THE SCHOOL DISTRICT OF PHILADELPHIA
2025-2026
School-based Planning Tool

School Grade Span	00-08
ULCS Code	2510
Name of School	Fanny Jackson Coppin School
Learning Network	Network 2
Assistant Superintendent	Timothy Jones
Principal Name	Ms. Kelly Espinosa

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Kelly Espinosa	Fanny Jackson Coppin	kespinosa@philasd.org
Math Content Specialist/Teacher Leader	Marc Levinson	Fanny Jackson Coppin	mlevinson@philasd.org
Literacy Content Specialist/Teacher Leader	Melanie Pena	Fanny Jackson Coppin	mchern@philasd.org
School-based Climate Leader	Marc Levinson	Fanny Jackson Coppin	mlevinson@philasd.org
School-based EL Teacher Leader	Maria DiFlorio	Fanny Jackson Coppin	mdiflorio@philasd.org
School-based Special Education Leader	Tiffany Storti	Fanny Jackson Coppin	tstorti@philasd.org
School-based Attendance Designee	Kara Ziai	Fanny Jackson Coppin	kziai@philasd.org
School Counselor	Kara Ziai	Fanny Jackson Coppin	kziai@philasd.org
Parent	Katie Grosh	Fanny Jackson Coppin	katie.grosh@gmail.com
Community Member or Business Partner	Anaiah Davis	WHYY	adavis@whyy.org
Planning and Evidence-based Support (PESO) staff	Sean Carr	PESO	scarr@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	SDP	superintendent@philasd.org

What is your school's vision (i.e., a picture of the "preferred future";
a statement that describes how the future will look if the district fulfills its mission.)
How is your school's vision focused on advancing equity?

All Coppin students have the ability to achieve rigorous academic and social expectations through high-quality teaching that taps on multiple intelligences, real-world connections, and inquiry in a 21st Century learning environment. We will foster self-resiliency and autonomy to actualize leadership so that every student has the ability to empathize, respect, and function collaboratively with others to become contributing members of a global society.

Data Review

Conditions for Success

Topic	Students	Celebrations	Concerns
Student Attendance	Overall	Through December 2024, 90.5% of students attended 90% of days or more.	Through December 2024, 83.3% of students in Grade 5 attended at least 90% of days. This is 7.2% points lower than the schoolwide rate.
	Overall		
	Student Group		Through December 2024, 73.4% of Black/African American students attended 90% of days. This is 17.1% points below the schoolwide rate.
	Student Group		Through December 2024, 88% of Multiracial students attended 90% of days or more. This is 8% points lower than December 2023.
	Student Group		
Teacher Attendance	Overall		Through December 2024, 76.5% of teachers attended 90% of days or more.
	Overall		
	Student Group		
	Student Group		
	Student Group		
Dropouts	Overall	Through January 2024, 0 students in Grades 7-8 dropped out.	Through January 2024, 3 students dropped out schoolwide.
	Overall		
	Student Group		
	Student Group		
	Student Group		
College/Career Readiness (On-Track & Naviance)	Overall		
	Overall		
	Student Group		
	Student Group		
	Student Group		

Board Goals

Topic	Students	Celebrations	Concerns
ELA Performance (Star, Course Marks)	Overall		Between Fall and Winter 24-25, Grade 6 had a median SGP of 38 and Grade 7 had a median SGP of 38.5 according to the Star Reading assessment.
	Overall	Between Fall and Winter 24-25, our schoolwide median SGP of 60 according to the Star Early Literacy and Reading assessments indicates high growth.	Between Fall and Winter 24-25, the rate of students who scored 'At/Above Benchmark' according to the Star Early Literacy and Star Reading assessments increased from 67.3% to 70.4%. This increase of 3.1% points is only half of the SDP K-8 Fall-Winter.
	Student Group	Through Winter 2024, 85.5% of students in Grade 4 scored 'At/Above' according to the Star Reading assessment.	Through Winter 2024, 23.3% of Black/African American students scored 'Intensive' according to the Star Early Literacy and Reading assessments.
	Student Group		Through Winter 2024, 25.6% of Hispanic students scored 'Intensive' according to the Star Early Literacy and Reading assessments.

	Student Group		Through Winter 2024, 35% of English Learners scored 'Intensive' according to the Star Early Literacy and Reading assessments.
Math Performance (Star, Course Marks)	Overall	Between Fall and Winter 24-25, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 50.1% to 57.2%.	Between Fall and Winter 24-25, Grade 4 had a median SGP of 36 according to the Star Math assessment.
	Overall	Between Fall and Winter 24-25, our schoolwide median SGP of 61 according to the Star Math assessment indicates high growth.	
	Student Group	Between Fall and Winter 24-25, Multiracial students had a median SGP of 78.5 according to the Star Math assessment.	Through Winter 2024, 10.7% of Black/African American students scored 'Intensive' according to the Star Math assessment.
	Student Group		Through Winter 2024, 10.3% of Hispanic students scored 'Intensive' according to the Star Math assessment.
	Student Group		

Climate & Surveys			
Topic	**Students**	**Celebrations**	**Concerns**
Climate & Culture	Overall	Through December 2024, 99.4% of students received zero out-of-school suspensions.	Through December 2024, 3 total students received an out-of-school suspension. These students were enrolled in Grades 5 and 6.
	Overall	Through December 2024, no students in Grades 7 or 8 received a suspension.	
	Student Group		Through December 2024, Black/African American students are disproportionately overrepresented among those who received suspensions. While they make up 12.1% of students, they received 75% of suspensions.
	Student Group		Through December 2024, Asian students are disproportionately overrepresented among those who received suspensions. While they make up 6.4% of students, they received 25% of suspensions.
	Student Group		Through December 2024, students with IEP are disproportionately overrepresented among those who received suspensions. While they make up 12.1% of students, they received 50% of suspensions.
Survey Data (SWBS, PSES)	Overall	According to Window 1 of the Student Well Being Survey, Grade 3 has an adult-student relationship score of 91.5%. This is the highest among all grade levels.	According to Window 1 of the Student Well Being Survey, Grade 4 has a self-development score of 77.1%. This is the lowest among all grade levels.
	Overall		
	Student Group	According to Window 1 of the Student Well Being Survey, Hispanic students had a Peer Relationship score of 82.9%.	According to Window 1 of the Student Well Being Survey, Hispanic/Latino students had an Adult-Student Relationship score of 84.2%. This is below the schoolwide rate of 87.1%.
	Student Group		According to Window 1 of the Student Well Being Survey, Black/African American students had a Peer Relationship score of 75.9%.
	Student Group		According to Window 1 of the Student Well Being Survey, Asian students had a Peer Relationship score of 75.9%.

Root Cause Analysis - 5 Whys								
	ELA	**Math**	**Teacher Attendance**	**Student Attendance**	**Dropout**	**Climate & Culture**	**College/Career**	**Career & Tech**
Precise Problem Statement	*Between Fall and Winter 24-25, the rate of students who scored 'At/Above Benchmark' according to the Star Early Literacy and Star Reading assessments increased from 67.3% to 70.4%. This increase of 3.1% points is only half of the SDP K-8 Fall-Winter increase.*	*Between Fall and Winter 24-25, Grade 4 had a median SGP of 36 according to the Star Math assessment.*		*Through December 2024, 73.4% of Black/African American students attended 90% of days. This is 17.1% points below the schoolwide rate.*				
Digging into the Root Cause: Unpacking the Precise Problem Statement								
Why does this problem exist?	We are struggling to grow students who have high proficiency rates.	We are struggling to grow students who have high proficiency rates.		As a result of systemic challenges and inequities, we see students with a wide range of varying attendance needs at our school.				
... and why does that problem exist?	We are not appropriately meeting the needs of our large population of students with high proficiency.	We are not appropriately meeting the needs of our large population of students with high proficiency.		We have struggled to provide targeted attendance interventions and supports for our students with the highest attendance needs.				
... and why does that problem exist?	Teacher mindsets are focused on remediation and acceleration.	Teacher mindsets are focused on remediation and acceleration.		We need more capacity to develop and monitor systems to identify students with the highest attendance needs and provide appropriate interventions.				
... and why does that problem exist?	The majority of the focus of professional learning and coaching has been on basic implementation of a brand new curriculum.	The majority of the focus of professional learning and coaching has been on basic implementation of a brand new curriculum.		Our leadership capacity is spread thin to monitor attendance in a meaningful way. This is compounded by the focus of administration on supporting the implementation of new curricula.				
... and why does that problem exist?	We need to allocate more time and resources to support students during professional learning and coaching with differentiation, particularly for higher performing students.	We need to allocate more time and resources to support students during professional learning and coaching with differentiation, particularly for higher performing students.		We need designated team members to develop and maintain systems of attendance supports and interventions.				
	Final Why Statement: ELA	**Final Why Statement: Math**	**Final Why Statement: Teacher Attendance**	**Final Why Statement: Student Attendance**	**Final Why Statement: Dropout**	**Final Why Statement: Climate & Culture**	**Final Why Statement: College/Career Readiness**	**Final Why Statement: Career & Tech Education**

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Why Statements	We see a low increase in ELA proficiency because we need to allocate more time and resources to support students during professional learning and coaching with differentiation, particularly for higher performing students.	We see low growth in Math because we need to allocate more time and resources to support students during professional learning and coaching with differentiation, particularly for higher performing students.		We see low regular attendance for our Black/African American students because we need designated team members to develop and maintain systems of attendance supports and interventions.				
Budget Implications	Fully released SBTL for ELA	Fully released SBTL for Math		Fully released dean to focus on attendance outreach				
	Maintain SSAs for intervention and phonics.	STEM elective teacher who can use cross-curricular methods in math/science and focus on 21st century learning skills		Counselor to focus on attendance outreach				
	Teacher of the gifted (also serves as STEM teacher) to meet demands of testing, manage GIEPs, and delivery of services.	Teacher of the gifted (also serves as STEM teacher) to meet demands of testing, manage GIEPs, and delivery of services.						

Priority Areas (Essential Practices)

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

		Essential Practices	Rating	Definition of Rating
Instruction	1	**EP01: Align curriculum, assessments, and instruction to the PA Standards**	**Operational**	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**	**Operational**	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	**EP03: School teams use a collaborative process to analyze a variety of assessment *data* (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices**	**Operational**	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	**EP04: Identify and address individual student learning needs**	**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.

Leaders	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	**Operational**	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	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: • 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**	**Operational**	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family & Community Engagement	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Operational**	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**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.

Profes	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.

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)	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Additional Practice #3 (Optional)	

Budget Planning

Based on the identified priority areas and aligned root-causes, what are the key resources needed to support you in meeting your goals? What resources (i.e. funding, personnel, PD, etc.) would be necessary to successfully enact these changes in an equitable manner for all students, with an eye towards historically marginalized and underserved groups of students. Ensure that each budget item is complete with a clear rationale for why that resource is needed and how it will help you address the goal and priority area.

Budget Item *This language should match what is listed in SMS.*	Rationale: How will this resource help me achieve my goals? *Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.*	Primary Essential Practice	Primary Related Goal	Cost	Funding Source	If "Split Sources" is selected, detail split here
Teacher, Elementary, 4-8	If we budget for an SBTL, then we will have a highly qualified individual to lead PLC sessions and to provide consistent coaching to our staff, which will better position us to meet our Math and ELA Board Goals.		Academics	$142,000.00	Split Sources	.46 Title, .54 Operating
School Counselor	If we budget for a counselor, then we will have a highly qualified professional who is able to identify barriers to student academic progress, support with the development of plans to overcome those barriers, and address students' individual social emotional needs to improve our school wide climate which will better position us to meet our ELA and Math Board Goals, Attendance Goals, and Guardrail 1.		Student Attendance	$142,000.00	Title 1	
Parental Involvement Elem - Books and Instructional Aids	If we budget for parent and family engagement materials, then we will better equip families to support their children academically and behaviorally in alignment with our Board Goals and Guardrails.		Academics	$3,683.00	Title 1	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Professional Learning Communities (PLCs)
Anticipated Outputs (link out to EP Look Fors)	**Monitoring/Evaluation**
- 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 have regular times to meet and discuss effective instructional practices.	- 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 indicators.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.	7/1/2025	8/22/2025	SBTL	Rosters	N
Designate weekly planning time when PLC facilitators will plan for PLCs, including developing upcoming PLC agendas.	7/1/2025	8/22/2025	ILT	PLC Agendas, Calendar	N
Establish a single online location where agendas will be stored for PLC meetings	7/1/2025	8/22/2025	ILT	Google Drive	N
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC progress and priorities, with a focus on Science in Q1, ELA in Q2, Math in Q3, and ELA in Q4.	8/1/2025	6/12/2026	ILT	PLC Agendas, Calendar	N
SBTLs participate in training around how to implement PLCs, with a specific focus on developing in the area of coaching.	8/1/2025	3/31/2026	SBTLs	PD Calendar	Y
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with curriculum implementation that is focused on student growth.	8/26/2024	6/12/2026	ILT	PLC Agendas, Calendar	N
At the end of each PLC, teachers create commitment statements relating to the weekly area of focus in order to commit to an action step. Commitment statements are revisited at the following meeting to track progress and foster a collaborative learning environment.	10/1/2025	6/12/2026	ILT	Commitment Statement Framework	N
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing PSSA, open-ended, and constructed response data alongside standards mastery data for On Watch students.	10/1/2025	6/12/2026	ILT	Student Data, Star Mastery Dashboard, PSSA Anchor Analysis Data	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Culturally Responsive Positive Behavior Interventions and Supports

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- 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.	- 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.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads	7/1/2025	8/29/2025	Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities	N
Schedule summer planning meeting with a priority focus on implementing the point system with fidelity.	7/1/2025	8/29/2025	Principal	Rolling Agenda, Calendar, Manual	N
Deliver staff CR-PBIS training.	8/18/2025	9/30/2025	CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Y
Deliver student CR-PBIS kick-off with a priority focus on implementing the point system with fidelity.	8/25/2025	9/12/2025	CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	N
Roster and implement Daily Community Meetings (at least 90 minutes a week)	8/25/2025	6/12/2026	Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	N
Document ALL behavioral referrals (Major & Minor) into SIS only.	10/1/2025	6/12/2026	Teachers/Staff	SIS	N
Hold monthly MTSS/TIPS meetings and review Tier 1 behavioral data, including referral data.	10/1/2025	6/12/2026	CR-PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	N
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.	10/1/2025	6/12/2026	Leadership Team	Observation Calendar, Danielson Framework (Domain 2)	N
Climate Support 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 priority focus on implementing the point system with fidelity.	10/1/2025	6/12/2026	Student Climate Staff	CR-PBIS Manual	N
Quarterly, share/review Tier 1 behavioral data with school staff, including referral data.	11/1/2025	6/12/2026	Leadership Team	Data Snapshot, Referral Data	N

			CR-PBIS Team, CR-PBIS Coach		
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and data walk.	3/1/2026	3/31/2026		Tiered Fidelity Inventory	N

Comprehensive Plan: Strategies and Action Steps

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

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?
School leadership schedule and participate in training on the Overview of Relationships First (RF).	7/1/2025	8/29/2025	Principal, RF Coach	RF Manual, Implementation Guide	Y
Identify a school-level RF Team responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.	7/1/2025	8/29/2025	Principal, RF Coach	Staff List	N
Establish clear goals, roles, and responsibilities for RF Team and members.	7/1/2025	8/29/2025	Principal, RF Coach	Staff List	N
School leadership and RF Coach train the RF Team in CBC and RC.	7/1/2025	9/30/2025	Principal, RF Coach	RF Manual, Implementation Guide	Y
Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.	7/1/2025	9/30/2025	Principal, RF Coach	RF Manual, Implementation Guide	Y
RF Team (with support from RF Coach) creates a push-in support plan to support CBCs in classrooms.	7/1/2025	9/30/2025	RF Lead	RF Manual, Implementation Guide	N
Leadership team schedules RF Team debrief circle to plan for anticipated implementation challenges.	7/1/2025	9/30/2025	Principal, RF Coach	RF Manual, Implementation Guide	N
Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.	8/18/2025	9/30/2025	RF Lead, RF Coach	RF Manual, Implementation Guide	Y
CBCs are held weekly to build positive classroom community.	8/25/2025	6/12/2026	Classroom teachers	Catalog of CBC approaches	N
All staff utilize RC as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.	8/25/2025	6/12/2026	All staff	RF Manual, Culture Plan	N
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.	8/25/2025	6/12/2026	Student Climate Staff	RF Manual, Culture Plan	N

During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff, prioritizing SEL and equity to address challenges and identify supports needs moving forward for both CBC and RC, aligning with SDP Equity Framework.	8/25/2025	12/31/2025	Principal, RF Coach	RF Manual, Schedule, Culture Plan	N
During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle.	8/25/2025	12/31/2025	Principal, RF Coach	RF Manual, Schedule, Culture Plan	N
School leadership and members of RF team visit fully-implementing RF school for admin consult and walk-through.	8/25/2025	12/31/2025	Principal, RF Coach	RF dashboard or other school-based data	N
RF Team representative brings observation/debrief data (qualitative) and quantitative to MTSS meetings to add value to discussion and planning.	10/1/2025	6/12/2026	Principal, RF Coach	Data, MTSS Agenda, MTSS Meeting Schedule	N
RF Team designates RF Youth Leaders based on input from all staff, ensuring an array of students at all academic performance levels and with differing social/emotional needs.	1/1/2026	1/31/2026	Principal, RF Coach	RF Manual	N

GOAL:	Board Goal 1: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 64.42% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 67.42% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 67.42% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 67.42% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 67.42% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 2: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 75.78% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 78.78% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 78.78% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 78.78% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 78.78% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 3: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 55.14% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 58.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 58.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 58.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 58.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 3: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 69.64% of grade 3 students will score proficient/advanced on the Math PSSA	At least 72.64% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q1	At least 72.64% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q2	At least 72.64% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q3	At least 72.64% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 89.10% of all students will attend school 90% of days or more	At least 99.10% of all students will attend school 90% of days or more in Q1	At least 95.10% of all students will attend school 90% of days or more in Q2	At least 92.10% of all students will attend school 90% of days or more in Q3	At least 89.10% of all students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				

GOAL:	Suspensions	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99.20% of students will have zero out-of-school suspensions	At least 99.8% of students will have zero out-of-school suspensions in Q1	At least 99.6% of students will have zero out-of-school suspensions in Q2	At least 99.4% of students will have zero out-of-school suspensions in Q3	At least 99.2% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL: Teacher Attendance	All Students	At least 88.70% of teachers will attend 90% or more work days	At least 98.7% of teachers will attend 90% or more work days through Q1	At least 94.7% of teachers will attend 90% or more work days through Q2	At least 91.7% of teachers will attend 90% or more work days through Q3	At least 88.7% of teachers will attend 90% or more work days through Q4
		Actual Performance				
		Met Target?				

GOAL: Dropouts	All Students	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
		No more than 0 students in grades 7-8 will drop out of school	No more than 0 students in grades 7-8 will drop out of school through Q1	No more than 0 students in grades 7-8 will drop out of school through Q2	No more than 0 students in grades 7-8 will drop out of school through Q3	No more than 0 students in grades 7-8 will drop out of school through Q4
		Actual Performance				
		Met Target?				