

**THE SCHOOL DISTRICT OF PHILADELPHIA  
2022-2023  
School-based Planning Tool**

School Grade Span	00-05
ULCS Code	5400
Name of School	Richmond School
Neighborhood Network	Network 5
Assistant Superintendent	Karen Kolsky
ESSA Federal Designation	A-TSI
Admission Type	Neighborhood
Equity Network Cohort	
Principal Name	Susan Rozanski
Years as Principal	10
Years as Principal at this School	10

**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	Caroline Stein	NET	caroline.stein@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	Christine Hilderty-Feeney	SDP	childeryfeeney@philasd.org
Network Attendance Coach	Michael Jones	SDP	mejones@philasd.org
Network Culture and Climate Coach	Nafis Johnson	SDP	njohnson@philasd.org
Grants Compliance Monitor	Steven Schafer	SDP	sschafer@philasd.org
Central Office Talent Partner	N/A	N/A	N/A
Network Early Literacy/Literacy Director	Antoine O'Karma	SDP	aokrama@philasd.org
Network Professional Learning Specialist	MaryKate Kilpatrick	SDP	mkilpatrick@philasd.org
Prevention and Intervention Liaison	Vacant	N/A	N/A
PBIS Coach (if applicable)	Davitra Y. Smith	SDP	DSmith11@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	N/A	N/A	N/A
EL Point Person	Meghan Amadio	Richmond	mkeyes@philasd.org
Star Champion	Carrie Hunter	Richmond	chunter@philasd.org
Technology Lead	Alima McKnight	Richmond	asaffell@philasd.org
Assessment Coordinator	Shannon Largent	Richmond	shgallagher@philasd.org
Equity Lead	N/A	N/A	N/A

**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.) How is your school's vision focused on advancing equity?**

The Vision of the Richmond Elementary School is to ensure that all students achieve academic excellence by engaging in the best instructional practices. The Mission of Richmond Elementary School is to provide challenging, rigorous, and culturally 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.



**Richmond School - Comprehensive Plan: Strategies and Action Steps**

Evidence Based Strategy #2:									
PBIS - Currently Implementing (Tier I Climate Framework)					Monitoring/Evaluation				
Anticipated Outputs (link out to EP Look Fors)					Monitoring/Evaluation				
Students will report increased levels of belonging, interconnectedness, and positive relationships on the Student Wellbeing Surveys.					Complete annual CR-Tiered Fidelity Inventory (TFI) / Self Assessment Survey & Action Plan for next year. Share Tier I Climate data with staff quarterly.				
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Indicators	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Revise Behavior Norms teaching system.	7/1/2022	8/29/2022	Orick Smith (Climate Manager)	PBIS Manual	N	Formal system used to teach expected behaviors during Community Meetings is in place throughout 1st month of school, complete with identified equity knowledge, skills and mindsets that will be developed. Home-to-school PBIS matrix is completed by first meeting.			
Create and implement a school-wide calendar of acknowledgements (i.e weekly, monthly, quarterly, etc.).	7/1/2022	8/29/2022	Orick Smith (Climate Manager)	Calendar	N	There is a readily available school-wide calendar of acknowledgements and activities/events that is widely shared with staff and students. Students and staff have multiple opportunities to provide input on the acknowledgement system.			
Refine policies and procedures around the Progressive Discipline System.	10/1/2022	11/30/2022	Orick Smith (Climate Manager) + Davita Smith (PBIS Coach)	PBIS Manual	N	Behavior flowchart is restorative and proactive in nature and allows for the re-entry of students into a setting in a supportive manner. Clearly-defined procedures for managing both Code of Conduct Events (Major ODRs) and Non-Code of Conduct Events (Minors) are documented, with training provided. Student, family, staff, and other community member voices are part of process, with multiple opportunities for feedback.			
Update PBIS Manual	7/1/2022	8/29/2022	Orick Smith (Climate Manager)	PBIS Manual	N	PBIS manual is updated to reflect the current year.			
Establish a school-specific training schedule for PBIS throughout the school year	8/23/2022	6/14/2023	Orick Smith (Climate Manager)	Calendar	Y	Formal process for teaching all staff all aspects of Tier I PBIS Framework is designed, adhering to the PBIS timeline.			
Hold beginning of year PBIS student training.	8/29/2022	9/30/2022	Classroom Teachers + Common Spaces w/ Orick Smith (Climate Manager) + Susan Rozanski (Principal) + Climate Staff	PBIS Manual	N	PBIS norms and acknowledgment system are part of documented agenda and materials.			
Conduct daily Community Meetings	8/29/2022	6/14/2023	Classroom Teachers + Support From: Orick Smith (Climate Manager) + Susan Rozanski (Principal)	PBIS student training slide deck	N	Daily community meetings occur in every classroom with the lens of continuing to teach, reinforce, and acknowledge PBIS norms and Social Emotional Learning practices.			
Build a Culturally Responsive PBIS Team	7/1/2022	10/1/2022	Orick Smith (Climate Manager)	Master Schedule	N	PBIS Team includes administrators, teachers, Climate leaders, and staff with behavior and attendance expertise. Include seats at the table for family/community members & students and ensure the team is representative of the school community.			
Establish team operating procedures, roles, and a year long monthly meeting schedule	7/1/2022	10/1/2022	Orick Smith (Climate Manager)	Staff List	N	Tier 1 MTSS Team meets at least monthly. PBIS team meets at least monthly. Both teams have year-long meeting schedule with dates and times, meeting format/agenda, minutes, and defined meeting roles.			
Plan for regular PD time to update staff on PBIS development	8/29/2022	6/14/2023	Orick Smith (Climate Manager)	PBIS Manual	Y	Training evaluations are complete and staff demonstrate an understanding of how PBIS advances SEL and equity knowledge, skills & mindsets.			
Incorporate Student Well-Being Survey into Community Meetings	8/29/2022	6/14/2023	Classroom Teachers+ Oversight From: Orick Smith (Climate Manager) + Susan Rozanski (Principal) + Jason Messer (Counselor)	Slide Deck and Calendar	N	Student Well-being Survey is administered monthly during Community Meeting (takes 5 minutes) Staff review and reflect on Student Well-being Survey data. The equity indicators are reviewed to assess students' progress on equity knowledge, skills and mindsets and to plan accordingly.			
Schedule time for PBIS staff and student boosters throughout the year.	8/29/2022	1/15/2023	Orick Smith (Climate Manager) + Susan Rozanski (Principal)	SWBS access	Y	Training evaluations are completed by staff. Staff and students demonstrate an understanding of how PBIS advances SEL and equity knowledge, skills & mindsets.			
Train, coach, and support the adoption of tier 1 classroom practices	8/29/2022	6/14/2023	Orick Smith (Climate Manager) + Susan Rozanski (Principal)	Master Schedule and Booster Resources	N	Classrooms are formally implementing all core Tier I features: positive praise to correction ratios, clear routines and procedures, consistent use of specific feedback with tangible acknowledgement, and consistent use of acknowledgement system are all evident.			
Share tier 1 data with school staff at least quarterly	8/29/2022	6/14/2023	Orick Smith (Climate Manager)	PBIS Manual	N	Presentations or data packets are developed and documented. A method is developed for faculty/staff to provide feedback on Tier I practices.			
Complete annual CR-Tiered Fidelity Inventory (TFI) / Self Assessment Survey & Action Plan for next year	3/1/2023	3/30/2023	Orick Smith (Climate Manager) + Full PBIS Team & Staff	TIPS Data from SIS	N	Staff have the opportunity to reflect and discuss whether PBIS is supporting the development of social-emotional learning and equity knowledge, skills and mindsets.			
Designate a lead for the Connection in PBIS work	8/23/2022	8/29/2022	Orick Smith (Climate Manager)		N	Select a PBIS team lead to work with the PBIS coach on the Connections work.			
Utilize the Emphasizing Connections Guide to complete scope & sequence plan for the year.	8/23/2022	6/14/2023	Orick Smith (Climate Manager)		N	Add connections work to regular PBIS team meeting agendas.			
Determine which of the 6 modules will be emphasized for the year: Fostering Safe, Supportive, Consistent Relationships at School Empowerment, Voice & Choice, Building Connections with Behavior-Specific Praise Building Regulation Skills in the Classroom Managing Emotions in the Classroom Regulate, Relate, and Reason	9/1/2022	10/1/2022	Orick Smith (Climate Manager)	Cornerstone Modules	N	Review the guide with the PBIS coach and Connections Lead Schedule regular monthly meetings to touch base on progress.			
Allocate PD time for either asynchronous (in cornerstone) or synchronous sessions (scheduled throughout the year) for each of the 6 modules	9/1/2022	6/14/2023	Orick Smith (Climate Manager) + Susan Rozanski (Principal)	Cornerstone Modules	N	Work with building principal to determine if the modules for Connections Within PBIS will be delivered live or through cornerstone.			
Come up with a plan to use Pre-Module Slides & Post-Module questions for application.	9/1/2022	6/14/2023	Orick Smith (Climate Manager)	Cornerstone Modules	Y	Come up with a year long session for all 6 modules.			
				Cornerstone Modules	N	Work with Connections Lead and PBIS Coach to plan for each module delivery session using the slides & application questions and determine who is responsible for what.			



GOAL:			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 1	All Students	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?				
GOAL:	Board Goal 2	All Students	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?				
GOAL:	Board Goal 3	All Students	At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 27% 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?				
GOAL:	95%- Attendance	All Students	At least 95% of all students will attend school 95% of days or more	At least 95% of all students will attend school 95% of days or more in Q1	At least 95% of all students will attend school 95% of days or more in Q2	At least 95% of all students will attend school 95% of days or more in Q3	At least 95% of all students will attend school 95% of days or more in Q4
			Actual Performance				
			Met Target?				
GOAL:	Suspension	All Students	At least 95% of students will have zero out-of-school suspensions	At least 95% of students will have zero out-of-school suspensions in Q1	At least 95% of students will have zero out-of-school suspensions in Q2	At least 95% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 1	Black/African American	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?				
GOAL:	Board Goal 3	Black/African American	At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 27% 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?				
GOAL:	(select goal type)	(select students)					
			Actual Performance				
			Met Target?				