

3. Submission of Comprehensive Plan to the Pennsylvania Department of Education (2025-2028)

Action Item - 3

Board of Education Meeting Date: 2/27/2025

Title: Submission of Comprehensive Plan to the Pennsylvania Department of Education (2025-2028)

Action under consideration

The administration recommends that the Board of Education approve the submission of the attached Comprehensive Plan to the Pennsylvania Department of Education.

Description:

As a local Education Agency within the Commonwealth of Pennsylvania, The School District of Philadelphia (The District) is required to complete a District Comprehensive Planning process every three years. The format, structure, and guiding questions of the process and resulting plan are governed by state-level interpretation of federal law.

More information on this process can be found here:

<https://www.pa.gov/agencies/education/programs-and-services/schools/comprehensive-planning.html>

The District's plan is due to the Pennsylvania Department of Education by 03/31/2025.

Office Originating Request:

Evaluation, Research, and Accountability

Philadelphia City SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		126515001
Address 1		
440 N. Broad Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19147
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Single Point of Contact Name		
Joseph Taylor		
Single Point of Contact Email		
jctaylor@philasd.org		
Single Point of Contact Phone Number		
215-400-6151		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tony Watlington	Administrator	School District of Philadelphia	superintendent@philasd.org
Jermaine Dawson	Administrator	School District of Philadelphia	jdawson@philasd.org
Oz Hill	Administrator	School District of Philadelphia	ohill@philasd.org
Tonya Wolford	Administrator	School District of Philadelphia	twolford@philasd.org
Michael Farrell	Administrator	School District of Philadelphia	mtfarrell@philasd.org
Sarah Galbally	Administrator	School District of Philadelphia	sgalbally2@philasd.org
Nyshawana Francis-Thompson	Administrator	School District of Philadelphia	nfrancis2@philasd.org
Sabriya Jubilee	Administrator	School District of Philadelphia	sjubilee@philasd.org
Alex Coppadge	Administrator	School District of Philadelphia	acoppadge@philasd.org
Mike Herbstman	Administrator	School District of Philadelphia	mharris@philasd.org
Melanie Harris	Administrator	School District of Philadelphia	ntennant@philasd.org
Kim Newman	Administrator	School District of Philadelphia	kinewman@philasd.org
Jayme Banks	Administrator	School District of Philadelphia	jbanks2@philasd.org
Nathalie Nérée	Administrator	School District of Philadelphia	nneree@philasd.org
Hilderbrand Pelzer	Administrator	School District of Philadelphia	hpelzer@philasd.org
Tomás Hanna	Administrator	School District of Philadelphia	thanna@philasd.org
Kaylan Connally	Administrator	School District of Philadelphia	kconnally@philasd.org
Lynn Rauch	Administrator	School District of Philadelphia	lrauch@philasd.org
Teresa Fleming	Administrator	School District of Philadelphia	tfleming@philasd.org
Wanda Novalés	Board Member	School District of Philadelphia	wnovalés@philasd.org
Reginald L. Streater	Board Member	School District of Philadelphia	rstreater@philasd.org
Jake Benny	Student	School District of Philadelphia	studentboardrep@philasd.org
Ebru Erdem	Parent	School District of Philadelphia	eerdem@philasd.org
Charles Rinker	Student	School District of Philadelphia	studentboardrep@philasd.org
Amber Fullam	Parent	School District of Philadelphia	afgoldberg@philasd.org
Kenzy Ahmed	Student	School District of Philadelphia	studentboardrep@philasd.org
Nadia Schafer	Community Member	Philadelphia Academies Inc.	nschafer@philasd.org
Rebecca Cornejo	Community Member	Neubauer Family Foundation	rcornejo@@neubauerfamilyfoundation.org

LEA Profile

As of February 2025, the School District of Philadelphia as an LEA is comprised of 249 schools, 218 of which are District-operated schools, and 31 of which are Alternative schools/programs, with approximately 116,000 students served across these two sectors. District and Alternative schools are divided into 16 Learning Networks that all adhere to the same mission, which is to provide every student with the opportunity to achieve positive life outcomes in partnership with families, educators, and community members who are valued and respected.

To accomplish this mission, the Board of Education (BOE) has established Goals, Guardrails, and Conditions for Success that outline what our students must know and be able to accomplish, while also describing the conditions needed in each school to empower all students to succeed in and beyond the classroom. The ultimate goal is to ensure that every student performs at or above grade level while attending schools that are safe and welcoming, while also offering well-rounded extracurricular opportunities and access to advanced placement courses. As a first step, the Board has outlined achievement goals through 2030, which include annual targets in Reading, Math, Biology, and CTE that our District schools are collectively striving to meet. These Goals are accompanied by our Conditions for Success SPOTlight metrics, which lay out the non-negotiable Conditions for Success that must be in place in order for schools to be successful in meeting the Board Goals. Specifically, we are monitoring four Conditions for Success: (1) Regular Student Attendance; (2) Regular Teacher Attendance; (3) On-Time Graduation; and (4) Reducing Dropouts. These clear priorities ensure coordinated efforts across the District to drive improved student success.

The Goals, Guardrails, and Conditions for Success serve as the guiding targets for our District. These goals were initially drafted in December 2020 and were re-approved in April 2024 after the latest wave of Board Member appointees were sworn in. Between the initial approval of the Board Goals and their re-approval four years later, our District's Board of Education appointed a new Superintendent, Dr. Tony B. Watlington. Dr. Watlington's tenure began on June 16, 2022, and after completing a rigorous transition process, Dr. Watlington introduced a new districtwide strategic plan titled *Accelerate Philly*.

To develop this plan, Dr. Watlington led a three-phase process. In Phase 1, Dr. Watlington engaged in a listening and learning tour, during which he gathered input from stakeholders and learned about the needs and concerns of the community and the District. This phase ran from June 2022 through September 2022. In Phase 2 of the process, Dr. Watlington and the transition team members (composed of 80 internal and external experts and stakeholders) formulated a comprehensive overview of the system. This phase began with the unveiling of five subcommittees on July 12, 2022, and concluded in October 2022 when each subcommittee submitted a report and recommendations. In the Phase 3 of the process, Dr. Watlington's transition team developed a strategic plan that has since been adopted District-wide. This third phase ran from November 2022 until the plan was approved by the Board on June 1, 2023 and then released to the public. Our District's has been implementing *Accelerate Philly* since it received Board approval.

This LEA Plan for 2025-2028 is a direct representation of what is outlined in *Accelerate Philly*. Specifically, this iteration of our District's LEA plan focuses on three of *Accelerate Philly's* priority areas: (1) Improve safety and well-being; (2) Partner with families and community; and (3) Accelerate academic achievement. Within these big buckets, our District has been supporting our schools in implementing a variety of high-leverage, evidence-based strategies that we feel will enable our schools to make significant gains in attendance, academics, and behavior over the next several school years. These strategies, which are outlined within this plan, include highly effective strategies such as Professional Learning Communities (PLCs), Positive Behavior Intervention & Supports (PBIS), and 9th Grade Academy.

As a District, we understand that in order for our schools to successfully implement these strategies, we must first provide them with adequate resources, guidance, and professional learning opportunities. Equally, we understand that any effective plan requires significant ongoing monitoring and evaluation. Finally, in developing this plan, we have specifically chosen to focus on Tier I implementation across all of these strategies during years 1-3. That is to say, the plan presented here is most concerned with the climate and instructional programming that all students will receive across all of our District-operated schools.

Mission and Vision

Mission

All sectors of public education in Philadelphia will work with urgency to provide every student with the opportunity to achieve positive life outcomes in partnership with diverse families, educators, and community members who are valued and respected.

Vision

To prepare students to imagine and realize any future they desire.

Educational Values

Students

Safety is imperative to our work. Equity requires needs-based distribution of resources. Collaboration involves gathering and honoring community voices. Joy inspires active engagement and belonging. Trust is built through good communication, public transparency, and holding ourselves accountable. Ambition requires us to work with urgency to accelerate student achievement.

Staff

Safety is imperative to our work. Equity requires needs-based distribution of resources. Collaboration involves gathering and honoring community voices. Joy inspires active engagement and belonging. Trust is built through good communication, public transparency, and holding ourselves accountable. Ambition requires us to work with urgency to accelerate student achievement.

Administration

Safety is imperative to our work. Equity requires needs-based distribution of resources. Collaboration involves gathering and honoring community voices. Joy inspires active engagement and belonging. Trust is built through good communication, public transparency, and holding ourselves accountable. Ambition requires us to work with urgency to accelerate student achievement.

Parents

Safety is imperative to our work. Equity requires needs-based distribution of resources. Collaboration involves gathering and honoring community voices. Joy inspires active engagement and belonging. Trust is built through good communication, public transparency, and holding ourselves accountable. Ambition requires us to work with urgency to accelerate student achievement.

Community

Safety is imperative to our work. Equity requires needs-based distribution of resources. Collaboration involves gathering and honoring community voices. Joy inspires active engagement and belonging. Trust is built through good communication, public transparency, and holding ourselves accountable. Ambition requires us to work with urgency to accelerate student achievement.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math (PSSA)	Our schools earned an average growth index score of 15.81 for Math for the 2023-24 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA (PSSA)	Our schools earned an average growth index score of 19.38 for ELA for the 2023-24 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Biology (Keystone)	Our schools earned an average growth index score of 4.78 for Biology for the 2023-24 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Literature (Keystone)	Our schools earned an average growth index score of 14.23 for Literature for the 2023-24 school year.
Regular Attendance	62.4% of students regularly attended school in 2023-24, which is an increase of 0.9 points year-over-year.
Four-Year Cohort Graduation Rate	78.0% of students graduated in four years in 2022-23, which is an increase of 2.4 points year-over-year.

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - 4th Grade Science (PSSA)	Our schools earned an average growth index score of -15.47 for 4th Grade Science for the 2023-24 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - 8th Grade Science (PSSA)	Our schools earned an average growth index score of -8.31 for 8th Grade Science for the 2023-24 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Algebra (Keystone)	Our schools earned an average growth index score of -4.57 for Algebra for the 2023-24 school year.
Proficient or Advanced on Pennsylvania State Assessments - Math (PSSA)	22.0% of students scored proficient/advanced on the Math PSSA for the 2023-24 school year.
Proficient or Advanced on Pennsylvania State Assessments - Algebra (Keystone)	27.2% of students in the 2024 11th grade cohort scored proficient/advanced on the Algebra Keystone for the 2023-24 school year.
Regular Attendance	61.1% of students regularly attended school in SY23-24.

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

Strengths

<p>Indicator Regular Attendance Grade Level(s) and/or Student Group(s) Asian</p>	<p>Comments/Notable Observations 84.1% of Asian students regularly attended school in 2023-24.</p>
<p>Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA (PSSA) Grade Level(s) and/or Student Group(s) English Learners</p>	<p>Comments/Notable Observations English Learners earned an average growth index score of 14.02 for ELA for the 2023-24 school year.</p>
<p>Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA (PSSA) Grade Level(s) and/or Student Group(s) White</p>	<p>Comments/Notable Observations White students earned an average growth index score of 8.57 for ELA for the 2023-24 school year.</p>
<p>Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Biology (Keystone) Grade Level(s) and/or Student Group(s) Hispanic</p>	<p>Comments/Notable Observations Hispanic students earned an average growth index score of 3.29 for Biology for the 2023-24 school year.</p>
<p>Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math (PSSA) Grade Level(s) and/or Student Group(s) 2 or More Races</p>	<p>Comments/Notable Observations 2 or More Races students earned an average growth index score of 2.82 for Math for the 2023-24 school year.</p>

Challenges

<p>Indicator Regular Attendance Grade Level(s) and/or Student Group(s) African-American/Black</p>	<p>Comments/Notable Observations 55.1% of African-American/Black students regularly attended school in 2023-24.</p>
<p>Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Algebra (Keystone)</p>	<p>Comments/Notable Observations Economically Disadvantaged students earned an average growth index score of -4.11 for Algebra for the 2023-24 school year.</p>

Grade Level(s) and/or Student Group(s) Economically Disadvantaged	
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math Grade Level(s) and/or Student Group(s) African-American/Black	Comments/Notable Observations 10.7% of African-American/Black students scored proficient/advanced on the Math PSSA for the 2023-24 school year.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math Grade Level(s) and/or Student Group(s) Hispanic	Comments/Notable Observations 12.5% of Hispanic students scored proficient/advanced on the Math PSSA for the 2023-24 school year.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math Grade Level(s) and/or Student Group(s) Students with Disabilities	Comments/Notable Observations 8.5% of Students with Disabilities scored proficient/advanced on the Math PSSA for the 2023-24 school year.

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.

Our schools earned an average growth index score of 15.81 for Math for the 2023-24 school year.
Our schools earned an average growth index score of 19.38 for ELA for the 2023-24 school year.
Our schools earned an average growth index score of 14.23 for Literature for the 2023-24 school year.
78.0% of students graduated in four years in 2022-23, which is an increase of 2.4 points year-over-year.
English Learners earned an average growth index score of 14.02 for ELA for the 2023-24 school year.

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 schools earned an average growth index score of -15.47 for 4th Grade Science for the 2023-24 school year.
Our schools earned an average growth index score of -4.57 for Algebra for the 2023-24 school year.
22.0% of students scored proficient/advanced on the Math PSSA for the 2023-24 school year, and 27.2% of students in the 2024 11th grade cohort scored proficient/advanced on the Algebra Keystone for the 2023-24 school year.

34.0.0% of students scored proficient/advanced on the ELA PSSA for the 2023-24 school year, and 51.9% of students in the 2024 11th grade cohort scored proficient/advanced on the Literature Keystone for the 2023-24 school year.

61.1% of students regularly attended school in SY23-24, and 6.0% of students received at least one suspension.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Reading	36.0% of students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.3 points year-over-year.
Star Reading	36.4% of students scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
Course Marks	59.2% of students earned As or Bs in ELA courses in Q4 of 2023-24.
Course Marks	14.4% of students earned Ds or Fs in ELA courses in Q4 of 2023-24.

English Language Arts Summary

Strengths

36.0% of students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.3 points year-over-year.
59.2% of students earned As or Bs in ELA courses in Q4 of 2023-24.

Challenges

36.4% of students scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
14.4% of students earned Ds or Fs in ELA courses in Q4 of 2023-24.

Mathematics

Data	Comments/Notable Observations
Star Math	24.0% of students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.8 points year-over-year.
Star Math	30.7% of students scored Intensive Intervention on the Spring 2024 Star Math Assessment.
Course Marks	52.5% of students earned As or Bs in Math courses in Q4 of 2023-24.
Course Marks	20.4% of students earned Ds or Fs in Math courses in Q4 of 2023-24.

Mathematics Summary

Strengths

24.0% of students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.8 points year-over-year.

52.5% of students earned As or Bs in Math courses in Q4 of 2023-24.

Challenges

30.7% of students scored Intensive Intervention on the Spring 2024 Star Math Assessment.

20.4% of students earned Ds or Fs in Math courses in Q4 of 2023-24.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks	67.1% of students earned As or Bs in Science courses in Q4 of 2023-24.
Course Marks	14.5% of students earned Ds or Fs in Science courses in Q4 of 2023-24.

Science, Technology, and Engineering Education Summary

Strengths

67.1% of students earned As or Bs in Science courses in Q4 of 2023-24.

Challenges

14.5% of students earned Ds or Fs in Science courses in Q4 of 2023-24.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	60.7% of students were on track to meet the PDE Career Standards Benchmark requirements in 2023-24, which is an increase of 18.2 points year-over-year.
College Matriculation	49.2% of graduating students matriculated to college in 2022-23, which is an increase of 3.5 points year-over-year.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	60.5% of NOCTI test-takers scored proficient on an industry standards-based competency assessment in 2023-24.
International Baccalaureate	73.8% of IB test-takers met the benchmark in 2023-24.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Course Marks	85.7% of students earned As or Bs in Arts and Humanities courses in Q4 of 2023-24.
Course Marks	7.0% of students earned Ds or Fs in Arts and Humanities courses in Q4 of 2023-24.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Course Marks	89.7% of students earned As or Bs in Health courses in Q4 of 2023-24.
Course Marks	4.6% of students earned As or Bs in Health courses in Q4 of 2023-24.

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

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

Data	Comments/Notable Observations
Course Marks	66.7% of students earned As or Bs in Social Studies courses in Q4 of 2023-24.

Course Marks	14.5% of students earned Ds or Fs in Social Studies courses in Q4 of 2023-24.
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Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Arcadia

Agreement Type

Dual Credit

Program/Course Area

23 courses total - see attachment for specifics

Uploaded Files

Arcadia Approved Dual Enrollment Courses.xlsx

Arcadia_4093-2_Signed (1).pdf

Partnering Institution

Community College of Philadelphia

Agreement Type

Dual Credit

Program/Course Area

255 courses total - see attachment for specifics

Uploaded Files

CCP_4082-2_Signed (1).pdf

Community College of Phila Approved Dual Enrollment Courses.xlsx

Partnering Institution

Esperanza

Agreement Type

Dual Credit

Program/Course Area

12 courses total - see attachment for specifics

Uploaded Files

Esperanza_4094.pdf

Esperanza Approved Dual Enrollment Courses.xlsx

Partnering Institution

Harrisburg University

Agreement Type

Dual Credit

Program/Course Area

16 courses total - see attachment for specifics

Uploaded Files

HU_4090.pdf

Harrisburg Approved Dual Enrollment Courses.xlsx

Partnering Institution

LaSalle University

Agreement Type

Dual Credit

Program/Course Area

56 courses total - see attachment for specifics

Uploaded Files

LaSalle Approved Dual Enrollment Courses.xlsx

LaSalle_4092.pdf

Partnering Institution

National Equity Lab

Agreement Type

Dual Credit

Program/Course Area

27 courses total - see attachment for specifics

Uploaded Files

National Equity Lab Approved Dual Enrollment Courses.xlsx

NationalEL_4099.pdf

Partnering Institution

Temple University

Agreement Type

Dual Credit

Program/Course Area

26 courses total - see attachment for specifics

Uploaded Files

Temple Approved Dual Enrollment Courses_f7acf71f.xlsx

Partnering Institution

West Chester University

Agreement Type

Dual Credit

Program/Course Area

4 courses total - see attachment for specifics

Uploaded Files

West Chester_4098-2_Signed (1).pdf

West Chester Approved Dual Enrollment Courses.xlsx

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.

85.7% of students earned As or Bs in Arts and Humanities courses in Q4 of 2023-24.
66.7% of students earned As or Bs in Social Studies courses in Q4 of 2023-24.
89.7% of students earned As or Bs in Health courses in Q4 of 2023-24.
60.5% of NOCTI test-takers scored proficient on an industry standards-based competency assessment in 2023-24.
60.7% of students were on track to meet the PDE Career Standards Benchmark requirements in 2023-24, which is an increase of 18.2 points year-over-year.

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.

7.0% of students earned Ds or Fs in Arts and Humanities courses in Q4 of 2023-24.
14.5% of students earned Ds or Fs in Social Studies courses in Q4 of 2023-24.
4.6% of students earned As or Bs in Health courses in Q4 of 2023-24.

Equity Considerations

English Learners

Data	Comments/Notable Observations
Star Reading	18.9% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 1.5 points year-over-year.
Star Reading	56.5% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
Star Math	16.9% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.3 points year-over-year.
Star Math	38.1% of English Learners scored Intensive Intervention on the Spring 2024 Star Math Assessment.

Students with Disabilities

Data	Comments/Notable Observations
Star Reading	11.9% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 1.1 points year-over-year.
Star Reading	69.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
Star Math	6.3% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 0.7 points year-over-year.
Star Math	63.5% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math Assessment.

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
Star Reading	31.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.1 points year-over-year.
Star Reading	39.3% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
Star Math	19.8% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.0 points year-over-year.
Star Math	33.4% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math Assessment.

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	33.2% of American Indian/Alaskan Native students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 1.4 points year-over-year.
American Indian/Alaskan Native	20.0% of American Indian/Alaskan Native students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.4 points year-over-year.
Asian	55.7% of Asian students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.0 points year-over-year.
Asian	54.5% of Asian students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.5 points year-over-year.
Black	28.7% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.9 points year-over-year.
Black	13.8% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.4 points year-over-year.
Hawaiian/Pacific Islander	34.4% of Hawaiian/Pacific Islander students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is a decrease of 2.2 points year-over-year.
Hawaiian/Pacific Islander	20.2% of Hawaiian/Pacific Islander students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is a decrease of 0.8 points year-over-year.
Hispanic	27.2% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 1.3 points year-over-year.
Hispanic	15.2% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.6 points year-over-year.
White	56.0% of White students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 1.7 points year-over-year.
White	44.3% of White students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.6 points year-over-year.
2 or More Races	48.2% of 2 or More Races students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 3.2 points year-over-year.
2 or More Races	32.0% of 2 or More Races students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 3.3 points year-over-year.

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.

54.5% of Asian students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.5 points year-over-year.
28.7% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.9 points year-over-year.
34.4% of Hawaiian/Pacific Islander students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is a decrease of 2.2 points year-over-year.
16.9% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.3 points year-over-year.
19.8% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.0 points year-over-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.

56.5% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
38.1% of English Learners scored Intensive Intervention on the Spring 2024 Star Math Assessment.
69.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading Assessment.
63.5% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math Assessment.
39.3% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading Assessment.

Designated Schools

Allen Dr Ethel Sch

Priority Challenge	Comments and Notable Observations
50.8% of students scored intensive intervention on the winter Star Math assessment, indicating they are at least 1+ grade levels behind on Math understanding.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can hone our best practices into improving our PLC cycle to address those components of the block which teachers are still struggling with in Math.
Across individual grades, anywhere from 46.3% - 64.9% of students scored Intensive Intervention on the Winter Star Reading assessment, which remains close (46.9%-63.2%) on the Fall Star assessment.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can hone our best practices into improving our PLC cycle to address those components of the block which teachers are still struggling with in ELA.
2nd, 4th, 5th, 6th and 7th grade students are receiving Disruption referrals in the classroom throughout the week, peaking at 11:45am and 2pm at the rate of 2 referrals per day.	If we implement a multi-tiered system of supports for academics and behavior, we will help our staff build relationships with students and families to improve conduct and increase attendance.

Amy At Martin

Priority Challenge	Comments and Notable Observations
52.6% of students scored Intensive Intervention on the Winter 2024 Star Reading assessment, which is an increase of 5.3% points year over year. Between Fall and Winter, there was only a 1.2% decrease in the % of students in intensive intervention.	If we use collaborative data analysis, planning and coaching to build the capacity of teachers to utilize student level data along with the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction will be differentiated, coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
44.8% of students scored Intensive Intervention on the Winter 2024 Star Math assessment, which is an increase of 2.5% points year over year.	If we use collaborative data analysis, planning and coaching to build the capacity of teachers to utilize student level data along with the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction will be differentiated, coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
Only 88.7% of students have zero out of school suspensions and 63.8% of students attended school 90% of days as of	If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self-development

the end of Q2 in SY23-24, which is a decrease of 8.4 percentage points YOY.	ratings content, decrease the school problem behaviors and increase attendance and student engagement.
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Barry Comm John Sch

Priority Challenge	Comments and Notable Observations
32.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is below the School District of Philadelphia average.	If we identify and address individual student learning needs, we will be better positioned to address rates of students scoring proficient in Reading.
43.5% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a above the School District of Philadelphia average.	If we identify and address individual student learning needs, we will be better positioned to address rates of students scoring Intensive Intervention in Math.
By the end of the 23-24 school year, 117 students received 6 or more referrals, which is larger than the number of students receiving just 1 referral (60) or those receiving 2-5 referrals (90).	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be better positioned to increase our restorative, Tier I climate practices and subsequently decrease the rate of students receiving significant numbers of referrals.

Bartram John - Main

Priority Challenge	Comments and Notable Observations
Our school earned an academic growth score of 50 for Math for the 2022-23 school year, and our school earned an academic growth score of 67 for ELA/Literature for the 2022-23 school year., which are not meeting the statewide growth standard .	If we use systematic, collaborative planning processes emphasis on supporting teachers with differentiation, scaffolding, and pre-requisite skill review, we should see improvements in our instruction and our student outcomes.
37.4% of students regularly attended school for the 2022-23 school year, which is a decrease in performance of 11.2 points from the previous year.	If we promote and sustain a positive school environment with climate and PBIS initiatives that support students' feelings of well being and connectedness, then we should see improvements in our overall school climate, which should increase attendance and decrease suspensions.

Bethune Mary McLeod Sch

Priority Challenge	Comments and Notable Observations
5.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we foster a culture of high expectations for success within our faculty and staff with a focus on supporting students with carrying the cognitive load in Math and ELA blocks, then we will be able to improve our proficiency rates.
38.4% of students attended school 90% of days or more in 2022-23, which is not meeting the statewide goal or interim target, and 91.7% of students had zero out-of-school suspensions in 2023-24.	If we partner with local businesses, community organizations, and other agencies in order to increase schoolwide programming and better educate families on the importance of coming to school, then we will be able to improve our attendance and suspension rates.

Blankenburg Rudolph Sch

Priority Challenge	Comments and Notable Observations
While there was a increase in the percent of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, with only 4.7% Proficient/Advanced, we are far from meeting the statewide goal or interim target.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to continue to focus on the effective implementation of the Math curriculum through a cycle of PD, PLCs, coaching, and feedback, resulting in Math achievement for students.
43.5% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 7.5 points year over year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, they will support the implementation of the new ELA block's components effectively, granting some of the same successes in ELA next year that we're currently seeing with Math.
Our schoolwide Zero OSS rate is 90.7% as of the end of Q2 in SY23-24, which is a 0% change in percentage points YOY.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we can increase our focus on putting more relationship-building tools in the hands of teachers, allowing us to address conduct concerns before they result in a need for suspension.

Bryant William C Sch

Priority Challenge	Comments and Notable Observations
Our school had a median SGP (Student Growth Percentile) of 47 from Fall 2023 to Spring 2024 on the Star Math assessment. Additionally, from Fall to Winter 23-24 on the Star Reading assessment, grades K-4 all had median SGP of 46 or below, which indicates less growth compared to national peers. Grades 1 and 3 stand out particularly as having an SGP at below 35, indicating low growth throughout the year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can create intensive small group interventions for students who are in need of academic support in Reading and Math.
We have had 538 Office Disciplinary Referrals from Sep-Jan in 23-24. 34.5% of these referrals come from 2nd grade.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we can begin the process of identifying students in need of Tier 2/3 MTSS supports earlier, ensuring they receive the help they need.
As of Jan 2024, the lowest attending grades are Kindergarten and 2nd grade, with only 63% and 65% of students attending 90% or more days, where grades 3, 6, 7, and 8 more than 80% of students attending at this threshold.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we can involve teachers in the process of making meaningful attendance contacts, increasing our attendance rate.

Building 21

Priority Challenge	Comments and Notable Observations
0.0% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, and 19.7% of	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on developing and

students scored proficient/advanced on the Literature PSSA/Keystone for the 2022-23 school year.	coaching all stakeholders in our unique, competency-based model and effectively identifying and addressing specific sub-skills, then we will be able to improve our Math and Literature proficiency rates.
59.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on ensuring that all team members are adhering to school-wide policies and procedures around attendance and climate, then we will be able to increase attendance rates and decrease suspension.

Catharine Joseph Sch

Priority Challenge	Comments and Notable Observations
100% of students have zero out of school suspensions and 79.3% of students regularly attended school 90% or better through Q2 of SY23-24.	If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self-development ratings content, decrease the school problem behaviors and increase attendance and student engagement.
24.2% of students scored At/Above Benchmark on the Winter Star Reading Assessment, which is a decrease of 5.2% points year over year.	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure reading instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their reading proficiency and growth targets.
15.6% of students scored At/Above Benchmark on the Winter Star Math Assessment, which is a decrease of 4.6% points year over year.	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure math instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their math proficiency and growth targets.

Clemente Roberto MS

Priority Challenge	Comments and Notable Observations
6.1% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, and 0.6% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year.	If we use a collaborative process to analyze a variety of assessment and curriculum implementation data, then we will be able to better coach our teachers around how they can improve their teaching and, ultimately, student outcomes.

69.9% of students had Zero Out-Of-School Suspensions in 2023-24, and 59.0% of students attended school 90% of days or more in 2022-23.	If we foster a culture of high expectations for success for all students and educators with a focus on establishing, teaching, and reinforcing clear schoolwide expectations, then we will be able to increase attendance and reduce suspensions.
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DeBurgos Bilingual Magnet MS

Priority Challenge	Comments and Notable Observations
32.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	We can build authentic relationships with students and improve student attendance if we implement an evidence-based system of schoolwide positive behavior interventions and supports.
On Star Reading, 54.5% of students scored in the intensive intervention benchmark in the winter.	We can implement rigorous reading instruction if we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
On Star Math, 54.6% of students scored in the intensive intervention benchmark category in the winter.	We can implement rigorous math instruction if we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Edison HS/Fareira Skills

Priority Challenge	Comments and Notable Observations
14.8% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, and 5.3% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year,, which are not meeting the statewide average.	If we use systematic, collaborative planning processes to ensure instruction is coordinated with a focus on providing teachers with PD on academic methods and expectations to include systems on monitoring and transparent accountability, then we will be better positioned to improve academic outcomes.
22.8% of students regularly attended school for the 2022-23 school year, which is a decrease from previous year and not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we should be able to improve student attendance.

Franklin S Edmonds Sch

Priority Challenge	Comments and Notable Observations
33.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is below the School District of Philadelphia average.	If we provide frequent, timely, and systematic feedback and support on instructional practices, then we are likely to see an increase in the rate of students scoring At/Above in Reading.
87.9% of students had zero out-of-school suspensions in the 23-24 school year, which is a 0.8% decrease year-over-year.	If we implement a multi-tiered system of supports for academics and behavior, then we will likely see an increase in our zero out-of-school suspension rate.

Emlen Eleanor C Sch

Priority Challenge	Comments and Notable Observations
<p>Between Fall-Winter of the 23-24 school year, there was a 0% change in the percentage of 3rd graders scoring At/Above according to the Star Math assessment. Additionally, from Fall to Winter of the 23-24 school year, 1st, 2nd and 3rd graders all saw a decrease in the percentage of students scoring At/Above, and these grade bands also had a median SGP below 45 according to the Star Early Literacy & Star Reading assessments.</p>	<p>If we use a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then we are better positioned to address stagnancy or declines in student academic performance throughout the school year.</p>
<p>34.4% of Kindergarteners and 41.8% of 1st graders had 10 or more unexcused absences in the 23-24 school year.</p>	<p>If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we are better positioned to address chronic truancy, particularly in our lowest grade bands.</p>

Fels Samuel HS

Priority Challenge	Comments and Notable Observations
<p>23.4% of students scored proficient/advanced on the Literature Keystone for the 2022-23 school year, and 5.2% of students scored proficient/advanced on the Algebra Keystone for the 2022-23 school year.</p>	<p>If we use systematic, collaborative planning processes, then we will be able to ensure that teachers are appropriately utilizing data to inform their instructional choices in both their planning and in the classroom.</p>
<p>35.7% of Hispanic students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.</p>	<p>If we implement a multi-tiered system of supports for academics and behavior, then we should be able to see improvements to student attendance.</p>

Forrest Edwin Sch

Priority Challenge	Comments and Notable Observations
<p>99.7% of students have zero out of school suspensions and 68.4% of students attended school regularly 90% or better through Q2 of 2023-24 school year.</p>	<p>If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self development ratings content, decrease the school problem behaviors and increase attendance and student engagement.</p>
<p>In Q2 2023-24 of the school year, 63.3% of all students scored in the intensive and strategic intervention categories on the Winter 1 Star Reading assessment, which is an increase of 3.3% YOY</p>	<p>If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure reading instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform</p>

	instructional practices, scaffolds and supports needed to support students at all tiers meet their reading proficiency and growth targets.
In Q2 2023-24 of the school year, grades 3-5 scored 53.7% in the intensive and strategic intervention categories on the Winter 1 Star Math assessment.	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure math instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their math proficiency and growth targets.

Frankford HS

Priority Challenge	Comments and Notable Observations
2.9% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based we can support teachers with planning and implementing differentiated instruction in math.
9.6% of students scored proficient/advanced on the Literature Keystone for the 2022-23 school year.	If we use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then we can support teachers with planning and implementing differentiated instruction in ELA.
Only 35.8% of students had regular attendance in 2022-23.	If we implement a multi-tiered system of supports fo academics and behavior, then students are not receiving adequate attendance interventions.

Franklin Benjamin HS

Priority Challenge	Comments and Notable Observations
43.1% of students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, an increase (+4.3%) in off-track rates from the previous year.	If we identify and address individual student learning needs, then students will receive differentiated instruction that meets their academic needs in ELA. In addition, teachers will receive consistent coaching and support in planning data-driven small-group instruction.
60.3% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, an increase (+7.5%) in off-track rates from the previous year.	If we identify and address individual student learning needs, then students will receive differentiated instruction that meets their academic needs in math. In addition, teachers will continue to receive support with planning and implementing the new math curriculum.
59.7% of grade 12 students were on track to graduate in SY 2024, a decrease (-5.9%) in on-track rates from the previous year.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, then we can identify and implement targeted interventions to get students back on-track for graduation.

72.6% of students were chronically truant in 2023-24 which immediately puts students off-track.	If we identify and address individual student learning needs, then students will receive differentiated instruction that addresses their foundational gap in math skills needed to be successful in CTE.
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Harding Warren G MS

Priority Challenge	Comments and Notable Observations
59.9% of students are intensive on Winter 2024 Star Reading assessment	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure reading instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their reading proficiency and growth targets.
59.1% of students are intensive on Winter 2024 Star Math Assessment	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure math instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their math proficiency and growth targets.
87.1% of students have zero out of school suspensions and 60.4% of students attended school 90% of days as of the end of Q2 in SY23-24, which is below the 90% Q2 attendance target in our school improvement plan.	If we increase our efforts to promote and sustain a positive school environment where student's culture, identity and voice is valued, students are recognized for their many accomplishments including but not limited to achieving attendance and behavior goals, building and maintaining positive peer relationships and contributing to a school environment where all members feel welcomed, supported and safe.

Harrington Avery D Sch

Priority Challenge	Comments and Notable Observations
42.5% of students scored Intensive Intervention on the Winter 2024 Star Reading Assessment, which is the lowest benchmark category on the Star Assessment.	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure reading instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Reading Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their reading proficiency and growth targets.

37.3% of students scored Intensive Intervention on the Winter 2024 Star Math Assessment, which is the lowest benchmark category on the Star Assessment.	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure math instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Math Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their reading proficiency and growth targets.
58.5% of students regularly attended school through Q2 of 2023-24 school year	If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self-development ratings content, decrease the school problem behaviors and increase attendance and student engagement.

Heston Edward Sch

Priority Challenge	Comments and Notable Observations
36.2% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year (39.6%).	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, we will be able to achieve effective communication around the importance of daily attendance, for staff, students, and families.
50.5% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.6 points year over year. This is mirrored by 45.7% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to use targeted interventions to develop foundational skills in Reading and Math.
40% of first graders have received a referral (ODR and minor forms) from Sep-Jan in 23-24 compared to the rest of the school at 30% of students who have received a referral (ODR and minor forms) from Sep-Jan in 23-24	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, we will be able to effectively utilize Community Meetings and other relationship-building strategies to address issues of conduct.

Juniata Park Academy

Priority Challenge	Comments and Notable Observations
54.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel supported, we will be better positioned to make school a more welcoming environment for all students and subsequently improve student attendance.
We have been focusing on which subgroups of students need the greatest amount of academic support. Accordingly, we found that the median Student Growth Percentile (SGP) for Kindergarteners and 1st graders on the Spring 2024 Star Reading assessment was 28.5 and 22.0 respectively.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be better positioned to see increased growth and rates of proficiency

<p>Additionally, only 3.1% of Students with Disabilities scored At/Above on the Spring Star Math assessment. This means Students with Disabilities are disproportionately underrepresented among those who scored At/Above on the Spring 2024 Star Math assessment as they accounted for 14.8.% of all participants but only made up 2.1% of those who scored At/Above.</p>	<p>for all students, especially those in targeted grade bands as well as Students with Disabilities.</p>
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Kelley William D Sch

Priority Challenge	Comments and Notable Observations
<p>23.3% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.</p>	<p>If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, then we will better be able to support students who are not currently reading on grade level and require individualized supports.</p>
<p>95.4% of students had zero out-of-school suspensions in 2023-24, and 46.3% of students attended school 90% of days or more in 2022-23.</p>	<p>If we implement an evidence-based system of schoolwide positive behavior interventions and supports, then we will better be able to support students with building relationships in school, which will in turn improve attendance outcomes.</p>

Kensington Creative & Performing Arts HS

Priority Challenge	Comments and Notable Observations
<p>38.8% of students earned As or Bs in CTE courses through Q4 of the 2023-24 school year, a decrease (-11.9%) in on-track rates from the previous year.</p>	<p>If we equip school teams to collaborate to use a collaborative process to analyze a variety of assessment data, then we can target students who are in need of additional supports and academic programs better-tailored towards their completion of CTE certification.</p>
<p>In 2023-2024, there was a strong disproportionality between African American and Hispanic students attending 90% of days or more compared to their White peers, with 34.% and 30.6% of students meeting that benchmark, respectively, compared to 51.7% of their peers.</p>	<p>If we equip school teams to collaborate to use a collaborative process to analyze a variety of assessment data, then we will be able to address issues around student attendance and truancy which are evident in the disproportionalities in our student data, and ensure a welcoming environment for all students.</p>
<p>80.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 6.9 points year over year.</p>	<p>If we equip school teams to use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will receive appropriate scaffolds based on data-driven instruction in ELA.</p>
<p>48.4% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, an increase (+6.9%) in off-track rates from the previous year.</p>	<p>If we equip school teams to use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices,</p>

then students will receive data-driven instruction that addresses their academic needs in math such developing higher order thinking skills.

Kensington Health Sciences

Priority Challenge	Comments and Notable Observations
19.2% of English Learners scored proficient/advanced on the ELA Keystone for the 2022-23 school year, an increase (+11.5%) in performance from the previous year and the only student subgroup that met the interim goal or improvement target.	We should consider how the enhanced supports that English Learners receive may contain strategies and best practices which could be leveraged by regular ELA teachers, as well.
While all student subgroups earned an ELA/Literature academic growth score that exceeded the standard demonstrating growth for the 2022-23 school year, economically disadvantaged (+38) and Hispanic (+30) student subgroups earned the highest rates of growth compared to the previous year.	Hispanic students make up the largest percentage of our population (73.7%). It is now necessary for us to turn our attention to the other subgroups in our school, however, to ensure that their participation and performance increases.
53.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 46.7 points year over year.	Utilizing the new strategies outlined in the Illustrative Math curriculum holds promise, and needs to be considered as a strategy in PLCs.
70.1% of first-time grade 9 students were on track to graduate in four years in SY 2024, a slight increase (+0.9%) in on-track rates from the previous year.	Continued monitoring of the credit achievement for 9th graders, and the extension of these strategies to upper grades, can help us anticipate those students who need additional supports to be on-track to graduate in grades 10-12.

Kensington HS

Priority Challenge	Comments and Notable Observations
30.7% of students regularly attended school for the 2022-23 school year, and 3.5% of students received at least 1 suspension in the 2023-24 school year.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports with a focus on better integrating students into our school culture and re-engaging students who are at-risk of chronic absenteeism, then we will see a reduction in Suspensions and an increase in in Regular Attendance.
10.0% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, and 30.7% of students scored proficient/advanced on the Literature Keystone for the 2022-23 school year.	If we use a collaborative process to analyze a variety of assessment data to monitor student learning and adjust programs and instructional practices with a focus on supporting teachers in using Star data to inform scaffolding and differentiated instruction, then we will see an increase in ELA proficiency rates.
2.3% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, and 5.5% of students scored	If we use a collaborative process to analyze a variety of assessment data to monitor student learning and adjust programs and instructional practices with a

proficient/advanced on the Algebra 1 Keystone for the 2022-23 school year.	focus on supporting teachers in using Star data to inform scaffolding and differentiated instruction, then we will see an increase in Math proficiency rates.
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King Martin Luther HS

Priority Challenge	Comments and Notable Observations
45.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, and just 4.4% of students scored proficient/advanced on the Algebra 1 Keystone in our 2023-24 11th grade cohort.	If we establish school teams to use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning with a focus on increasing student engagement and teacher comfortability with the new Math curriculum, then we will see an increase in our Algebra 1 proficiency rates.
52.6% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, and just 15.6% of students scored proficient/advanced on the Literature Keystone in our 2023-24 11th grade cohort.	If we establish school teams to use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning with a focus on providing PD around student engagement, setting purpose, execution and data analysis, then we will see an increase in our Literature proficiency rates.
41.4% of students graduated in four years in 2022-23.	If we implement a multi-tiered system of supports for academics and behavior with a focus on equipping students with the essential skills, knowledge, and mindset to thrive in college and career post-graduate opportunities, then we will see increases in our Graduation and Attendance rates.

Lincoln HS

Priority Challenge	Comments and Notable Observations
African-American/Black students earned an ELA/Literature academic growth score of 62 for the 2022-23 school year. Despite an increase (+11) in performance from the previous year, they are the only student subgroup that did not meet the standard demonstrating growth.	If we establish school teams to use a collaborative process to analyze a variety of assessment data to monitor student learning and adjust programs and instructional practices, then teachers will receive guidance and support in planning culturally sustaining instruction for Black/African American students.
42.2% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 6.4 points year over year.	If we establish school teams to use a collaborative process to analyze a variety of assessment data to monitor student learning and adjust programs and instructional practices, then teachers will receive guidance and support using data to guide instruction for all students in math, including those students who are English Learners.
Only 45.6% of Hispanic students attended 90% or more school days in 2023-24.	If we implement an evidence-based system of school-wide positive behavior interventions and supports, then we can be intentional about attendance interventions for all students, with targeted support for Hispanic/Latino students.

55.1% of English Learners graduated in four years, a decrease (-10.9%) in performance from the previous year, and does not meet the interim goal or improvement target for the 2021-22 school year.	If we establish school teams to use a collaborative process to analyze a variety of assessment data to monitor student learning and adjust programs and instructional practices, then we can implement targeted interventions such as tutoring and grade improvement to get EL students back on track.
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Mastbaum Jules E AVTS

Priority Challenge	Comments and Notable Observations
31.8% of students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, which does not meet the interim goal or improvement target.	If we identify and address individual student learning needs, then we will be better positioned to ensure teachers are doing the intellectual preparation necessary to meet all students' needs in ELA.
75.6% of grade 12 students were on track to graduate in SY 2024, a decrease (-11.0%) in on-track rates from the previous year.	If we implement a multi-tiered system of supports for academics and behavior, then we can better ensure students are meeting the requirements they need throughout 9th-11th grade to remain on track to graduate.
Only 2.7% of students who attended less than 80% days of school in the 23-24 school year scored At/Above Benchmark on the Spring 2024 Star Math assessment.	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to emphasize to students the relationship between their attendance and academic performance.
53.0% of students earned Ds or Fs in Math through Q4 of the 2023-24 school year, a decrease (-4.0%) in off-track rates from the previous year.	If we identify and address individual student learning needs, then we will be better positioned to meaningfully progress monitor students' growth and target specific skill gaps.

Mayfair Sch

Priority Challenge	Comments and Notable Observations
On Star Math, disproportionality is most significant with the Hispanic/Latino student group which represents 39.3% of the tested student population, but only 16.6% scored at/above, for a difference of 22.68.	We can differentiate Tier I math instruction for EL students if we identify and address individual student learning needs.
On Star Reading, 55.9% of Hispanic students are scoring in the intensive intervention benchmark category.	We can differentiate Tier I reading instruction for EL students if we identify and address individual student learning needs.
65.9% of Hispanic students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we implement a multi-tiered support system for academics and behavior, we can target families with translation and communication services to communicate attendance policies.
As of Feb 14, grades K, 1, and 2, account for the highest number of Code of Conduct referrals: 101 of 127 (80%) entered.	If we implement a multi-tiered support system for academics and behavior, we can target students with the greatest social-emotional and behavioral needs.

McDaniel Delaplaine Sch

Priority Challenge	Comments and Notable Observations
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35.7% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%, and a reduction from performance in the prior year (49.7%).	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we can refine our attendance processes to have a single, streamlined approach to addressing student and family attendance needs.
Our school had a median SGP (Student Growth Percentile) of 40.5 from Fall 2023 to Spring 2024 on the Star Reading assessment, and does not point to most students achieving a years' growth in ELA content. Similarly, our school had a median SGP (Student Growth Percentile) of 38 from Fall 2023 to Spring 2024 on the Star Math assessment.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to implement our full walkthrough and follow-up schedule with all teachers and classrooms.
Although the Q2 goal for student suspensions is currently being met (93% of students have zero out of school suspensions), there has been a consistent decline in that percentage, and it is projected that the goal will not be met if suspensions continue at this rate.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we can make restorative practices the focus of our culture & climate meetings.

Meade Gen George C Sch

Priority Challenge	Comments and Notable Observations
On Star Reading, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 16%.	We can address reading skill gaps and implement the new curriculum if we use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
On Star Math, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 5%.	We can address math skill gaps and implement the new curriculum if we use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
35.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	We can improve student attendance if we consistently implement an evidence-based system of schoolwide positive behavior interventions and supports.
Through June 2024, 73.8% of Black/African American students have zero out-of-school suspensions, a 6 percentage point decrease, YOY.	We can improve student behavior if we can implement an evidence-based system of schoolwide positive behavior interventions and supports.

Mitchell El Sch

Priority Challenge	Comments and Notable Observations
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The median Student Growth Percentile (SGP) among 3rd graders from Fall to Spring on the 2024 Star Reading assessment was 19.5.	If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, we will be better positioned to increase overall student growth in Reading, especially among 3rd graders.
4.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is below the School District of Philadelphia average.	If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, we will be better positioned to improve the rate of student proficiency in Math.
26.7% of 7th graders and 29% of 8th graders attended 90% or more days of school in the 23-24 school year, which were the lowest rates of all grade bands at Mitchell.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be better positioned to make school a more joyful and welcoming place, subsequently improving attendance rates.

Overbrook HS

Priority Challenge	Comments and Notable Observations
32.7% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, and 1.9% of students scored proficient/advanced on the Mathematics PSSA/Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to enhance instruction, then we should be able to improve academic performance in Math and ELA.
21.3% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we implement a multi-tiered systems of supports for academics and behavior, then we should be able to improve student attendance.

Peirce Thomas M Sch

Priority Challenge	Comments and Notable Observations
35.6% of students attended school 90% of days or more in 2022-23, which is not meeting the statewide goal or interim target.	If we foster a culture of high expectations for success for all students, staff, and families with a focus on improving our attendance systems and communication regarding student attendance, then we will be able to reduce chronic absenteeism.
15.2% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, 2.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year.	If we implement a multi-tiered system of supports for academics, then we will better be able to catch the students in grades 3-5 who have not yet mastered foundational phonics skills, which should in turn improve our proficiency rates.

Penn Treaty Sch

Priority Challenge	Comments and Notable Observations
24.6% of students scored proficient/advanced on the 22-23 ELA state assessments, indicating that they did not meet the interim goal/improvement target, and 4.9% of	If our school develops a systematic collaborative planning system to address instruction so it is aligned

students scored proficient/advanced on the 22-23 math state assessments, indicating that they did not meet the interim goal/improvement target.	and evidence-based, then we should be able to improve academic performance in ELA and Math.
49.1% of students attended school regularly in 22-23, indicating that they did not meet the interim goal/improvement target.	If we promote and sustain a positive school environment that feels welcomed and supported, then school attendance should improve.

Penrose Sch

Priority Challenge	Comments and Notable Observations
24.9% of students scored proficient or advanced on the ELA PSSA.	In our efforts to align curriculum, assessments, and instruction to the PA Standards, we will provide consistent ELA instruction that is scaffolded for all students alongside an intervention teacher.
50% of students attended 90% of days or more.	In our efforts to implement an evidence-based system of schoolwide positive behavior interventions and supports, we will build relationships with families and continue to develop clear systems that facilitate improved communication around student attendance.

Philadelphia Learning Academy - North

Priority Challenge	Comments and Notable Observations
18.4% of students regularly attended school for the 2022-23 school year.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on addressing student barriers to attendance, then we will be able to improve our Regular Attendance rates.
4.5% of students scored proficient/advanced on the Literature Keystone for the 2022-23 school year, and 0.0% of students scored proficient/advanced on the Algebra Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based developing a plan for supporting students with significant skill gaps, then we will be able to improve our ELA and Math proficiency rates.

Philadelphia Learning Academy - West

Priority Challenge	Comments and Notable Observations
15.6% of students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on supporting students with mental health challenges and attendance motivation issues, then we will see improvements in our regular attendance rates.
2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, and 0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on improving intervention efforts, then we will see improvements in our ELA and Math proficiency rates.

Philadelphia Military Acad at Elverson

Priority Challenge	Comments and Notable Observations
63.4% of students attended school regularly in 20-21, indicating that they did not meet the statwide performance standard (94.1%) or the statewide average (82.2%). Additionally, attendance has decreased since return to inperson learning, 21-22:	We will prioritize promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school by ensuring that training and supports are provided to staff members around de-escalation and managing challenging student behaviors.
On Star Math, 2.4% of students scored at/above benchmark in Winter 1.	We will prioritize aligning curriculum, assessments, and instruction through the use of instructional coaching to ensure that teachers are providing grade-level instruction with appropriate scaffolds and differentiation as needed.

The SD of Philadelphia Virtual Academy

Priority Challenge	Comments and Notable Observations
7.2% of students scored proficient/advanced on the ELA/Literature PSSA/Keystone for the 2022-23 school year	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on increasing proficiency in data management and academic support techniques, then we will see increases in our ELA proficiency rates.
2.0% of students scored proficient/advanced on the Math/Algebra PSSA/Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on increasing proficiency in data management and academic support techniques, then we will see increases in our Math proficiency rates.
47.4% of students graduated in four years, which is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on supporting students with completing Act 158 evidence earlier in the high school career, then we will see an increase in our graduation rates.

Rhoads James Sch

Priority Challenge	Comments and Notable Observations
44.9% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%, as well as a reduction from the prior year (47.9%). 43.9% of students attended 90% of days or more as of March 2024, which is a decrease of -1.4 points year over year.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will be able to norm around our procedures and do a better job of tracking contacts home. We will be implementing daily calls to families of students who are absent. As a leadership team we will focus on the two grades with the highest absent rates with calls, dojo, perfect attendance rewards.
We've had 251 Office Disciplinary Referrals this year, which equals 21% of total students referred.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we could create authentic

	relationships and mentorships which would begin to overcome the culture and conduct concerns in our classrooms.
Our school had a median SGP (Student Growth Percentile) of 41.5 from Fall 2023 to Spring 2024 on the Star Reading assessment, which is concerning in tandem with the median SGP (Student Growth Percentile) of 39 from Fall 2023 to Spring 2024 on the Star Math assessment.	If our 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, we will be able to utilize effective scaffolding for differentiated instruction in the classroom.

Rhodes E Washington Sch

Priority Challenge	Comments and Notable Observations
Our school had a median SGP (Student Growth Percentile) of 33 from Fall 2023 to Spring 2024 on the Star Math assessment. Coupled with the median SGP of 35 from Fall 2023 to Spring 2024 on the Star Reading assessment, there are larger concerns that most students are not making adequate yearly progress.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to implement a strong PLC cycle which would allow peers to learn from each other, and model / rehearse for the classroom, as well as a full cycle of PD, coaching, and feedback, we will address the needs of our teachers and students.
86.8% of students had zero Out of School Suspensions as of March 2024, which is a decrease of -2.0 points year over year. 7th and 8th grades have the highest percentage of students suspended, with nearly 20% of students in those grades receiving 1 or more suspensions.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be able to fully formally implement a PBIS program which will improve school culture and reward the behavior we'd like to see.

Roosevelt Theodore MS

Priority Challenge	Comments and Notable Observations
With 46.4% of students still in Intensive Intervention in Math schoolwide, and certain grades reaching even higher (50% in 5th grade, 62% in 7th grade), there are still many students who are 1 or more grade levels behind in Math fluency. Coupled with 44.3% of students scoring Intensive Intervention on the Spring 2024 Star Reading assessment, there is work to be done with many students.	If we align curriculum, assessments, and instruction to the PA Standards, there will be more time to gain familiarity with the curriculum, and we will be able to help teachers craft and implement more effective lesson plans and classroom strategies.
93.9% of students had zero Out of School Suspensions as of March 2024, which is a decrease of -1.3 points year over year.. A review of discipline data indicates that 7th and 8th grade have the highest number of Office Disciplinary Referrals (ODRs) as of Q2.	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be able to utilize Community Meetings and the PBIS initiative stronger using the model we have for younger grades to address the climate/culture needs in higher grades.

Sayre William L MS

Priority Challenge	Comments and Notable Observations
19.4% of students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, and 5.6% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year..	If we identify and address individual student learning needs, then we should be able to improve performance in Math and ELA.
34.2% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment, ensuring all members feel welcomed and supported, then we should be able to improve student attendance.

School of the Future

Priority Challenge	Comments and Notable Observations
7.7% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on implementing the new curricula and growing their implementation of the curriculum in a double math and ELA blocks, then we will see increases in our proficiency rates.
43.7% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a continued focus on supporting students with external barriers to attendance, then we will see increases in our regular attendance rates.

Sheppard Isaac Sch

Priority Challenge	Comments and Notable Observations
38.5% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	We can provide safe passage for students and their families if we sustain a positive environment where all members feel welcomed, supported, and safe.
On Star Reading, 44.7% (59/132) of students scored in the intensive intervention benchmark category in the winter.	We can continue to implement rigorous Tier I reading instruction if we align curriculum, assessments, and instruction to the PA standards.
On Star Math, 30.8% of students scored in the intensive intervention benchmark category in the winter.	We can continue to implement rigorous Tier I math instruction if we align curriculum, assessments, and instruction to the PA standards.

South Philadelphia HS

Priority Challenge	Comments and Notable Observations
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34.7% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we implement a multi-tiered system of supports for academics and behavior, then we should be able to improve student attendance.
13.7% of students scored proficient/advanced on the ELA Keystone for the 2022-23 school year, and 8.6% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year.	If we identify and address individual student learning needs with a focus on teacher implementation of SGI, then we will improve academic outcomes.

Steel Edward Sch

Priority Challenge	Comments and Notable Observations
1.4% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which demonstrates no substantive change in performance from the previous year (1.3%) and is not meeting the statewide goal or interim target.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, teachers will learn Math skills with sufficient samples, and we will be able to check for this learning during observation and provide meaningful feedback and coaching.
38.6% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%, as well as a reduction from the prior year (48.8%)	If we implement a multi-tiered system of supports for academics and behavior, we can improve both our incentive strategies for all stakeholders (students, parents, teachers) and our structure for addressing attendance concerns (designated caseloads for staff, attendance contracts for families), and we will see increased growth and attendance and community buy-in.
39.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 0.9 points year over year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to utilize PD and PLC to support teacher and student needs, and capitalize on it as training time for effective scaffolding of instruction, particularly around reading fluency.

Strawberry Mansion HS

Priority Challenge	Comments and Notable Observations
2.3% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 1.79 points year over year.	If we provide teachers with a process/tools/resources to remediate content while exposing to grade-level content then we can provide frequent, timely, and systemic feedback and support on instructional practices.
80.6% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2.7 points year over year.	If we provide teachers with a process/tools/resources to remediate content while exposing to grade-level content, then we can provide frequent, timely, and systemic feedback and support on instructional practices.
53.6% of students earned Ds or Fs in ELA through Q4 of the 2023-24 school year, an increase (+7.3%) in off-track rates from the previous year.	If we provide students with more trusted adults with a background in counseling in the building, then we can better implement a multi-tiered system of supports for academics and behavior.

34.3% of first-time grade 9 students were on track to graduate in SY 2024, a decrease (-15.7%) in on-track rates from the previous year.	If we provide students with more trusted adults with a background in counseling in the building, then we can better implement a multi-tiered system of supports for academics and behavior.
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The Linc

Priority Challenge	Comments and Notable Observations
8.0% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, and 7.4% of students scored proficient/advanced on the Literature PSSA/Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on continuing to build teacher capacity around implementation of a new curriculum and intervention program, then we will be well-positioned to improve our Math and ELA proficiency rates.
89.5% of students had Zero Out-Of-School Suspensions in 2023-24, and 42.4% of students regularly attended school for the 2022-23 school year.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school by more faithfully implementing a restorative practices framework, then we should be able to reduce suspensions and increase attendance.

The Workshop School

Priority Challenge	Comments and Notable Observations
21.1% of students scored proficient/advanced on the Literature Keystone for the 2022-23 school year, and 0.0% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on increasing teacher preparedness for the new curricula and ensuring teacher lesson planning is aligned to the pacing schedule, then we will see increases in ELA and Math proficiency rates.
13.2% of students had at least one out-of-school suspension in 2023-24.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on establishing and disseminating standardized expectations across classrooms and ensuring equitable execution of classroom management practices, then we will see a reduction of suspensions in our school.

Tilden William T MS

Priority Challenge	Comments and Notable Observations
16.1% of students scored proficient or advanced on the ELA PSSA for the 22-23 school year.	To ensure the use of systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will provide targeted support for inexperienced staff during PLC, PD, and coaching to build instructional capacity.

58.1% of students attended 90% of days or more for the 21-22 school year.	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, we will increase communication and provide additional opportunities to communicate with students and families about attendance.
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Washington Grover Jr Sch

Priority Challenge	Comments and Notable Observations
Only 87.8% of students have zero out of school suspensions and 76.7% of students attended school 90% of days as of the end of Q2 in SY23-24.	If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting as well as family outreach, then we will increase student's positive self-development ratings content, decrease the school problem behaviors and increase attendance and student and family engagement.
13.5% of students scored At/Above Benchmark on the Winter Star Reading assessment for SY 23-24, which is a decrease of 1.2% points year over year from SY 22-23.	If we design a schedule to allow for common planning time to enable opportunities for collaboration and coaching for teachers, and we model and practice using data-informed, evidence-based teaching strategies, then our students will meet or exceed their academic goals and benchmarks.
51.7% of students scored Intensive Intervention on the Winter Star Math assessment, which is an increase of 3.8 points year over year.	If we design a schedule to allow for common planning time to enable opportunities for collaboration and coaching for teachers, and we model and practice using data-informed, evidence-based teaching strategies, then our students will meet or exceed their academic goals and benchmarks.

West Philadelphia HS

Priority Challenge	Comments and Notable Observations
18.1% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, and 4.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year.	If we identify and address individual student learning needs by way of providing sufficient training to support teachers in the areas of scaffolding and differentiation, then we will improve student academic outcomes.
48.0% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed and supported, then we should be able to improve student attendance.

Widener Memorial Sch

Priority Challenge	Comments and Notable Observations
0.0% of students scored At/Above Benchmark on Spring 2024 Star Math assessment.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on developing teachers in how to implement SGI, then we will better be able to help students meet their IEP goals in Math and ELA.

18.2% of students regularly attended school for the 2021-22 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on increasing parent engagement, then we will be able to maintain better relationships with families, which will in turn increase student attendance outcomes.
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Wright Richard R Sch

Priority Challenge	Comments and Notable Observations
9.9% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we consistently use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then we will be able to better support our teachers with implementing the district's new Math curriculum, which should improve proficiency rates on the state assessment.
26.1% of students attended school 90% of days or more in 2022-23, which does not meet the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with an emphasis on how these practices impact student attendance, then we will be able to reduce chronic absenteeism.

Ziegler William H Sch

Priority Challenge	Comments and Notable Observations
On Star Reading, 39.5% of students scored in the intensive intervention benchmark category in the winter.	If we identify and address individual student learning needs, then we can create access for EL and students with disabilities during ELA instruction.
Black/African American students represent only 35% of the student population but 53% of ODR, male students represent 54% of the population but 73% of ODRs, and students with IEPs represent 23% of student population but 33% of ODR.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we can implement culturally sustaining practices.
On Star Math, only 15% of the 68% economically disadvantaged students scored in the at/above benchmark category in the winter.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based then we prepare teachers who are new to the math content area.
Through January, disproportionality exists within the students with IEPs subgroup which represents 21.7% of the population but only 19.1% have 95+ attendance.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we can implement culturally sustaining practices and improve student attendance.

Lewis C Cassidy Academics Plus Sch

Priority Challenge	Comments and Notable Observations
10.8% of all students scored proficient or advanced on the Math PSSA.	In our efforts to align curriculum, assessments, and instruction to the PA Standards, we will structure PLC to prioritize collaboration with a focus on implementing the math curriculum with fidelity.

73.9% of students attended 90% of days or more.	In our efforts to implement an evidence-based system of schoolwide positive behavior interventions and supports, we will support teachers in the areas of classroom engagement, systems, and procedures.
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Castor Gardens MS

Priority Challenge	Comments and Notable Observations
36.5% of students scored Intensive Intervention on the Winter 2024 Star Math assessment.	If we schedule time for structured collaborative planning and coaching to build the capacity of teachers to utilize the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction is coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
43.4% of students scored Intensive Intervention of the Winter 2024 Star Reading Assessment.	If we schedule time for structured collaborative planning and coaching to build the capacity of teachers to utilize the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction is coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
91.6% of students have zero out of school suspensions and 71.1% of students attended school regularly through Q2 of the 2023-2024 school year	If we increase our efforts to promote and sustain a positive school environment where students are recognized for their many accomplishments including, but not limited to, achieving attendance and behavior goals, building and maintaining positive peer relationships and contributing to a school environment where all members feel welcomed, supported and safe.

Comegys Benjamin B Sch

Priority Challenge	Comments and Notable Observations
44.1% of students regularly attended school and 97.9% of students have zero out of school suspensions, through Q2 of the 2023-2024 school year.	If we increase our efforts to promote and sustain a positive school environment where student's culture, identity and voice is valued, students are recognized for their many accomplishments including but not limited to achieving attendance and behavior goals, building and maintaining positive peer relationships and contributing to a school environment where all members feel welcomed, supported and safe.
49% of students scored intensive intervention on the WINTER 2024 Star Reading Assessment, which is relatively the same percentage YOY (48.6%).	If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure reading instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their reading proficiency and growth targets.

<p>We experienced a YOY decline of 2.8% points of students scoring At/Above Benchmark on the Winter 2024 Star Math Assessment.</p>	<p>If we increase our efforts to effectively use our systematic, collaborative planning processes and coaching to ensure math instruction is coordinated, aligned and evidence based in order to build the capacity of our teachers to collect, utilize and monitor student data around the mastery of PA Standards as evaluated by interim, summative, formative and diagnostic assessments in order to better inform instructional practices, scaffolds and supports needed to support students at all tiers meet their math proficiency and growth targets.</p>
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Cooke Jay MS

Priority Challenge	Comments and Notable Observations
<p>Our school had a median SGP (Student Growth Percentile) of 41 from Fall 2023 to Spring 2024 on the Star Reading assessment, coupled with a median SGP (Student Growth Percentile) of 39 from Fall 2023 to Spring 2024 on the Star Math assessment.</p>	<p>If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then we can focus our PLCs more effectively on teacher and student needs to address existing learning gaps.</p>
<p>While there are not major concerns with Out of School Suspensions and even Office Disciplinary Referrals are down, there are still concerns with classroom disruption, which result in climate staff having to be called to address issues.</p>	<p>If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we can more actively involve teachers in the creation of school culture and empower them towards shared responsibility, ownership, and effectiveness.</p>

Disston Hamilton Sch

Priority Challenge	Comments and Notable Observations
<p>36.4% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.</p>	<p>We can implement a multi-tiered system of support for academics and behavior to provide Tier II attendance support to students and their families.</p>
<p>From Winter 1 2023 to Winter 1 2024, there has been no change in the percentage of students (57%) scoring at the intensive intervention benchmark category on Star Reading.</p>	<p>We can implement school teams as a collaborative process to analyze a variety of assessment data to support an effective coaching model driven by data analysis in reading.</p>
<p>On Star Math, there was a 2% decrease in the percentage of intensive intervention benchmark category in the winter, YOY (47.5% to 45.7%)</p>	<p>We can implement school teams as a collaborative process to analyze a variety of assessment data to support an effective coaching model driven by data analysis in math.</p>
<p>Through February 29, there were 149 (Major) ODR referrals.</p>	<p>We can implement a multi-tiered system of support for academics and behavior to provide consistent Tier II behavior support to students.</p>

Duckrey Tanner Sch

Priority Challenge	Comments and Notable Observations
19.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we align curriculum, assessments, and instruction to the Common Core Standards with a focus on improving teacher content knowledge and instruction - particularly in the middle grades - then we will see increases in our ELA proficiency rates.
34.8% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on improving attendance systems and communication between teachers and families, then we will see increases in our attendance rates.

Feltonville Intermediate School

Priority Challenge	Comments and Notable Observations
18.8% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, and 13.7% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year.	If we provide frequent, timely, and systematic feedback and support on instructional practices with a focus on supporting rigorous tier 1 instruction and training around small group instruction, then we will see an increase in ELA and Math proficiency rates.
70.9% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on consistent communication with families and attendance systems, then we will see an increase in our attendance rates.

Feltonville Sch of Arts & Sciences

Priority Challenge	Comments and Notable Observations
50.5% of students attended school 95% of days or more through February 2024, which falls short of our end of year goal of 60%.	We plan to implement an evidence-based system of schoolwide positive behavior interventions and supports; in doing so, we hope to align all stakeholders in order to support increased regular attendance.
94.4% of students received zero out-of-school suspensions through January 2024, which is a decrease of 0.7% points year over year.	We plan to implement an evidence-based system of schoolwide positive behavior interventions and supports; in doing so, we hope to support students in building strong SEL skills and strengthening community relationships between all stakeholders.
12.6% of students scored at/above benchmark on Winter Star Math, which is low compared to the District rate of 20.6% of students.	We plan to identify and address individual student learning needs; in doing so we hope to provide more engaging tier 1 instruction and appropriately scaffolded supports.
16.5% of students scored at/above benchmark on Winter Star Reading, which is a 0.1 percentage point decrease year over year.	We plan to identify and address individual student learning needs; in doing so we hope to provide more meaningful coaching to better support students.

Hartranft John F Sch

Priority Challenge	Comments and Notable Observations
The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Reading assessment was 30.	If we identify and address individual student learning needs, we will be better positioned to increase student growth in Reading, especially among Students with Disabilities.
54% of all referrals took place in the classroom in the 23-24 school year.	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to enact restorative Tier I climate practices, subsequently reducing referrals.

Hill Freedman World Academy

Priority Challenge	Comments and Notable Observations
42.1% of our students scored below basic on the 22-23 Math PSSA, which is a 6.3% decrease YOY, though still indicates a large number of students who are behind grade level.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to utilize PLCs, observation, and feedback to improve our instructional MTSS approaches.
Our schoolwide Zero OSS rate is 94.8% as of the end of Q2 in SY23-24, which is a decrease of 1.3 percentage points YOY.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will be able to implement effective climate approaches to meet the needs of all students.

Hopkinson Francis Sch

Priority Challenge	Comments and Notable Observations
39.9% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is above the School District of Philadelphia average. Additionally, 19.8% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 3.5% points year over year.	If we align curriculum, assessments, and instruction to the PA Standards, we will be better positioned to decrease rates of Intensive Intervention in Math and increase rates of proficiency in Reading.
90.2% of students received zero out-of-school suspensions through the end of the 23-24 school year, which was a decrease of 2.8% year-over-year.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, we will be better positioned to increase our zero out-of-school suspension rate.

Hunter William H Sch

Priority Challenge	Comments and Notable Observations
1.8% of 7th graders and 9.8% of 8th graders scored At/Above Benchmark on the Spring Star 2024 Star Math assessment, which are among the lowest-performing grade bands at Hunter. Additionally, 15.4% of 7th graders scored	If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, we will be better

At/Above on the Spring 2024 Star Reading assessment, which is the lowest-performing grade-band at Hunter.	positioned to improve ELA and Math performance in middle school.
56.7% of 7th graders and 55.6% of 8th graders had 10 or more unexcused absences by the end of the 23-24 school year, which were the highest rates among all grade bands at Hunter.	If we promote and sustain a positive school environment where all members feel supported, we will be better positioned to make school a more welcoming environment and subsequently improve attendance, especially for middle school students.

Lea Henry C Sch

Priority Challenge	Comments and Notable Observations
36.1% of students scored proficient or advanced on the ELA PSSA.	In our efforts to identify and address individual student learning needs, we will consistently implement systems that ensure continuity of instruction and curriculum.
Through February 2024, 65.6% of Black/African American students attended 90% of days or more.	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, we will ensure that staff are culturally competent to respond to the particular needs and preferences of students from different racial and cultural groups.

Locke Alain Sch

Priority Challenge	Comments and Notable Observations
49.1% of students attended 90% of days or more.	In our efforts to implement a multi-tiered system of supports for academics and behavior, we will support our students and families to better understand the importance of regular attendance.
68% of students in Kindergarten are scored 'Intensive Intervention and are 'Low Proficiency, Low Growth' according to the Star Early Literacy assessment during the Winter 23-24 testing cycle.	In our efforts to 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, we will set foundational skills benchmarks and implement rigorous instruction.

Longstreth William C Sch

Priority Challenge	Comments and Notable Observations
16.4% of students scored proficient or advanced on the ELA PSSA.	In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will support teachers with PLC, PD, and coaching with a focus on strategies to accelerate learning for students who are below grade-level.
42.5% of students attended 90% of days or more.	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will increase our focus on family and community-based strategies and incentives for student attendance.

McMichael Morton Sch

Priority Challenge	Comments and Notable Observations
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The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 was 32 on the Star Math assessment and 36.5 on the Star Reading assessment.	If we identify and address individual student learning needs, we will be better positioned to see greater growth in ELA and Math for Students with Disabilities.
By the end of the 23-24 school year, 65.1% of 6th graders and 61.9% of 8th graders had 10 or more unexcused absences.	If we promote and sustain a positive school environment where all members feel supported, we will be better positioned to ensure all students feel welcomed, subsequently improving student attendance particularly among middle schoolers.

Middle Years Alternative

Priority Challenge	Comments and Notable Observations
38% of students scored proficient or advanced on the ELA PSSA.	In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will provide teachers with strategies for data-driven instruction, scaffolding, and interventions.
75.8% of students attended 90% of days or more.	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will reintroduce MYA expectations and attendance incentives to all students.

Motivation HS

Priority Challenge	Comments and Notable Observations
78.6% of students regularly attended school for the 2021-22 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target. Schoolwide, 71.1% of students attended school 90% of days or more through the end of Q2 SY 23-24, which is a 10.2% decrease YOY.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we can create stronger relationships to improve our climate and attendance.
46.9% of students scored intensive Intervention on the 23-24 Star Reading Assessment, with 64.3% of 10th graders scoring intensive intervention, while 35.9% of students scored intensive intervention on the 23-24 Winter Star Reading Assessment.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will improve our instructional practices.

Munoz-Marin Luis

Priority Challenge	Comments and Notable Observations
25.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is below the School District of Philadelphia average. Additionally, 10.5% of students scored At/Above Benchmark on the Spring	If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, we will be better

2024 Star Math assessment, which is below the School District of Philadelphia average.	positioned to improve rates of proficiency in both ELA and Math.
In the 23-24 school year, 49.8% of Kindergarten-4th grade students had 10 or more unexcused absences.	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to ensure a welcoming school environment that motivates improved student attendance.

Northeast HS

Priority Challenge	Comments and Notable Observations
32% of 9th grade students are off track at the end of MP2	We will prioritize using systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based to support all students' success.
Although schoolwide students met the interim goal/improvement target for regular attendance in 20-21 (81.5%), they are experiencing a significant decrease upon the return to in person learning, 21-22: 51.4% and 22-23: 58.8% of students attending regularly.	We will prioritize implementing a multi-tiered system of supports for attendance and behavior to support positive student outcomes.

Potter-Thomas Sch

Priority Challenge	Comments and Notable Observations
While we are seeing some gains in Math, a majority of students are still struggling in this subject--nearly half of the school remains in Intensive Intervention in Math, indicating they are 1 or more grades behind in the subject. With an SGP of 52, just under half the school is not experiencing a full year's growth in subject mastery.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to address some of the missteps we see during lessons, and meet the needs of students who have experienced lost learning in Math.
Our school had a median SGP (Student Growth Percentile) of 51.5 from Fall 2023 to Spring 2024 on the Star Reading assessment. While this is a good first step, it also means that approximately half of all students are not making the expected year's growth in ELA.	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be able to address lost learning in ELA through a holistic, curriculum-driven approach which meets the needs of both the whole class and the diverse learners within it.
Only 21.7% of our students are attending school 95% of days or more as of January 2024 (which is effectively the same as the prior year, as of January 2023).	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be able to push for a centralized attendance campaign, supported by multiple members of Leadership, and ensure that there are regular protocols and communication methods in place, checked with fidelity, which will

address the importance of everyday attendance for our students and families.

Roxborough HS

Priority Challenge	Comments and Notable Observations
5.8% of students scored proficient/advanced on the Math Keystone for the 2022-23 school year, a decrease (-10.9%) from the previous year, and did not meet the interim goal or improvement target.	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.
51.2% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 5.9 points year over year.	If we use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then we can provide teachers with the necessary tools for a strong learning structure that supports effective tier 1 instruction in math.
48.6% of students scored intensive intervention on the Spring 2024 Star Reading assessment, which is a 0.8 increase year over year.	If we use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, then we can provide teachers with the necessary tools for a strong learning structure that supports effective tier 1 instruction in ELA.
48.7% of Economically Disadvantaged students were on track to graduate in SY 2024, a decrease (-1.3%) in on-track rates from the previous year.	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.

Taylor Bayard Sch

Priority Challenge	Comments and Notable Observations
9.8% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	If we identify and address individual student learning needs with a focus on training teachers how to effectively carry out this work, then we will be able to improve student proficiency rates.
44.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on increasing adult awareness of the importance of attending school consistently, then we will be able to increase our regular attendance rates.

Webster Sch

Priority Challenge	Comments and Notable Observations
37.9% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is above the School District of Philadelphia	If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust

average. Additionally, 40.3% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3% points year over year.	programs and instructional practices, we will be better positioned to reduce rates of Intensive Intervention across both ELA and Math.
43.4% of Kindergarteners attended 90% or more days of school in the 23-24 school year, which is the lowest rate among all grade bands at Webster.	If we promote and sustain a positive school environment where all members feel supported, we will be better positioned to foster the kind of welcoming environment that improves student attendance, especially among Kindergarteners.

Willard Frances E Sch

Priority Challenge	Comments and Notable Observations
The median Student Growth Percentile (SGP) from Fall to Spring of the 2024 Star Reading assessment was 36.	If we align curriculum, assessments, and instruction to the PA Standards, we will be better positioned to improve student growth in Reading and Math.
46.1% of Kindergarteners attended 90% or more days of school in the 23-24 school year, which was the lowest rate among all grade bands at Willard.	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to make school a more positive, engaging, and welcoming place, which will subsequently improve student attendance.

Systemic LEA Challenges
Our Best by 11th Algebra 1 Keystone scores (27.2%) and Math PSSA scores (22.0%) are still much lower than we'd like. We are in Year 2 of implementing a new Math curriculum district-wide, so we know that there is still a learning curve in regards to teachers delivering high-quality, standards-aligned instruction that is on grade level.
Our Best by 11th Literature Keystone scores (51.9%) and ELA PSSA scores (34.0%) are still much lower than we'd like. We are in Year 1 of implementing a new ELA curriculum district-wide, so we know that there is still a learning curve in regards to teachers delivering high-quality, standards-aligned instruction that is on grade level.
In SY23-24, 61.1% of students regularly attended school and 6.0% of students earned at least one suspension. We know that in order to improve our academic outcomes, we need to provide safe, supportive, and welcoming schools that students want to attend. This starts with ensuring that all schools are implementing an evidence-based multi-tiered climate strategy, such as PBIS or Restorative Practices, with fidelity.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Ensure effective, standards-aligned curriculum and assessment

Establish and maintain a focused system for continuous improvement and ensure organizational coherence
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Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
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Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
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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
Our schools earned an average growth index score of 15.81 for Math for the 2023-24 school year.	True
Our schools earned an average growth index score of 19.38 for ELA for the 2023-24 school year.	True
Our schools earned an average growth index score of 14.23 for Literature for the 2023-24 school year.	False
78.0% of students graduated in four years in 2022-23, which is an increase of 2.4 points year-over-year.	True
English Learners earned an average growth index score of 14.02 for ELA for the 2023-24 school year.	False
36.0% of students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.3 points year-over-year.	False
59.2% of students earned As or Bs in ELA courses in Q4 of 2023-24.	False
24.0% of students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 1.8 points year-over-year.	False
52.5% of students earned As or Bs in Math courses in Q4 of 2023-24.	False
67.1% of students earned As or Bs in Science courses in Q4 of 2023-24.	False
85.7% of students earned As or Bs in Arts and Humanities courses in Q4 of 2023-24.	False
66.7% of students earned As or Bs in Social Studies courses in Q4 of 2023-24.	False
89.7% of students earned As or Bs in Health courses in Q4 of 2023-24.	False
54.5% of Asian students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.5 points year-over-year.	False
28.7% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 2.9 points year-over-year.	False
34.4% of Hawaiian/Pacific Islander students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is a decrease of 2.2 points year-over-year.	False
16.9% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.3 points year-over-year.	False
19.8% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 2.0 points year-over-year.	False
NA	False
60.5% of NOCTI test-takers scored proficient on an industry standards-based competency assessment in 2023-24.	False

60.7% of students were on track to meet the PDE Career Standards Benchmark requirements in 2023-24, which is an increase of 18.2 points year-over-year.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
Ensure effective, standards-aligned curriculum and assessment	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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 schools earned an average growth index score of -15.47 for 4th Grade Science for the 2023-24 school year.	False
Our schools earned an average growth index score of -4.57 for Algebra for the 2023-24 school year.	False
22.0% of students scored proficient/advanced on the Math PSSA for the 2023-24 school year, and 27.2% of students in the 2024 11th grade cohort scored proficient/advanced on the Algebra Keystone for the 2023-24 school year.	True
34.0.0% of students scored proficient/advanced on the ELA PSSA for the 2023-24 school year, and 51.9% of students in the 2024 11th grade cohort scored proficient/advanced on the Literature Keystone for the 2023-24 school year.	True
61.1% of students regularly attended school in SY23-24, and 6.0% of students received at least one suspension.	True
36.4% of students scored Intensive Intervention on the Spring 2024 Star Reading Assessment.	False
14.4% of students earned Ds or Fs in ELA courses in Q4 of 2023-24.	False
30.7% of students scored Intensive Intervention on the Spring 2024 Star Math Assessment.	False
20.4% of students earned Ds or Fs in Math courses in Q4 of 2023-24.	False
14.5% of students earned Ds or Fs in Science courses in Q4 of 2023-24.	False
56.5% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading Assessment.	False
7.0% of students earned Ds or Fs in Arts and Humanities courses in Q4 of 2023-24.	False
14.5% of students earned Ds or Fs in Social Studies courses in Q4 of 2023-24.	False
4.6% of students earned As or Bs in Health courses in Q4 of 2023-24.	False
38.1% of English Learners scored Intensive Intervention on the Spring 2024 Star Math Assessment.	False
69.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading Assessment.	False
63.5% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math Assessment.	False

39.3% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading Assessment.	False
NA	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
22.0% of students scored proficient/advanced on the Math PSSA for the 2023-24 school year, and 27.2% of students in the 2024 11th grade cohort scored proficient/advanced on the Algebra Keystone for the 2023-24 school year.	We are in year 2 of implementing our new math curricula, and we are focusing on supporting teachers in delivering lessons with integrity, as opposed to simply focusing on fidelity.	True
34.0.0% of students scored proficient/advanced on the ELA PSSA for the 2023-24 school year, and 51.9% of students in the 2024 11th grade cohort scored proficient/advanced on the Literature Keystone for the 2023-24 school year.	We are in year 1 of implementing our new ELA curricula, and we are focusing on providing teachers with the necessary professional learning to ensure that they have the required knowledge and capacity to deliver lessons and utilize curricular resources successfully.	True
61.1% of students regularly attended school in SY23-24, and 6.0% of students received at least one suspension.	Student attendance is negatively impacted by an array of causes, including transportation issues, competing demands in student lives (e.g., work, watching younger siblings), and lack of family awareness regarding the importance of attending school. However, we also know that attendance can be negatively impacted at the system- and school-level by a lack of strong Tier I climate programming and strong Tier I instruction.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our schools earned an average growth index score of 15.81 for Math for the 2023-24 school year.	We have been delivering mandatory professional development to all math teachers districtwide on our new curriculum on a monthly basis for the past 18 months, and while we still have much work to do, we believe this targeted effort has directly resulted in this strong growth score.
Our schools earned an average growth index score of 19.38 for ELA for the 2023-24 school year.	We have made a shift in our ELA block, with a focus on the science of reading. We believe that adjusting our focus to prioritize the foundations of reading - such as phonemic awareness, phonics, and fluency - has directly resulted in this strong growth score.
78.0% of students graduated in four years in 2022-23, which is an increase of 2.4 points year-over-year.	We have worked diligently over the past several years - both through internal efforts and in tandem with strategic partners - to support our high schools in developing and implementing 9th grade academies. These 9th grade academies use a variety of data tools to monitor student progress to ensure that students start their high school career successfully by passing required courses, and by identifying

	students at-risk of falling off-track and providing them with interventions. We believe this early intervention work has helped boost our graduation rates.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction in Mathematics with a focus on integrity of implementation as opposed to fidelity, then we will see our proficiency rates rise for both the Math PSSAs and the Algebra 1 Keystone.
	If we support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction in ELA with a focus on providing continuous professional learning opportunities to build teacher knowledge and capacity to deliver lessons and utilize curricular resources successfully, then we will see our proficiency rates rise for both the ELA PSSAs and the Literature Keystone.
	If we coordinate and monitor supports aligned with students’ and families’ needs with a focus on identifying and problem-solving student barriers to attendance while also ensuring our schools are safe, supportive, and welcoming, then we will see our attendance rates increase and our suspension rates decrease.

Goal Setting

Priority: If we support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction in Mathematics with a focus on integrity of implementation as opposed to fidelity, then we will see our proficiency rates rise for both the Math PSSAs and the Algebra 1 Keystone.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
At least 34.2% of grade 3-8 students will score proficient/advanced on the Math PSSA		
Measurable Goal Nickname (35 Character Max)		
Math PSSA Proficiency: Grades 3-8		
Target Year 1	Target Year 2	Target Year 3
At least 23.9% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 27.4% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 34.2% of grade 3-8 students will score proficient/advanced on the Math PSSA

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
At least 40.0% of grade 3 students will score proficient/advanced on the Math PSSA		
Measurable Goal Nickname (35 Character Max)		
Math PSSA Proficiency: Grade 3		
Target Year 1	Target Year 2	Target Year 3
At least 29.7% of grade 3 students will score proficient/advanced on the Math PSSA	At least 33.2% of grade 3 students will score proficient/advanced on the Math PSSA	At least 40.0% of grade 3 students will score proficient/advanced on the Math PSSA

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
At least 40.8% of students will score proficient/advanced on the Algebra Keystone by the end of 11th grade		
Measurable Goal Nickname (35 Character Max)		
Algebra 1 Keystone Proficiency		
Target Year 1	Target Year 2	Target Year 3

At least 33.7% of students will score proficient/advanced on the Algebra Keystone by the end of 11th grade	At least 36.5% of students will score proficient/advanced on the Algebra Keystone by the end of 11th grade	At least 40.8% of students will score proficient/advanced on the Algebra Keystone by the end of 11th grade
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Priority: If we support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction in ELA with a focus on providing continuous professional learning opportunities to build teacher knowledge and capacity to deliver lessons and utilize curricular resources successfully, then we will see our proficiency rates rise for both the ELA PSSAs and the Literature Keystone.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
At least 49.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA		
Measurable Goal Nickname (35 Character Max)		
ELA PSSA Proficiency: Grades 3-8		
Target Year 1	Target Year 2	Target Year 3
At least 39.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 43.6% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 49.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
At least 45.2% of grade 3 students will score proficient/advanced on the ELA PSSA		
Measurable Goal Nickname (35 Character Max)		
ELA PSSA Proficiency: Grade 3		
Target Year 1	Target Year 2	Target Year 3
At least 35.8% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 39.5% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 45.2% of grade 3 students will score proficient/advanced on the ELA PSSA

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
At least 62.5% of students will score proficient/advanced on the Literature Keystone by the end of 11th grade		
Measurable Goal Nickname (35 Character Max)		
Literature Keystone Proficiency		

Target Year 1	Target Year 2	Target Year 3
At least 56.8% of students will score proficient/advanced on the Literature Keystone by the end of 11th grade	At least 59.4% of students will score proficient/advanced on the Literature Keystone by the end of 11th grade	At least 62.5% of students will score proficient/advanced on the Literature Keystone by the end of 11th grade

Priority: If we coordinate and monitor supports aligned with students' and families' needs with a focus on identifying and problem-solving student barriers to attendance while also ensuring our schools are safe, supportive, and welcoming, then we will see our attendance rates increase and our suspension rates decrease.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
At least 72.2% of all students will attend school 90% of days or more		
Measurable Goal Nickname (35 Character Max)		
Regular Attendance		
Target Year 1	Target Year 2	Target Year 3
At least 67.2% of all students will attend school 90% of days or more	At least 69.7% of all students will attend school 90% of days or more	At least 72.2% of all students will attend school 90% of days or more

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
At least 96% of students will have zero out-of-school suspensions		
Measurable Goal Nickname (35 Character Max)		
Reducing Suspensions		
Target Year 1	Target Year 2	Target Year 3
At least 95% of students will have zero out-of-school suspensions	At least 95.5% of students will have zero out-of-school suspensions	At least 96% of students will have zero out-of-school suspensions

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
At least 83.1% of 12th grade students will graduate with their 4-year cohort		
Measurable Goal Nickname (35 Character Max)		
Graduation Rate		

Target Year 1	Target Year 2	Target Year 3
At least 79.1% of 12th grade students will graduate with their 4-year cohort	At least 81.1% of 12th grade students will graduate with their 4-year cohort	At least 83.1% of 12th grade students will graduate with their 4-year cohort

Action Plan

Measurable Goals

Math PSSA Proficiency: Grades 3-8	Math PSSA Proficiency: Grade 3
Algebra 1 Keystone Proficiency	ELA PSSA Proficiency: Grades 3-8
ELA PSSA Proficiency: Grade 3	Literature Keystone Proficiency
Regular Attendance	Reducing Suspensions
Graduation Rate	

Action Plan For: Professional Learning Communities

<p>Measurable Goals:</p> <ul style="list-style-type: none"> • At least 34.2% of grade 3-8 students will score proficient/advanced on the Math PSSA • At least 40.0% of grade 3 students will score proficient/advanced on the Math PSSA • At least 40.8% of students will score proficient/advanced on the Algebra Keystone by the end of 11th grade • At least 49.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA • At least 45.2% of grade 3 students will score proficient/advanced on the ELA PSSA • At least 62.5% of students will score proficient/advanced on the Literature Keystone by the end of 11th grade

Action Step		Anticipated Start/Completion Date	
Annually, schools will create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Roster Chairs	Infinite Campus (SIS)	No	No
Action Step		Anticipated Start/Completion Date	
Each school year, designate weekly planning time when PLC facilitators will develop PLC agendas.		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	PLC Agendas, Rosters, PLC Calendar	No	No
Action Step		Anticipated Start/Completion Date	

Each school year, establish a single online location where agendas will be stored for PLC meetings		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	Google Drive	No	No
Action Step		Anticipated Start/Completion Date	
Each school year, instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities, with an initial focus on the root cause issues related to instruction that they identified in their school plan.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	School Plans, PLC Agendas, PLC Calendar	No	No
Action Step		Anticipated Start/Completion Date	
Each school year, 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.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Based Teacher Leaders (SBTLs)	SBTL Training Calendar, SBTL Training Catalog	Yes	No
Action Step		Anticipated Start/Completion Date	
Identify all required ELA and Math Professional Learning opportunities that focus on training teachers to implement core instructional resources for ELA and Math, and ensure teachers have the opportunity to participate.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	SDP PD Calendar	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in areas articulated in the school plan as it relates to ELA and Math instruction.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	School PD Calendar, Curricular Resources	Yes	No

Action Step		Anticipated Start/Completion Date	
Each school year, develop a system for consistent lesson plan submission and review.		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	Lesson Plan Template, Google Drive	No	No
Action Step		Anticipated Start/Completion Date	
Review lesson plans regularly with a specific focus on looking for school-level priorities as established in the school plan and via regular classroom observations.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	Lesson Plans, Google Drive, Curricular Resources	No	No
Action Step		Anticipated Start/Completion Date	
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with planning, differentiation, and scaffolding.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	PLC Agendas, PLC Calendar, Curricular Resources	No	No
Action Step		Anticipated Start/Completion Date	
Administer benchmark assessments during district windows and analyze data to support progress monitoring decisions		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Benchmark Assessment	No	No
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing formative and summative data.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Based Teacher Leaders (SBTLs)	Student Work, Student Assessment Data	No	No

Action Step		Anticipated Start/Completion Date	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Assistant Principals	Observation Schedule, Implementation Support Guidance Document	No	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.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	Observation Data, Student Data, PLC Agendas, PD Calendar	No	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 content-specific pedagogy in 8-10 week cycles.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-Level Instructional Leadership Teams	Observation Schedule, Coaching Schedule	No	No
Action Step		Anticipated Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA and Math curricula, with a targeted focus determined by each school's specific needs.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Network Professional Learning Specialists	Observation Data, Student Data, PLC Agendas, PD Calendar	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. - School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. - Teachers	- Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. - Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented look-fors. - After each PD

have regular times to meet and discuss effective instructional practices.	session, teachers will complete a survey about the quality and relevance of the material and delivery.
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Action Plan For: Positive Behavior Interventions and Supports (PBIS)

Measurable Goals:
<ul style="list-style-type: none"> At least 96% of students will have zero out-of-school suspensions At least 72.2% of all students will attend school 90% of days or more

Action Step		Anticipated Start/Completion Date	
Annually, develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads		2025-07-01	2027-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	PBIS/TIPS Team Member Roles & Responsibilities	No	No
Action Step		Anticipated Start/Completion Date	
Annually, schedule summer planning meetings with a focus on the following topics: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.		2025-07-01	2027-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Rolling Agenda, Calendar, CR-PBIS Manual	No	No
Action Step		Anticipated Start/Completion Date	
For schools new to PBIS, school leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Principals	CR-PBIS Coach, District PD Calendar	Yes	No
Action Step		Anticipated Start/Completion Date	
For schools new to PBIS, newly created PBIS team will create 3-5 schoolwide norms, a PBIS teaching matrix, PBIS teaching guides, a behavior management flowchart, PBIS signage, and an acknowledgement system.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Climate Leads	Signage, Templates, CR-PBIS Manual	No	No
Action Step		Anticipated Start/Completion Date	
Annually, deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes	No
Action Step		Anticipated Start/Completion Date	
Annually, deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	Yes
Action Step		Anticipated Start/Completion Date	
Roster and implement Daily Community Meetings		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Roster Chairs & Teachers	Rosters, CR-PBIS/SEL Teaching Guides. Community Meeting App	No	No

Action Step		Anticipated Start/Completion Date	
Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Climate Staff	CR-PBIS Manual	No	No
Action Step		Anticipated Start/Completion Date	
Document ALL referrals (Major & Minor) into SIS only		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers & Climate Support Staff	SIS	No	No
Action Step		Anticipated Start/Completion Date	
Hold monthly MTSS/TIPS meetings, and on a quarterly basis share Tier 1 behavioral data with school staff		2025-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads	Monthly Data Snapshot, CR-PBIS Data Analysis Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	No
Action Step		Anticipated Start/Completion Date	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2025-10-01	2028-06-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Assistant Principals	Observation Calendar, Danielson Framework (Domain 2)	No	No
Action Step		Anticipated Start/Completion Date	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and data walk		2025-03-01	2028-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Climate Leads	Tiered Fidelity Inventory	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe.</p>	<p>- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress. - Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team. - Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.</p>

Action Plan For: Restorative Practices - Relationships First

Measurable Goals:
<ul style="list-style-type: none"> At least 96% of students will have zero out-of-school suspensions At least 72.2% of all students will attend school 90% of days or more

Action Step		Anticipated Start/Completion Date	
For schools new to implementing Restorative Practices, school leadership schedule and participate in training on the Overview of Relationships First (RF).		2025-08-01	2028-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Climate Leads	RF Manual, Implementation Guide	Yes	No
Action Step		Anticipated Start/Completion Date	
Annually, identify a school-level RF Teams responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.		2025-08-01	2028-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Staff List	No	No
Action Step		Anticipated Start/Completion Date	
Annually, school RF teams establish clear goals, roles, and responsibilities for RF Team and members.		2025-08-01	2028-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Climate Leads	Org Chart, Climate Data, Goal Template	No	No
Action Step		Anticipated Start/Completion Date	
Annually, school RF teams and SDP RF Coaches train the RF Team in Community Building Circles (CBCs) and Restorative Conversations (RC).		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads and SDP RF Coaches	PD Calendar, RF Manual, Implementation Guide	Yes	No
Action Step		Anticipated Start/Completion Date	

Annually, school RF teams and RF Coaches 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.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads and SDP RF Coaches	RF Manual, Implementation Guide, School Calendars	Yes	No
Action Step		Anticipated Start/Completion Date	
Annually, school RF Teams (with support from RF Coach) create a push-in support plan to support CBCs in classrooms.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads and SDP RF Coaches	School Plan, Support Plan, Climate Data	No	No
Action Step		Anticipated Start/Completion Date	
Annually, schools that are already implementing RF schedule RF Team debrief circle to plan for anticipated implementation challenges.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Climate Leads	School Plan, Support Plan, Climate Data	No	No
Action Step		Anticipated Start/Completion Date	
Annually, upon full return of staff, RF Teams (with support from RF Coach) train all school staff in CBC and RC.		2025-08-15	2027-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads	RF Manual, Implementation Guide, School Calendars	Yes	No
Action Step		Anticipated Start/Completion Date	
Community Building Circles (CBCs) are held weekly to build positive classroom community.		2025-09-01	2028-06-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads	Catalog of CBC approaches	No	No
Action Step		Anticipated Start/Completion Date	
All staff utilize Restorative Circles as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads	RF Manual, School Plan	No	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.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Climate Staff	RF Manual, School Plan	No	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 to address challenges and identify supports needs moving forward for both Community Building Circles and Restorative Conversations.		2025-09-01	2028-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads & SDP RF Coaches	RF Manual, Schedule, Coaching Plans	Yes	No
Action Step		Anticipated Start/Completion Date	
During first four months of school year, every fourth week, RF Teams with RF Coaches conduct debrief for all staff, and develop support plan for next cycle.		2025-09-01	2028-06-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads & SDP RF Coaches	RF Manual, Schedule, Coaching Plans	Yes	No
Action Step		Anticipated Start/Completion Date	
Based on determination of RF Coaches and RF Teams, school prepares for next phase of RF implementation, pointing towards the creation of Care Teams and Tier 2/3 MTSS work.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Climate Leads & SDP RF Coaches	RF Manual, Climate Data	No	No

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

Action Plan For: 9th Grade Academy

Measurable Goals:
<ul style="list-style-type: none"> At least 83.1% of 12th grade students will graduate with their 4-year cohort

Action Step		Anticipated Start/Completion Date	
Annually, 9th Grade teachers are rostered to teach primarily or exclusively 9th graders and are scheduled to meet together at least once a week (PLCs).		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Roster Chairs	Infinite Campus (Student Information System)	No	No

Action Step		Anticipated Start/Completion Date	
Principals and 9th Grade APs work to design and establish a dedicated 9th Grade space that reflects the unique values of the Academy, identifying creative solutions as needed		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and 9th Grade Assistant Principals	School Plan, 9th Grade On-Track Data	No	No
Action Step		Anticipated Start/Completion Date	
Annually, host 9th Grade Orientation that includes: tour of the building, meet and greet with 9th grade teachers, informational session on “9th Grade On-Track” as a concept, and resources about extra-curricular activities.		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	Orientation Materials, School Calendar, Communication Email and Flyers	No	No
Action Step		Anticipated Start/Completion Date	
Annually, develop goals for 9th Grade On-Track (9GOT) and Firmly On-Track (A’s and B’s) and communicate them to the 9th grade team. Goal may include one or more subgroup goal(s) for a specific student demographic or other student group who has had inequitable outcomes in the past.		2025-08-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	School Plan, 9th Grade On-Track Data	No	No
Action Step		Anticipated Start/Completion Date	
Annually, review and update intervention resource guides to ensure there is a current bank of go-to intervention strategies that respond to a variety of student needs and root causes for being Off-Track.		2025-08-01	2027-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	Intervention Resource Guides	No	No

Action Step		Anticipated Start/Completion Date	
Annually, provide staff with professional development on 9GOT topics, with a specific focus on utilizing tools such as the Grade Impact Report, the Grades Monitoring Tool, and the Check & Reflect.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	PD Calendar, Grade Impact Report, Grades Monitoring Tool, and Check & Reflect.	Yes	No
Action Step		Anticipated Start/Completion Date	
Annually, develop intervention tracker to monitor Tier 1 and Tier 2 interventions.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	Intervention Tracker	No	No
Action Step		Anticipated Start/Completion Date	
Hold monthly town halls meetings that foster a sense of 9th grade academy community and recognize student achievements.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	School Calendar, Projector, Slide Deck	No	No
Action Step		Anticipated Start/Completion Date	
Implement and monitor Tier 1 and 2 interventions on a monthly basis.		2025-10-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and 9th Grade Assistant Principals	Intervention Resource Guide, Intervention Trackers	No	No

Action Step		Anticipated Start/Completion Date	
On a quarterly basis, engage students in tracking their own performance and setting improvement goals through use of the Check & Reflect tool.		2025-10-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and 9th Grade Assistant Principals	Check & Reflect, Infinite Campus (Student Information System)	No	No
Action Step		Anticipated Start/Completion Date	
9th Grade teachers have weekly meetings to discuss student data and/or progress with interventions being implemented.		2025-10-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and 9th Grade Assistant Principals	Infinite Campus (Student Information System), Grade Impact Report, Grades Monitoring Tool	No	No
Action Step		Anticipated Start/Completion Date	
9th Grade Assistant Principals review Grade Impact Report with teachers 1-2 times per quarter.		2025-10-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	Grade Impact Report	No	No
Action Step		Anticipated Start/Completion Date	
On a quarterly basis, 9th Grade Assistant Principals will review 9th grade on-track data with teachers.		2025-11-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
9th Grade Assistant Principals	Qlik, 9th Grade On-Track Data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Teachers will develop a better understanding of the impact of assignments, their weights, and teacher grading methodology on student grades. Students will have regular data conversations with adults, and will have a clear understanding of their academic progress. All intervention models, programs, or strategies are evidence-based and delivered to meet the individual learning needs of students. The 9th grade leadership/team implements at least 2-3 Tier 1 interventions each quarter. The 9th grade leadership/team delivers Tier 2 interventions to at least 15% of first-time ninth graders each quarter.</p>	<p>On a monthly basis, teachers will pull the Grades Monitoring Tool and identify students at-risk of failing a core course. On a quarterly basis, On-Track rates for all grades (including 9th) will be monitored in Qlik to evaluate progress toward meeting our graduation goal and to monitor for inequitable outcomes by demographic or other student subgroup. On a quarterly basis, Off-Track Reasons data will be monitored in Qlik to determine the source of Off-Track issues. On a quarterly basis, the Grade Impact Report will be reviewed with teachers to ensure equitable grading practices are in place.</p>

Action Plan For: Supporting Student Attendance & Reducing Chronic Absenteeism

Measurable Goals:
<ul style="list-style-type: none"> At least 72.2% of all students will attend school 90% of days or more

Action Step		Anticipated Start/Completion Date	
Annually, identify attendance team members - including attendance designee - and outline roles and responsibilities		2025-08-01	2028-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Org Chart	No	No
Action Step		Anticipated Start/Completion Date	
Annually, eview Attendance processes and procedures document with attendance team.		2025-08-01	2028-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Processes and Procedures for Attendance Document	No	No

Action Step		Anticipated Start/Completion Date	
Annually, schools communicate attendance processes and procedures to staff, students, and families through multiple mediums, including the school website, ParentNet, Class Dojo		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Attendance Designees	Handbook, Processes and Procedures for Attendance Document, Class Dojo, Websites, ParentNet	No	Yes
Action Step		Anticipated Start/Completion Date	
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Molly Ashburn/Director, Attendance & Truancy	PD Calendar, PD Materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide PD to teachers around correct attendance-taking policies.		2025-08-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	PD Calendar, Infinite Campus (Student Information System)	Yes	No
Action Step		Anticipated Start/Completion Date	
Schools will use events - such as Back to School Night, Report Card Conferences, Title 1 Meetings, SAC Meetings, & Parent Workshops - to communicate and emphasize the importance of attendance as it relates to student achievement and concerns about absenteeism.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	Processes and Procedures for Attendance Document	No	Yes

Action Step		Anticipated Start/Completion Date	
Regularly scheduled monthly problem solving team meetings/MTSS meetings are held to review student attendance data and identify celebrations and concerns		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals & Attendance Designees	EWI Report, Qlik	No	No
Action Step		Anticipated Start/Completion Date	
Attendance teams conduct root cause analyses and review qualitative data to identify and understand root cause(s) of absenteeism/barrier(s) to attendance for students		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	TIPS Protocol	No	No
Action Step		Anticipated Start/Completion Date	
Actions Steps and interventions which address root cause(s) of absenteeism/barrier(s) to attendance for students are identified, implemented, and also reviewed for effectiveness.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	TIPS Protocol	No	No
Action Step		Anticipated Start/Completion Date	
The attendance team will review the requirements, the protocol, and the tasks for the District's Response to Truancy, and identify person(s) responsible for tasks.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	SDP Response to Truancy Documentation	No	No
Action Step		Anticipated Start/Completion Date	

Identify students who reach 3 unexcused absences and generate and send Notice of Truancy to the parent/guardian within ten (10) school days of the student's third unexcused absence in compliance with state law.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	C-31 Letters	No	Yes
Action Step		Anticipated Start/Completion Date	
Identify students who reach 6 unexcused absences and invite student and parents/guardian to attend a School Attendance Improvement Conference (SAIC).		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	EWI Report, SAIP Template	No	Yes
Action Step		Anticipated Start/Completion Date	
During scheduled SAICs, develop School Attendance Improvement Plan (SAIP) outlining interventions that will be implemented to target and remove barriers to attendance.		2025-09-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	EWI Report, SAIP Template	No	No
Action Step		Anticipated Start/Completion Date	
Progress monitor SAIPs at minimum every 30 days, not to exceed 90 days to determine effectiveness of interventions identified in SAIPs		2025-10-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	EWI Report, SAIPs	No	No
Action Step		Anticipated Start/Completion Date	
School team members finalize (close) SAIP based on progress monitoring. Plans not to exceed 90 days.		2025-12-01	2028-06-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	EWI Report, SAIPs	No	No
Action Step		Anticipated Start/Completion Date	
Referrals to truancy court are made, as needed, for students with at minimum 10 or more unexcused absences, after the implementation and progress monitoring and finalization of SAIP has occurred		2025-12-01	2028-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Designees	EWI Report, SAIPs	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Schools will systematically monitor attendance rates to identify trends. Schools will routinely monitor tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation.	Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance. SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance. Quarterly, attendance teams will review the school's progress toward meeting the attendance goals stated in the school plan with PESO

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities	Each school year, SBTs 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.
Professional Learning Communities	Identify all required ELA and Math Professional Learning opportunities that focus on training teachers to implement core instructional resources for ELA and Math, and ensure teachers have the opportunity to participate.
Professional Learning Communities	Develop plan for school-based PD time that focuses on improving teacher practice in areas articulated in the school plan as it relates to ELA and Math instruction.
Positive Behavior Interventions and Supports (PBIS)	For schools new to PBIS, school leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year
Positive Behavior Interventions and Supports (PBIS)	Annually, deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS
Restorative Practices - Relationships First	For schools new to implementing Restorative Practices, school leadership schedule and participate in training on the Overview of Relationships First (RF).
Restorative Practices - Relationships First	Annually, school RF teams and SDP RF Coaches train the RF Team in Community Building Circles (CBCs) and Restorative Conversations (RC).
Restorative Practices - Relationships First	Annually, school RF teams and RF Coaches 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.
Restorative Practices - Relationships First	Annually, upon full return of staff, RF Teams (with support from RF Coach) train all school staff in CBC and RC.
Restorative Practices - Relationships First	During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff to address challenges and identify supports needs moving forward for both Community Building Circles and Restorative Conversations.
Restorative Practices - Relationships First	During first four months of school year, every fourth week, RF Teams with RF Coaches conduct debrief for all staff, and develop support plan for next cycle.
9th Grade Academy	Annually, provide staff with professional development on 9GOT topics, with a specific focus on utilizing tools such as the Grade Impact Report, the Grades Monitoring Tool, and the Check & Reflect.

Supporting Student Attendance & Reducing Chronic Absenteeism	Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)
Supporting Student Attendance & Reducing Chronic Absenteeism	Provide PD to teachers around correct attendance-taking policies.

Professional Learning Communities Facilitation Training

Action Step		
<ul style="list-style-type: none"> Each school year, SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials. 		
Audience		
School-Based Teacher Leaders (SBTLs)		
Topics to be Included		
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices, Supporting Teachers w/Implementing New ELA & Math Curricula		
Evidence of Learning		
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Summa/Director, Teacher Coaches	2025-08-01	2028-06-30

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	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

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Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Ongoing Curriculum Based Professional Learning (ELA & Math Focus)

Action Step		
<ul style="list-style-type: none"> Identify all required ELA and Math Professional Learning opportunities that focus on training teachers to implement core instructional resources for ELA and Math, and ensure teachers have the opportunity to participate. Develop plan for school-based PD time that focuses on improving teacher practice in areas articulated in the school plan as it relates to ELA and Math instruction. 		
Audience		
Principals, Assistant Principals, ELA & Math Teachers, Learning Support 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
Michael Farrell/Chief Learning Officer, Meredith Mehra/Deputy Chief, Teaching & Learning, Brandon Cummings/Deputy Chief, Leadership Development	2025-08-01	2028-06-30

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	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Learning walk	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Positive Behavior Interventions and Supports (PBIS)

Action Step
<ul style="list-style-type: none"> For schools new to PBIS, school leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year Annually, deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS
Audience
Climate Staff
Topics to be Included
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual
Evidence of Learning

PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rudy Williams/Director, School Climate & Safety	2025-08-01	2028-06-30

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	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
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"> Annually, school RF teams and SDP RF Coaches train the RF Team in Community Building Circles (CBCs) and Restorative Conversations (RC). Annually, school RF teams and RF Coaches 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. Annually, upon full return of staff, RF Teams (with support from RF Coach) train all school staff in CBC and RC.

<ul style="list-style-type: none"> • During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff to address challenges and identify supports needs moving forward for both Community Building Circles and Restorative Conversations. • During first four months of school year, every fourth week, RF Teams with RF Coaches conduct debrief for all staff, and develop support plan for next cycle. 		
Audience		
Climate Leads		
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
Paul Robinson/Director, Restorative Programming	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

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	

9th Grade Academy

Action Step
<ul style="list-style-type: none"> • Annually, provide staff with professional development on 9GOT topics, with a specific focus on utilizing tools such as the Grade Impact Report, the Grades Monitoring Tool, and the Check & Reflect.
Audience
9th Grade Assistant Principals

Topics to be Included		
Check & Reflect, Grade Impact Report, Grades Monitoring Tool, On-Track for Graduation Interventions		
Evidence of Learning		
Completed Check & Reflects, Grade Impact Report Data, PD Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Geneva Sloan/Director, Post-Secondary Readiness	2025-08-01	2028-06-30

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	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Supporting Student Attendance & Reducing Chronic Absenteeism

Action Step		
<ul style="list-style-type: none"> Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.) Provide PD to teachers around correct attendance-taking policies. 		
Audience		
Attendance Designees		
Topics to be Included		
Attendance-Taking Procedures, C-31 Letters, SAICs, SAIPs, Pulling/Analyzing EWI Report, EWI Process		
Evidence of Learning		
Clean Attendance-Taking Records, Records of C-31 Letters Sent Home, Completed SAIPs		
Lead Person/Position	Anticipated Start	Anticipated Completion

Molly Ashburn/Director, Attendance & Truancy	2025-08-01	2028-06-30
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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	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

School Leaders Newsletter					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Principals and Assistant Principals	Updates from the various programmatic offices in our district around initiatives, systems updates, and training opportunities.	Michael Farrell/Chief Learning Officer	08/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Newsletter			Weekly		

School Based Teacher Leader (SBTL) Bulletin

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Based Teacher Leaders (SBTLs)	Updates from the various programmatic offices in our district around initiatives, systems updates, and training opportunities.	Jill Stevenson/Professional Learning Specialist	08/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	Monthly

Focus on FACE					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Families and Community Members	The Focus on FACE Newsletter will be emailed every month with District announcements, blog articles on best practices for family engagement, and—most importantly—inspiring stories from parents, family members, staff, students, and community members across the School District of Philadelphia.	Lauren Rowland/Assistant Director, Family & Community Engagement (FACE)	08/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			Monthly		

Board Goal Progress Monitoring

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Stakeholders	Review of implementation of key strategies, review of outcomes and key data trends related to academic, attendance, and behavioral data	Tony Watlington/Superintendent	08/01/2025	06/20/2028

Communications

Type of Communication	Frequency
Presentation	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date