provided by the Office of School Climate & Culture	N
Students take Student-Well Being Survey monthly during morning Advisory.	9/1/2021	6/30/2022	Advisory Teachers Will Administer (Counselor Organizes)	Student-Well Being Survey	N
Revisit Community Meeting calendar and Student Well-Being Survey Results monthly during Common Planning Time and revise as needed.	9/1/2021	6/30/2022	Orick Smith (Climate Manager) and Counselor	CPT Time	N
Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.	9/30/2021	6/30/2022	Orick Smith (Climate Manager)	Observations Note Catcher	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

PBIS - Currently Implementing (Focus: Tier I Climate Framework)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 51% of students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Increased sense of student belonging, improved attendance, and fewer behavioral incidents	Share tier 1 data with school staff, PBIS team will meet monthly to review data (surveys, attendance, ODRs, etc.)

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Determine mechanism for involving students in PBIS for the coming year (options: Safety Patrol, Student Government, who is lead person, how are folks choosen, what are responsibilities)	8/2/2021	8/31/2022	Orick Smith, Climate Manager		N
Confirm members of PBIS team and their roles. PBIS Team will include all core members of the schoolwide leadership team and will also include students and parents (can keep consistent or rotate)- the students and parents can attend the begining parts of these meetings. We will also assign roles and responsibilities for the year.	8/2/2021	9/15/2021	Orick Smith, Climate Manager		N
Provide staff PD during summer reorganization to review PBIS expectations (behavior matrix, language, positive praise ratios, minor and major incident forms in SIS, behavior specific praise)	8/2/2021	8/31/2021	Orick Smith, Climate Manager	PBIS Manual	Y
Inclusively teach behavior expectations for all parts of the building.	8/31/2021	9/30/2021	All Staff	Lesson plans aligned with matrix	N
Inclusively teach behavior expectations for all parts of the building (post Winter Break).	1/4/2022	1/14/2022	All Staff	Lesson plans aligned with matrix	N
Inclusively teach behavior expectations for all parts of the building (post Spring Break).	4/18/2022	4/29/2022	All Staff	Lesson plans aligned with matrix	N
Create a school-wide calendar of incentives, establish criteria for participation, and assign adults who will oversee each incentive (i.e weekly. monthly, quarterly, etc.)	8/2/2021	8/31/2021	PBIS Team Lead	Calendar	N
PBIS Team will meet monthly. During meetings the team will: ensure followthough in alignment with calendar/ plan, schedule time for PBIS staff training boosters throughout the year, and review climate data.	9/15/2021	5/18/2022	Orick Smith, Climate Manager	Calendar	N
Complete annual Tiered Fidelity Inventory	4/1/2022	4/20/2022	District PBIS Staff	TFI	N
Designate time & complete the PBIS self-assessment survey	4/1/2022	5/25/2022	All Staff	PBIS Survey	N

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #3:					
Pro-social Recess & Lunch Programs (Focus: Tier I Supplemental Climate)					

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 51% of students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Increased sense of belonging, improved attendance, and fewer disciplinary incidents during the lunch and recess blocks.	Fidelity Checklists for Student Climate Staff, Student Survey Data,

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train school leadership on Pro-social Recess & Lunch Programs	8/2/2021	8/31/2021	Orick Smith (Climate Manager) attends district training	Pro-Social Recess & Lunch Program materials	Y
Identify and recruit members to form a Pro-social Recess & Lunch Team (R&L team- likely includes Noon Time Aides, Counselor, Climate Manager, Principal, and potentially students and teachers- particularly our Autistic Support Teachers)	8/2/2021	8/31/2021	Susan Rozanski (Principal)		N
Establish a team meeting schedule (meet at least twice a month, meeting minute, and team roles).	8/2/2021	8/31/2021	Orick Smith (Climate Manager)		N
Develop a vision for recess & lunch	8/2/2021	8/31/2021	Orick Smith (Climate Manager and R&L Lead)		N
Train Recess and Lunch Staff (Relationship Building, Socialized Recess Implementation, Setting up the environment, Deployment plans)	8/2/2021	8/31/2021	Orick Smith (Climate Manager and R&L Lead)		Y
Communicate Lunch and Recess Procedures to students	9/1/2021	9/30/2021	Orick Smith (Climate Manager and R&L Lead)		N
Create monthly opportunities for incentives	9/1/2021	5/2/2022	Orick Smith (Climate Manager and R&L Lead)		N
Schedule time to administer student surveys about their recess and lunch experience	11/1/2021	6/1/2022	Orick Smith (Climate Manager and R&L Lead)	Student Surveys	N
Develop a recess and lunch fidelity checklist in alignment with the PBIS procedures and R&L vision.	8/2/2021	8/31/2021	Orick Smith (Climate Manager and R&L Lead)	Fidelity Checklist	N
Conduct on-spot fidelity checks monthly	9/30/2021	5/31/2022	Susan Rozanski (Principal) Orick Smith (Climate Manager)	Fidelity Checklist	N
Pro Social Recess and Lunch Team will meet at least twice a month where they will: determine whether any revisions need to be made to the procedures, examine survey results, review fidelity checks, and examine ODR data from recess and lunch.	9/15/2021	5/25/2022	Orick Smith (Climate Manager and R&L Lead)	Survey Result, Fidelity Checklist, ODR Data	N

Comprehensive Plan: Strategies and Action Steps		
Evidence Based Strategy #4:		
Common Planning Time (Focus: Tier I Academics)		

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	The schoolwide ELA PSSA proficiency rate is lower for our Black student partially because we need to do work making our curriculum more culturally relevant.	At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.
Board Goal 2	The 3rd grade ELA PSSA proficiency rate is below the district's 2026 target partially because teachers are not planning lessons to support the individual needs of their learners at all different reading levels- to address this we need to better train teachers around using data to inform skill-based interventions.	At least 45% of grade 3 students will score proficient/advanced on the ELA PSSA	EP04: Identify and address individual student learning needs
Board Goal 3	The schoolwide Math PSSA proficiency rate is below the district's 2026 target in part because not enough has been done in CPT to support teachers' math instruction- moving forward we want to prioritize: how to best structure the 90 minute Math block, deconstructing math standards, anticipation student misconceptions, and using data to drive Tier 1 instruction.	At least 32% of grade 3-5 students will score proficient/advanced on the Math PSSA	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Teachers will improve their instructional skills (questioning, data analytics, lesson planning). Lesson quality, rigor, and alignment will improve. Teachers will have the space to cultivate a growth mindset where they have a network of of support and collaboration. Teachers will better address students individual learning needs through their increased instructional capacity.	Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Instructional leadership team has a written vision of common planning time that is in alignment to the BoE and District goals and priorities.	5/1/2021	8/23/2021	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	Vision for CPT	N
	Communicate the common planning time instruction vision and focus to staff during a summer reorganization PD session.	8/23/2021	8/30/2021	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		Y
	Principal will norm with the other members of the ILT around lesson plan expectations and how to give meaningful lesson plan feedback during CPT.	8/23/2021	9/15/2021	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		N
	Develop a CPT cycle and calendar to include topics such as (1) Collaborative Lesson Planning, (2) Data Analysis, (3) The MTSS Process, (4) Sharing of Best Practices, and (5) Backwards-Design Unit Planning.	5/1/2021	8/23/2021	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	Network Common Assessments	N
	Principal and ILT will periodically (monthly at the start of the year, quarterly after the start of the year) meet to calibrate their lesson plan feedback.	10/1/2021	6/30/2022	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		N
	Instructional leadership team identies monthly goals for teacher learning (ex. ##% of teachers will regularly have objectives aligned to standards, ##% of teachers will demonstrate adequate wait time after asking questions).	10/1/2021	6/1/2022	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		N
	Instructional leadership team will monthly identify the protocols and resources to be used during Common Planning Time (ex. Data protocols, instructional rubric, exemplar videos, student work protocols, IPP protocols).	8/23/2021	6/1/2022	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	Various Protocols and Resources	N
	Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle and coaching caseloads/ priorities.	10/1/2021	6/30/2022	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	Some kind of tracker or rolling note-catcher	N
	Teachers participate in intentionally planned CPT sessions in grade level groups every week.	9/1/2021	6/30/2022	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

MTSS (Focus: Tiers II/III Academics)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	The schoolwide ELA PSSA proficiency rate is lower for our Black student partially because we need to do work making our curriculum more culturally relevant.	At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Sudent Support Services.
Board Goal 2	The 3rd grade ELA PSSA proficiency rate is below the district's 2026 target partially because teachers are not planning lessons to support the individual needs of their learners at all different reading levels- to address this we need to better train teachers around using data to inform skill-based interventions.	At least 45% of grade 3 students will score proficient/advanced on the ELA PSSA	EP04: Identify and address individual student learning needs
Board Goal 3	The schoolwide Math PSSA proficiency rate is below the district's 2026 target in part because not enough has been done in CPT to support teachers' math instruction- moving forward we want to prioritize: how to best structure the 90 minute Math block, deconstructing math standards, anticipation student misconceptions, and using data to drive Tier 1 instruction.	At least 32% of grade 3-5 students will score proficient/advanced on the Math PSSA	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Students will receive more individualized academic support via the MTSS process. Teachers will develop in their capacity to identify and address students individual learning needs.	MTSS teams will meet at least monthly for each grade band (K-2, 3-5, 6-8) to (1) discuss ongoing intervention plans and their fidelity of implementation and effectiveness, (2) identify supplemental materials and supports for Tier 2/3 students, (3) review student tier groupings, and (4) examine data and how Tier 1 strategies might need to be modified (similiar to TIPS for PBIS schools).

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Once a semester as part of Network Instructional Rounds, school leaders will analyze District, Learning Network, and school-level data by subgroup to determine school-level priorities for improving outcomes for groups of students.	9/1/2021	4/30/2022	Susan Rowzanski (Principal)		N
	District assessments will be administered quarterly.	9/1/2021	6/30/2022	Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	District Academic Universal Screener	N
	Assessment data will be analyzed during CPT to (1) identify students in need of instructional support beyond standard Tier 1 instruction, (2) identify concepts, skills, and content that need to be re-enforced/ re-taught, and (3) match student needs with content needs.	9/1/2021	6/30/2022	Susan Rozanski (Principal), Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	Assessment Data, Protocols	N
	Establish an MTSS Vision Statement or MTSS Core Values and share with staff.	8/23/2021	9/15/2021	Susan Rozanski (Principal), Orick Smith (Climate Manager), Roxanne Afrasia (Counselor)		N
	Establish MTSS team operating procedures [rolling agenda with times, call for agenda items, MTSS meeting schedule].	9/15/2021	6/30/2022	Susan Rozanski (Principal), Orick Smith (Climate Manager), Roxanne Afrasia (Counselor)		N
	Identify the members of the MTSS team and assign roles (team leader, note taker, time keeper, etc.)	9/15/2021	6/30/2022	Susan Rozanski (Principal), Orick Smith (Climate Manager), Roxanne Afrasia (Counselor)	District MTSS SIS Guidance	N
	MTSS teams will meet at least monthly for each grade level to (1) discuss ongoing intervention plans and their fidelity of implementation and effectiveness, (2) identify supplemental materials and supports for Tier 2/3 students, (3) review student tier groupings, and (4) examine data and how Tier 1 strategies might need to be modified (similiar to TIPS for PBIS schools).	9/1/2021	6/30/2022	Susan Rozanski (Principal), Orick Smith (Climate Manager), Roxanne Afrasia (Counselor)		N
	Students in Tier III/Intensive Intervention for academics will be progress monitored at least once a month.	8/23/2021	10/31/2021	Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		Y
	MTSS plans for Tier III/Intensive Intervention students (academics) will be created in SIS.	9/1/2021	6/30/2022	Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)		N
	Small group instruction/blended learning will be (1) driven by data with student grouping being refreshed on a monthly basis, (2) included in all lesson plans, (3) implemented in learning blocks on a daily basis, and (4) tiered so that students with greater instructional needs will receive more intensive interventions.	7/1/2021	8/23/2021	Classroom Teachers, Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	MTSS team operating procedures	N
	Teachers will receive initial (in September) PD around (1) which assessment reports to utilize for identifying individual student learning needs and how to analyze said reports, (2) how to create tiered groups based on diagnostic reports, (3) how to create instructional plans for those tiered groups, and (4) how to monitor student progress toward addressing identified learning needs. These PD topics will be revisited at least quarterly in training booster sessions.	9/1/2021	6/30/2022	Shannon Largent (School Based Teacher Leader), Bernedette Sterling (Literacy Lead)	Support from network partners	Y
	Ensure that all teachers have ample oppurtunity to collaborate with the Counselor, ESOL Teacher, and SPECEM in spaces devoted towards ensuring that evidence-based strategies are being utilized to reach all learners.	9/1/2021	6/30/2022	Susan Rowzanski (Principal)		N

Richmond School [5400] 2021-2022 School Plan

BOARD GOAL 1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 47% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 47% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				

BOARD GOAL 2	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 45% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				

BOARD GOAL 3	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 32% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				

95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 51% of all students will attend school 95% of days or more	At least 51% of all students will attend school 95% of days or more in Q1.	At least 51% of all students will attend school 95% of days or more in Q2.	At least 51% of all students will attend school 95% of days or more in Q3.	At least 51% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				

(ADDITIONAL GOAL)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 47% of grade 3-5 Black students will score proficient/advanced on the ELA PSSA	At least 47% of Black students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 47% of Black students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 47% of Black students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 47% of Black students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				

(ADDITIONAL GOAL)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 32% of grade 3-5 Black students will score proficient/advanced on the Math PSSA	At least 32% of Black students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 32% of Black students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 32% of Black students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 32% of Black students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				