

THE SCHOOL DISTRICT OF PHILADELPHIA 2023-2024 School-based Planning Tool		
School Grade Span	00-05	
ULCS Code	8400	
Name of School	Anne Frank School	
Learning Network	Network 8	
Assistant Superintendent	Shakeera Warthen	
ESSA Federal Designation	Non-Designated	
Admission Type	Neighborhood	
Principal Name	Mr Mickey Komins	
Planning Team		
Team Member Title	Team Member Name	Organization
Principal	Mickey Komins	Anne Frank Elementary School
Assistant Principal	Danetta Grant	Anne Frank Elementary School
Assistant Principal	Gina Conallen	Anne Frank Elementary School
Math Content Specialist/Teacher Leader	Christine Delesandro	Anne Frank Elementary School
Literacy Content Specialist/Teacher Leader	Kaitlyn Devlin	Anne Frank Elementary School
Science Content Specialist/Teacher Leader	Judith Leventhal	Anne Frank Elementary School
School-based Climate Leader	Harry Bach	Anne Frank Elementary School
School-based EL Teacher Leader	Margaret McLaughlin	Anne Frank Elementary School
School-based Special Education Leader	Shawna Haubrick	Anne Frank Elementary School
School-based Attendance Designee	Harry Bach	Anne Frank Elementary School
Star Champion	Christine Delesandro/Kaitlyn Devlin	Anne Frank Elementary School
Technology Teacher Leader	Mark Fogleman	Anne Frank Elementary School
School-based Equity Leader	Lorraine Hall	Anne Frank Elementary School
Parent	Annemarie Constable	Anne Frank Elementary School Home and School
Community member	Mark Ingerman	PhillyKidz
Business partner (other than parent/community)	Alla Ingerman	PhillyKidz

Planning and Evidence-based Support (PESO) staff	Kanika Watkins	SDP
What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.) How is your school's vision focused on advancing equity?		
<p>The vision of the Anne Frank Elementary School is that every child will be respected as an individual learner. Instruction will be data driven resulting in instruction that reflects student’s individual needs. Instruction will be monitored to provide the best education possible for every student. Our belief is that parents, students, teachers and administrators will understand and support our expectations. Our vision supports our equity work by reflecting on our student's individual needs. We have students that speak 50 different languages and come from 40 different countries. We can not and will not treat everyone the same because our population comes from a varied background.</p>		

PRIORITY AREAS (Essential Practices)			
Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.			
Essential Practices		Rating	Definition of Rating
Instruction	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	Operational Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Emerging Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Operational Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.

Leadership	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on changing student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family and Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Exemplary	Strategies to engage families are evident across the school community. Stakeholders are continuously engaged in assessing the needs of students and families, evaluating implementation and outcomes of family engagement strategies, and adjusting family engagement strategies as needed.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.

Profe	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.
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Selected Essential Practice	
Academic Essential Practice #1 (Required)	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Climate Essential Practice #2 (Required)	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anne Frank School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum	
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation	
<ul style="list-style-type: none"> - Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school. 	<ul style="list-style-type: none"> - Quarterly, students will be assessed in Math using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans. 	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.	7/1/2023	9/5/2023	Principal, Assistant Principals	Academic curriculum, Master Schedule	N
Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.	7/1/2023	8/1/2023	Principal	ILT overview and protocols with roles and responsibilities	N
Instructional Leadership Team members participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	7/1/2023	8/18/2023	Principal	PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.	8/1/2023	8/28/2023	Principal, Assistant Principals	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Principal, Assistant Principals	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Principal, Assistant Principals	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Principal, Assistant Principals	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Principal, Assistant Principals	Observation schedule, coaching schedule	N
Utilize SDP coaching and feedback model to deliver structured support	9/5/2023	6/14/2024	Principal and Assistant Principal	Look-fors Documents Observation Schedule Observation Protocol Form Coaching Logs	N

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Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Principal, Assistant Principals	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Principal, Assistant Principals	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.	9/5/2023	6/14/2024	Teachers	Assessment Calendar Star Assessment Star Reports	N
Monitor the administration of pre- and post-assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Student Work	N
Plan and facilitate PLC sessions for teachers to train teachers to align and compare Star Data with their online intervention benchmark and progress monitor data in order to find and plan for their intersecting area of needs.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Star Data Reports, Online Adaptive Program Reports, Student Work	N
Plan and facilitate PLC sessions for teachers to examine and choose the resources that best fit their students' needs for long-term and short-term ELA student inclusive group planning.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Online Adaptive Program Resources, Classroom Interventions,	N
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	9/5/2023	6/14/2024	PLC Facilitators	Math Curriculum Resources	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Student Work	N
Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	SBTLs	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	SBTLs	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation schedule, lesson plans	N

On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	SBTLs	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	SBTLs	Meeting schedule	N

Anne Frank School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - Instructional materials and assessments are aligned to the Common Core Standards. - Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum. - The standards-aligned curriculum is delivered with fidelity to all students. - All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school. 	<ul style="list-style-type: none"> - Quarterly, students will be assessed in Reading using the Star assessments. - Annually, the principal will develop a formal observation schedule. - Quarterly, the principal will develop an informal observation schedule. - Weekly, the ILT will review lesson plans.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Principal, Assistant Principals	Academic curriculum, Master Schedule	N
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/1/2023	8/28/2023	Principal, Assistant Principals	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Principal, Assistant Principals	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Principal, Assistant Principals	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Principal, Assistant Principals	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Principal, Assistant Principals	Observation schedule, coaching schedule	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Principal, Assistant Principals	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Principal, Assistant Principals	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, PSSA Data, Star Data Reports, Student Work	N
Plan and facilitate PLC sessions for teachers to train teachers to align and compare Star Data with their online intervention benchmark and progress monitor data in order to find and plan for their intersecting area of needs.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Star Data Reports, Online Adaptive Program Reports, Student Work	N

Plan and facilitate PLC sessions for teachers to examine and choose the resources that best fit their students' needs for long-term and short-term ELA student inclusive group planning.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Online Adaptive Program Resources, Classroom Interventions,	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Student Work	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	SBTLs	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	SBTLs	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	SBTLs	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	SBTLs	Meeting schedule	N
Utilize Book Trust library of take-home materials for reading with parents/guardians as expanded opportunities for students in K-3, exposing them to on-grade/on-level materials.	10/1/2023	6/14/2024		Book Trust Resources, Student Reading Log	N

Anne Frank School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Social-Emotional Learning (Tier I Climate Framework)	
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation	
<ul style="list-style-type: none"> - Adult-student and student-student interactions are positive, caring, and respectful. - Stakeholders perceive the school as warm, inviting, and safe. 	<ul style="list-style-type: none"> - Complete the Schoolwide SEL Implementation Rubric to consider the school's progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year. - SEL Team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below. 	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leaders (TBD by the school) participate in the district organized, full-day, in-person School-wide SEL School Leaders Workshop.	7/1/2023	8/31/2023	Principal, Assistant Principal, SEL Lead	EC pay for staff that are not 12 month employees	Y
Designate an SEL Lead and explicitly define/ document the responsibilities of the SEL Lead. One explicit responsibility is that the SEL Lead must serve on the MTSS Tier 1 team.	7/1/2023	9/30/2023	Principal	Key Responsibility Document	N
All students have Community Meetings rostered into their schedule for at least 90 minutes a week that incorporates Social Emotional Learning content.	7/1/2023	8/25/2023	Principal, Assistant Principal, SEL Lead	Schoolwide Schedule, SEL Implementation Resources	N
Form an SEL Team of staff and stakeholders who can support Schoolwide SEL implementation and schedule monthly SEL team meetings for the entire school year.	8/25/2023	11/1/2023	Principal, Assistant Principal	SEL Team Rolling Agenda, SEL Team Calendar	N
Designate a SEL Team member as the Student Well Being Survey point person to coordinate and oversee systems for survey administration, participation monitoring, and survey data analysis.	8/25/2023	11/1/2023	Principal, Assistant Principal	QlikBAM	N
SEL Lead will coordinate with the district SEL Specialists to schedule time for the full SEL Team to participate in training related to foundational SEL learning opportunities.	8/25/2023	10/1/2023	Principal, Assistant Principal, SEL Lead	SEL Implementation Resources	N
Full SEL Team participate in district organized professional development related to foundational SEL learning opportunities.	8/25/2023	11/1/2023	Principal, Assistant Principal, SEL Lead	SEL Implementation Resources	Y
SEL Lead attends the district-organized Strategic School-Wide SEL Lead Workshops on a monthly basis.	9/1/2023	6/15/2023	SEL Lead	SEL Implementation Resources	Y
Schedule staff-facing Community Meeting training for the entire school year.	9/1/2023	9/30/2023	Principal, Assistant Principal, SEL Lead	Schoolwide Schedule	N
SEL Lead develops materials and plans to facilitate ongoing professional development experiences for all staff related to both foundational SEL learning opportunities and Community Meetings.	9/1/2023	5/31/2024	SEL Lead	SEL Implementation Resources	N
All staff participate in ongoing professional development related to foundational SEL learning opportunities.	9/1/2023	5/31/2024	Principal, Assistant Principal	SEL Implementation Resources	Y

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All staff participate in ongoing professional development related to Community Meetings.	9/1/2023	5/31/2024	Principal, Assistant Principal	SEL Implementation Resources, Community Meeting Resources	Y
Student Climate Staff will utilize SEL practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the progressive discipline structure, as an alternative to disciplinary referrals.	9/1/2023	6/14/2024	Student Climate Staff	SEL Implementation Guide, Culture Plan	N
Plan and facilitate Attendance Matters Workshops to educate students and families on attendance policies, the implication of absences on achievement, and equip families with resources and strategies to enable their child to maintain regular school attendance.	9/5/2023	6/14/2024	Principal, Assistant Principal, Counselor, Dean of Students, Bilingual Counseling Assistant	SDP Attendance and Truancy Protocols, Attendance Matters Resources,	N
Hold monthly Attendance Team meetings in order to 1) identify and implement tiered attendance supports (Home Contact, Attendance Letters, Student Family Conferences, Individualized Plans, Truancy Referral) to students not meeting the regular attendance targets and 2) evaluate and refine the supports provided (actions of teachers, school staff, and attendance team members) based on progress monitoring data.	10/1/2023	6/14/2024	Attendance Designee	SIS, Truancy Attendance Reports, Student Family Contact Logs, Truancy Referral Checklist	N
SEL Team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below.	11/1/2023	6/15/2024	SEL Lead	QlikBAM, Monthly Data Snapshot	N
Establish communication structures that build trust and will help keep all stakeholders informed, engaged, and excited throughout SEL implementation.	11/1/2023	1/1/2024	SEL Communication Lead, (Important Resource - EL Point Person)	SEL Implementation Resources	N
Collaboratively develop, and subsequently communicate, a shared vision for schoolwide SEL that serves as an inspirational call-to-action and the backbone of SEL planning and implementation.	11/1/2023	2/1/2024	SEL Communication Lead, (Important Resource - EL Point Person)	SEL Implementation Resources	N
Take inventory of past SEL initiatives, current needs, existing resources and explicitly document strengths and gaps.	11/1/2023	3/1/2024	SEL Leads, SEL Team	SEL Implementation Resources	N
Develop a one-year (minimum length) SEL implementation plan featuring S.M.A. R.T.I.E. goals, action steps, and assigned ownership.	11/1/2023	3/1/2024	SEL Leads, SEL Team	SEL Implementation Resources	N
Train the SEL Team is on Caregiver learning through a Train-the-Trainer session.	11/1/2023	4/1/2024	District SEL Specialists	SEL Implementation Resources	Y
The SEL Team schedules a meeting for guardians and caregivers that (1) scaffolds learning about SEL and (2) features collaborative student-level SEL goal-setting.	11/1/2023	4/1/2024	SEL Leads, SEL Team (Important Resource - EL Point Person)	SEL Implementation Resources	N
Complete the Schoolwide SEL Implementation Rubric to consider the school's progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year.	11/1/2023	5/1/2024	Principal, Assistant Principal, SEL Team	SEL Implementation Rubric	N
Consult SEL Lead when developing the budget for the 24-25 SY; should engage in dialogue to ensure that there are sufficient resources for SEL (materials, professional learning, and staffing).	2/1/2024	3/31/2024	Principal	SEL Implementation Resources	N

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 67% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 40% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 55% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 55% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 67% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
GOAL:	Board Goal 2	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 57% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 57% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 52% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 35% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 40% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 40% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 52% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
GOAL:	90%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 85% of all students will attend school 90% of days or more	At least 92% of all students will attend school 90% of days or more in Q1.	At least 89% of all students will attend school 90% of days or more in Q2.	At least 87% of all students will attend school 90% of days or more in Q3.	At least 85% of all students will attend school 90% of days or more in Q4.
GOAL:	Suspension	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 99% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.