THE SCHOOL DISTRICT OF PHILADELPHIA
2023-2024
School-based Planning Tool

School Grade Span	00-05
ULCS Code	5400
Name of School	Richmond School
Learning Network	Network 5
Assistant Superintendent	Renato Lajara
ESSA Federal Designation	TSI
Admission Type	Neighborhood
Principal Name	Mrs Susan Rozanski

Planning Team

Team Member Title	Team Member Name	Organization
Principal	Susan Rozanski	Richmond
Math Content Specialist/Teacher Leader	Shannon Gallagher	Richmond
Literacy Content Specialist/Teacher Leader	Shannon Gallagher	Richmond
Science Content Specialist/Teacher Leader	Allyson Michels	Richmond
School-based Climate Leader	Orick Smith	Richmond
School-based EL Teacher Leader	Eileen Hoban	Richmond
School-based Special Education Leader	Elizabeth McKinlay	Richmond
School-based Attendance Designee	Orick Smith	Richmond
Star Champion	Shannon Gallagher	Richmond
Technology Teacher Leader	Alima McKnight	Richmond
School-based Equity Leader	Jason Messer	Richmond
Parent	Jessica Lear	Richmond
Community member	Caroline Stein	NET
Planning and Evidence-based Support (PESO) staff	Wyatt Cadley	SDP
PBIS Coach	Davitra Smith	SDP
Equity Training Specialist	Dylan Van Duyne	SDP

Reading Intervention Teacher	Carrie Hunter	Richmond
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?		

Vision
The vision of the Richmond Elementary School is to ensure that all students achieve academic excellence by engaging in the best instructional practices.

Mission
The mission of the 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 caring, safe, and creative environment, which encourages the development of individual talents, and motivates all students to reach their full potential.

PRIORITY AREAS (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

		Essential Practices	Rating	Definition of Rating
Instruction	1	**EP01: Align curriculum, assessments, and instruction to the PA Standards**	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	**EP03: 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**	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	**EP04: Identify and address individual student learning needs**	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	**EP05: Provide frequent, timely, and systematic feedback and support on instructional practices**	Emerging	Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators' instructional practices.
Leadership Development	6	**EP06: Foster a culture of high expectations for success for all students, educators, families, and community members**	Emerging	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.
	7	**EP07: Collectively shape the vision for continuous improvement of teaching and learning**	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	**EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school**	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.

Climate	10	**EP10: Continuously monitor implementation of the school improvement plan and adjust as needed**	**Operational**	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
	11	**EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically**	**Operational**	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Operational**	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior;
	13	**EP13: Implement a multi-tiered system of supports for academics and behavior**	**Emerging**	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family and Community Engagement	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Operational**	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Emerging**	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	16	**EP16: Identify professional learning needs through analysis of a variety of data**	**Operational**	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families)
	17	**EP17: Use multiple professional learning designs to support the learning needs of staff**	**Emerging**	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	**EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning**	**Emerging**	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.

Selected Essential Practice	
Academic Essential Practice #1 (Required)	EP01: Align curriculum, assessments, and instruction to the PA Standards
Climate Essential Practice #2 (Required)	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Additional Practice #3 (Optional)	

Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum	
Anticipated Outputs (link out to EP Look Fors)	**Monitoring/Evaluation**	
- Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Quarterly, students will be assessed in Math using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans.	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Principal	Academic curriculum, Master Schedule	N
Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.	7/1/2023	8/1/2023	Principal	ILT overview and protocols with roles and responsibilities	N
Instructional Leadership Team members 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.	7/1/2023	8/18/2023	Principal	PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Instructional Leadership Team	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Instructional Leadership Team	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Instructional Leadership Team	Academic curriculum	N
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.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation schedule, coaching schedule	N
Utilize SDP coaching and feedback model to deliver structured support	9/5/2023	6/14/2024	Principal and Assistant Principal	Look-fors Documents Observation Schedule Observation Protocol Form Coaching Logs	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Instructional Leadership Team	Academic curriculum, lesson plans	N

Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.	9/5/2023	6/14/2024	Teachers	Assessment Calendar Star Assessment Star Reports	N
Monitor the administration of pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N
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.	9/5/2023	6/14/2024	PLC Facilitators	Math Curriculum Resources	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N
Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction; students in flexible groups should have similar skill needs (not just grouped exclusively by Star performance band).	9/5/2023	6/14/2024	Instructional Leadership Team	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	Instructional Leadership Team	Master Schedule, Lesson Plans	N
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.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation schedule, lesson plans	N
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.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	Instructional Leadership Team	Meeting schedule	N

Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum	

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Quarterly, students will be assessed in Reading using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Principal	Academic curriculum, Master Schedule	N
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Instructional Leadership Team	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Instructional Leadership Team	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Instructional Leadership Team	Academic curriculum	N
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.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation schedule, coaching schedule	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Instructional Leadership Team	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Monitor the administration of pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N

Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction; students in flexible groups should have similar skill needs (not just grouped exclusively by Star performance band).	9/5/2023	6/14/2024	Instructional Leadership Team	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Instructional leadership team will identify evidence-based small group lesson/ interventions that are aligned with particular skills (ex. letter sounds).	9/5/2023	11/1/2023	Instructional Leadership Team		N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	Classroom Teachers	Master Schedule, Lesson Plans	N
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.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation schedule, lesson plans	N
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.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	Instructional Leadership Team	Meeting schedule	N

Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	MTSS (Tier I Academics)	

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- A core MTSS team leads and manages the MTSS for the school. - All students are screened a minimum of three times per year. - The MTSS team systematically monitors attendance, grades, standardized test data, dropout rates, and promotion/graduation rates to identify trends. - School resources and staff are strategically aligned and matched to students needs based on screening and progress monitoring data.	- Monthly, team members monitor implementation of the action steps identified in the prior month's MTSS Tier 1 Meeting. - Quarterly, attendance rates, suspension rates, grades, standardized test data, dropout rates, and promotion/graduation rates to identify celebrations and concerns in the data.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Establish a MTSS Tier 1 Problem-solving team in accordance with the MTSS Tier 1 guidelines and identify an MTSS Tier 1 Lead [list team member positions in the Notes]	7/1/2023	9/1/2023	Principal	Team Member Roles and Responsibilities	N
Schedule monthly 60-90 minute MTSS Tier 1 meetings for the entire school year [list/link meeting dates/calendar in the Notes]	7/1/2023	9/1/2023	Principal		N
MTSS Tier 1 leads will consult with their PESO associate before the first MTSS Tier 1 meeting to confirm that systems and expectations are clear.	7/1/2023	9/15/2023	Principal		N
Select the preferred agenda to use for MTSS Tier I meetings and establish a single online location where agendas will be stored for MTSS Tier 1 meetings [include link in the Notes & Evidence to the right]	7/1/2023	9/1/2023	Principal	Sample Agendas and Protocols	N
Administer the Star assessment with fidelity during District defined windows	9/5/2023	5/31/2024	Teachers		N
Administer the Student Well-being survey quarterly during District defined windows	9/5/2023	5/31/2024	Teachers		N
1-2 days before each monthly MTSS Tier 1 meeting, team members will identify celebrations and concerns using Monthly Data Snapshots, Qlik, Schoolnet, etc and will communicate those celebrations and concerns to the MTSS Team lead	9/5/2023	6/15/2024	MTSS Team Members	Monthly Data Snapshots, MTSS Agenda	N
Monthly, team members collectively identify a precise problem statement based on a concern identified as part of a data review.	9/5/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Monthly, team members collectively identify a root cause in order to develop an action plan to respond to the precise problem statement.	9/5/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Monthly, team members develop a series of action steps in alignment with the concerns identified in the MTSS Tier 1 meeting.	9/5/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Monthly after MTSS Tier 1 Meetings, team members incorporate action steps into PLCs and other professional learning and collaboration spaces.	9/5/2023	6/15/2024	MTSS Team Members		N
Monthly, team members monitor implementation of the action steps identified in the prior month's MTSS Tier 1 Meeting. Modify action steps as needed.	10/1/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N

Monthly, a school leader communicates a short synthesis of the precise problem statement and action steps from the MTSS Tier 1 meeting to school stakeholders.	9/5/2023	6/15/2024	Principal		N
Two weeks before each MTSS Tier 1 meeting, the MTSS Tier 1 Lead will check in with all stakeholders who had assigned action steps from the previous month's meeting around the status of their action steps.	10/1/2023	6/15/2024	Principal		N
Invite PESO representative to attend an MTSS Tier I meeting.	10/1/2023	6/15/2024	Principal		N

Richmond School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Relationships First (Tier I Climate Framework)	

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

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leadership schedule and participate in training on the Overview of Relationships First (RF).	5/1/2023	8/31/2023	Principal, Orick Smith, RF Coach		Y
Identify a school-level RF Team responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.	7/1/2023	8/31/2023	Principal, Orick Smith, RF Coach		N
Establish clear goals, roles, and responsibilities for RF Team and members.	7/1/2023	8/31/2023	Principal, Orick Smith, RF Coach		N
School leadership and RF Coach train the RF Team in CBC and RC.	8/1/2023	9/15/2023	Principal, Orick Smith, RF Coach		Y
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.	8/1/2023	9/15/2023	Principal, Orick Smith, RF Coach		Y
RF Team (with support from RF Coach) creates a push-in support plan to support CBCs in classrooms.	8/1/2023	9/30/2023	RF Lead		N
Leadership team schedules RF Team debrief circle to plan for anticipated implementation challenges.	8/1/2023	9/30/2023	Principal, Orick Smith, RF Coach		N
Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.	8/15/2023	9/15/2023	RF Lead, RF Coach		Y
CBCs are held weekly to build positive classroom community.	9/1/2023	6/15/2024	Classroom teachers	catalog of CBC approaches	N
All staff utilize RC as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.	9/1/2023	6/15/2024	All staff		N
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.	9/1/2023	12/31/2023	Orick Smith, RF Coach		N
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.	9/1/2023	12/31/2023	Orick Smith, RF Coach		N

A member of the school leadership team and members of RF team visit fully-implementing RF school for admin consult and walk-through.	9/1/2023	12/31/2023	Orick Smith, RF Coach	RF dashboard or other school-based data	N
RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning.	9/15/2023	6/15/2024	Orick Smith, RF Coach		N
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.	1/1/2024	1/31/2024	RF Team		N
RF Team schedules youth training in CBC for coming months.	1/1/2024	1/31/2024	RF Team		N
RF Team trains Youth Leaders in CBC and RC, working with RF Coach.	1/1/2024	6/15/2024	RF Team		N
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.	1/1/2024	6/15/2024	Classroom teachers		N
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.	2/1/2024	6/15/2024	RF Team		N

GOAL:	Board Goal 1	All Students	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?				

GOAL:	Board Goal 2	All Students	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?				

GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			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:	90%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 59% of students will attend school 90% of days or more	At least 59% of students will attend school 90% of days or more in Q1	At least 59% of students will attend school 90% of days or more in Q2	At least 59% of students will attend school 90% of days or more in Q3	At least 59% of students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				

GOAL:	Suspension	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			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:	90%+ Attendance	Special Education	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 59% of students will attend school 90% of days or more	At least 59% of students will attend school 90% of days or more in Q1	At least 59% of students will attend school 90% of days or more in Q2	At least 59% of students will attend school 90% of days or more in Q3	At least 59% of students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				