THE SCHOOL DISTRICT OF PHILADELPHIA
2026-2027
School-based Planning Tool

School Grade Span	00-05
ULCS Code	7360
Name of School	John Marshall School
Learning Network	Network 9
Assistant Superintendent	Lucy Feria
Principal Name	Mr. William Lawrence

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	William Lawrence	Marshall	wlawrence3@philasd.org
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Math Content Specialist/Teacher Leader	Margaret Lewis	Marshall	mlmcfadden@philasd.org
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School-based Climate Leader	Azim Jones	Marshall	agjones@philasd.org
School-based EL Teacher Leader	Shanique Ancrum	Marshall	srancrum@philasd.org
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School Counselor	Jessica Henson	Marshall	jbrowne@philasd.org
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Planning and Evidence-based Support (PESO) staff	Joe Taylor	School District of Phila	jctaylor@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	School District of Phila	superintendent@philasd.org
School Improvement Facilitator	Noah M. Wager	Mass Insight	nwager@massinsight.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?

At John Marshall School, we are lifelong learners who grow and succeed as a community that values diversity. Our greatest resource, our students, receive an equitable, inclusive, and high-quality education that develops successful citizens.

Data Review

Board Goals

Topic	Students	Celebrations	Concerns
ELA Performance (Star, Course Marks)	Overall	26.9% of students scored At/Above Benchmark on the Winter Star assessment, which is an increase of 0.07 points year over	
	Overall	The percentage of students scoring At/Above on the ENW CBM increased by 8 points from Fall to Winter while the Intensive rate	
	Student Group	**3rd** 31.6% of students scored At/Above Benchmark on the Winter Star assessment, which is an increase of 4.1 percentage points year over	The percentage of students scoring Intensive on the POR CBM decreased by 1 point from Fall to Winter (53.6%).
	Student Group	**4th** 36.1% of students scored At/Above Benchmark on the Winter Star assessment, which is an increase of 0.08 points	2nd grade had the highest percentage of Intensive students (58.1%) in the Winter 25-26 Star Reading assessment.
	Student Group	The percentage of students scoring At/Above on the LS CBM increased by 24 points from Fall to Winter while the Intensive rate	
Math Performance (Star, Course Marks)	Overall	The percentage of students scoring Intensive decreased from 43% in the Fall to 40% in the Winter of SY25-26.	
	Student Group	The percentage of students scoring At/Above on the NR CBM increased 21 points from Fall to Winter, while the Intensive rate decreased by 18 points during this same time.	56.9% of students scored Intensive on the S10 CBM in Winter of SY25-26.
	Student Group	4th grade had the lowest percentage of Intensive students (24.3%) in the Winter 25-26 Star Math assessment. This cohort also experienced a 12 point decrease in Intensive YOY on the Star Math assessment.	The percentage of 3rd students scoring At/Above on the Star Math assessment decreased by 2 points from Fall (14.3%) to Winter (12.5%).
	Student Group	The percentage of students scoring At/Above on the A10 CBM increased 24 points from Fall to Winter, while the Intensive rate decreased by 35 points during this same time.	The current 5th grade cohort experienced a 9.9 point increase in Intensive YOY on the Star Math assessment.
	Student Group	The percentage of students scoring At/Above on the QC CBM increased 16 points from Fall to Winter, while the Intensive rate decreased by 16 points during this same time.	16.7% of students scored At/Above on the MUL CBM in Winter of SY25-26.

Conditions for Success

Topic	Students	Celebrations	Concerns
Student Attendance	Overall	There is no meaningful disproportionality in our 90% attendance rates by SPED status or race/ethnicity.	50.2% of students attended school 90% of days or more through Q2 of SY25-26.
	Overall		
	Student Group	K and 4th grade have the highest 90% attendance rates at 59%, which is 9 points above our schoolwide average.	1st grade had the lowest 90% attendance rate at 44%, which is 6 points below our schoolwide average.
	Student Group		

	Student Group		

Climate & Surveys

Topic	Students	Celebrations	Concerns
Climate & Culture	Overall	98.2% of students had Zero OSS through Q2 of SY25-26.	
	Overall		
	Student Group	100% of K-4 students had Zero OSS through Q2 of SY25-26.	88.4% of 5th grade students had Zero OSS through Q2 of SY25-26, which is the lowest in our grades.
	Student Group	Hispanic students have a 100% Zero OSS rate through Q2 of SY25-26.	Black students account for 58% of our 5th grade population and 100% of our suspensions through Q2.
	Student Group		

Root Cause Analysis - 5 Whys		
Precise Problem Statement	**Student Attendance**	**Math**
	51.4% of students attended 90% of days or more through April 2026.	*9.0% of students scored proficient/advanced on the SY24-25 Math PSSA.*
Digging into the Root Cause: Unpacking the Precise Problem Statement		
Why does this problem exist?	40.5% of students are chronically truant through April 2026.	29.6% of students are in the On Watch category in Spring SY25-26.
... and why does that problem exist?	We haven't been able to keep up with the 120 students who need student attendance improvement plans.	Teachers are not effectively moving students through the use of SGI.
... and why does that problem exist?	Our attendance team isn't large enough at the moment, and roles and responsibilities aren't delineated as clearly as they need to be.	Teachers not always aware of spots where students are lost
... and why does that problem exist?		Teachers don't know how to collect and respond to in-lesson data.
... and why does that problem exist?		
	Final Why Statement: Student Attendance	**Final Why Statement: Math**

Why Statements	Our 90% attendance rate isn't as high as we'd like because we don't have a large enough attendance team in place to handle the number of attendance improvement plans that are needed to support students who are chronically absent.	Our Math proficiency rates aren't as high as we'd like because we aren't effectively moving On Watch students into Tier 1 due to ineffective SGI practices.
Budget Implications		

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**	**Exemplary**	The schedule includes time for collaboration for general education, special education, and ESL educators and paraprofessionals. Use of collaborative planning time is structured and systematically evaluated to ensure it helps all educators continually align and improve their practice.
	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**	**Exemplary**	Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators' instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.
ship 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.
ssional 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**	**Exemplary**	Professional learning includes extensive follow-up with descriptive feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.

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)	EP13: Implement a multi-tiered system of supports for academics and behavior

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**
School Counselor (.8)	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.	EP13	Student Attendance	122,800	Title 1	Split w/Operating
School Improvement Support Liaison (0.93 Title I and 0.07 Parent Involvement)	If we budget for a SISL, then we will have a point person to oversee our attendance systems, with a particular focus on reviewing EWI attendance reports and contacting families of students with too many unexcused absences. This individual will better position us to meet our attendance goals.	EP13	Student Attendance	87,400	Title 1	
Student Climate Staff, 5 Hours (4.78)	If we budget for Climate Support Staff, then we will have more individuals able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. These individuals will better position us to meet our behavior goals.	EP12	Climate/Culture	164,910	Title 1	Split w/Operating
Materials and Supplies	If we budget for supplementary instructional materials, then our teachers will be better equipped with resources to provide standards-aligned grade-level instruction, which will better position us to meet our Math and ELA Board Goals.	EP01	Academics	56	Title 1	
Teacher Allotment	If we provide teachers with a set amount of money to supply their classroom with supplemental materials, then they will be better prepared to deliver high quality instruction to meet students' needs and support both academic and socio-emotional success in alignment with ELA and Math Board Goals.	EP01	Academics	180	Title 1	
School Based Teacher (.32)	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.	EP01	Academics	49120	CSI	

Instructional Materials	If we budget for supplementary instructional materials, then our teachers will be better equipped with resources to provide standards-aligned grade-level instruction, which will better position us to meet our Math and ELA Board Goals.	EP01	Academics	808	CSI	
Teacher Allotment (.32)	If we provide teachers with a set amount of money to supply their classroom with supplemental materials, then they will be better prepared to deliver high quality instruction to meet students' needs and support both academic and socio-emotional success in alignment with ELA and Math Board Goals.	EP01	Academics	72	CSI	

Evidence Based Strategy:	Climate Framework Strategy
Anticipated Outputs (link out to EP Look Fors)	**Monitoring/Evaluation**
- Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced at recess - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe.	- Monthly, the climate team will hold TIPS meetings to identify celebrations/concerns, establish a plan, and monitor progress. - Quarterly, climate implementation data will be collected and reviewed by the climate team. - Quarterly, behavioral data will be reviewed by the climate team, and progress toward meeting behavioral goals will be evaluated. - Three times a year, SWBS data will be collected and analyzed.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?	Notes & Evidence	Implementation Progress Ratings								
							Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Establish school-wide norms with input from all stakeholders.	7/6/2026	10/1/2026	Principal	Surveys	N		Complete	Complete							
Establish a climate strategy team (MTSS, CR-PBIS, RF, SEL) that includes key stakeholders (Principal, AP, teachers, counselor, climate lead/ staff, student and family engagement liaison).	7/6/2026	8/14/2026	Principal	MTSS Tier 1 Guidelines	N		Complete	Complete							
Develop operational procedures (arrival, dismissal, lunch, recess, transitions, restrooms).	7/6/2026	8/14/2026	Climate Lead	SDP's School Wellness Policy 145	N		Complete	Complete							
Establish a Pro-social Recess Team (including a climate lead and climate staff) and set a regular team meeting schedule.	7/6/2026	8/14/2026	Climate Lead		N		On Time	Complete							
Develop operating procedures for recess & lunch, including student incentives, weather requirements, options for inclement weather, space designations, appropriate entry and exit transition plans.	7/6/2026	8/14/2026	Climate Lead		N		Complete	Complete							
Schedule summer climate planning meeting **with a priority focus on implementing 7 Mindsets.**	7/6/2026	8/14/2026	Principal	School Manual, Climate Strategy Manual, Student	N		Complete	Complete							
Identify a Social and Emotional Learning (SEL) Lead to serve as the coordinator of schoolwide SEL professional learning and planning and to receive ongoing professional development opportunities and be responsible for managing schoolwide initiatives in collaboration with their leadership/climate teams.	7/6/2026	9/4/2026	Principal	SEL Lead T-IV; Schoolwide Culture Programming Calendar	N		Complete	Complete							
Deliver staff climate training **with a priority focus on Classroom Culture Plans and Restorative Progressive Discipline.**	8/17/2026	8/21/2026	Climate Lead	SDP Code of Conduct, School Handbook, OSCC Climate Manual, Guide to Supporting	Y		Complete	Complete							
Deliver student Climate kick-off **with a priority focus on monthly town hall meetings.**	8/25/2025	9/12/2025	CR-PBIS Team	Student Handbook, Training PPT, Climate Manual	N		Complete	Complete							
All staff utilize Restorative Conversations as start of restorative progressive discipline structure as an alternative to disciplinary referrals during all student interactions throughout campus.	8/24/2026	5/28/2027	Principal		N		On Time	On Time							
Implement required dedicated Community Meetings or Community Building Circles (at least 90 minutes a week) to build positive classroom community.	8/24/2026	5/28/2027	Climate Lead	Community Meeting App.	N		On Time	On Time							
Document ALL referrals (ODRs & Minor) ONLY into SIS.	8/24/2026	5/28/2027	Climate Lead	Classroom teachers, Climate staff; SIS Steppers	N		On Time	On Time							
Schedule monthly 60-90 minute MTSS/TIPS meetings and review Tier 1 behavioral data, including referral data, suspension data, SWBS data, other OSCC data.	10/1/2026	5/28/2027	Principal	Climate Data Snapshot, Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	N		On Time	On Time							
Complete three Student Well-Being Survey (SWBS) windows with comprehensive pre/post analysis with stakeholders (including students, staff, and families).	10/1/2026	5/28/2027	Climate Lead	Student Well-Being Survey HUB	N		Not Yet Star	Not Yet Star							
Quarterly, share Tier 1 behavioral data (e.g., suspensions, ODRs, minors, attendance/truancy, SWBS, PSES, etc.) with school staff, including referral data.	10/1/2026	5/28/2027	Principal	OSCC Operational Data Tracker, Climate Data Snapshot	N		Not Yet Star	Not Yet Star							

Progress Rating Summary	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Not Yet Started	2	2							
Behind									
On Time	5	4							
Complete	8	9							

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?	Notes & Evidence	Implementation Progress Ratings								
							Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School leadership schedules and participates in the RF Overview.	8/1/2026	8/21/2026	RF Coach	RF Overview 25-26	N		Not Yet Star	Not Yet Star							
Initiate planning and scheduling for RF implementation, including creating a push-in support plan for CBCs in classrooms and planning for staff training. (Year 1)	6/1/2026	8/21/2026	School Leader	Support Plan	N		On Time	Complete							
RF Coach presents RF Overview to school RF team.	10/1/2026	6/12/2027	RF Coach	RF Overview 25-26	Y		Not Yet Star	Not Yet Star							
RF Coach trains the RF Team in Community Building Circles (CBCs) and Restorative Conversations (RCs).	10/1/2026	6/12/2027	RF Coach	Training Schedule	Y		Not Yet Star	On Time							
School Leader provides RF coach with PD or PLC time to train school staff on CBCs and RCs.	9/1/2026	6/12/2027	Leadership team	PD and PLC Schedules	Y		On Time	On Time							
Implement and coach both initial and ongoing iteration Tier 1 practices (Community building circles and restorative conversations).	9/1/2026	6/12/2027	RF team	Coaching Plan	Y		On Time	On Time							
Create Care Teams and Tier 2/3 MTSS work. (Years 2 or 3 of implementation)	1/4/2027	6/12/2027	RF Coach	Org Chart	N		Complete	Complete							
Train Care Teams in MTSS Tier 2+3-aligned restorative conversations, Harm and Healing circles, Circles of Support and Accountability, and Welcome circles. (Years 2 or 3 of implementation)	1/4/2027	6/12/2027	RF Coach	Care Team Training Materials	Y		Not Yet Star	On Time							
Care Team establishes and implements the Care Call process. (Year 3 of implementation)	1/4/2027	6/12/2027	Care Team	Care Call Process Materials	N		Not Yet Star	Not Yet Star							
Implement and coach both initial and ongoing iteration Tier 2 and 3 practices (Harm and healing circles, Circles of Support & Accountability and Care team support.	9/1/2026	6/12/2027	Care team	Coaching Plan	Y		On Time	On Time							
RF Team, with the RF Coach, conducts a 3-week coaching cycle for all staff, followed by a week 4 debrief circle during PLC time.	9/1/2026	6/12/2027	RF team	Coaching Plan	Y		Not Yet Star	Not Yet Star							
Conduct debrief for all staff every fourth week to develop support plans for the next cycle.	9/1/2026	6/12/2027	RF team	Coaching Plan	Y		Not Yet Star	Not Yet Star							
Optional: School leadership and RF team members visit a fully-implemented RF school for administrative consultation and a walk-through.	9/1/2026	6/12/2027	Leadership team	School Schedule	Y		Complete	Complete							
Staff, administration, and students identify Youth RF Coaches. (Year 2 of implementation)	1/4/2027	6/12/2027	RF team	Student Data	N		On Time	On Time							
Develop schedule for Youth RF Coaches. (Year 2 of implementation)	1/4/2027	6/12/2027	Leadership team	Schedule	Y		Not Yet Star	Not Yet Star							
Youth RF Coaches train in tier 1 Community Building Circles and Restorative Conversations. (Year 2 of implementation)	1/4/2027	6/12/2027	RF Coach	Youth RF Coach Training Materials	Y		Not Yet Star	Not Yet Star							
Youth RF Coaches train in Harm and Healing Circles/Peer Mediation. (Year 2 of implementation)	1/4/2027	6/12/2027	RF Coach	Youth RF Coach Training Materials	Y		Not Yet Star	Not Yet Star							

Progress Rating Summary	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Not Yet Started	10	8							
Behind									
On Time	5	6							
Complete	2	3							

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Social, Academic, Emotional Behavior Risk Screener (SAEBRS)

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- School resources and staff are strategically aligned and matched to students needs based on screening and progress monitoring data. - All intervention models, programs, or strategies are evidence-based and delivered to meet the individual learning needs of students.	- Universal screener is administered and data is reviewed 3x per year. - On a monthly basis, behavior plans in SIS are progress monitored to track intervention effectiveness.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?	Notes & Evidence	Implementation Progress Ratings								
							Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Leadership team participates in the SAEBRS: Overview for Principals and Administrators presentation	7/1/2026	8/31/2026	Principal	Calendar, Training Materials	Y		Complete	Complete							
Leadership consults with their P&I Liaison, Kristina Popkin, or a coach from the Behavior Interventions Coaching team to determine how the SAEBRS data will be used and how to communicate that the school will be using the SAEBRS to parents/caregivers	7/1/2026	8/31/2026	Principal	SAEBRS Data, Email Template	N		Complete	Complete							
Leadership assigns a team member to be the SAEBRS Lead (Trainer and Data Analyst-POC).	7/1/2026	8/31/2026	Principal	Staff list	N		Complete	Complete							
Leadership plans for using the SAEBRS to screen all students and administering the mySAEBRS to students in grades K-12 during the designated screening windows	7/1/2026	8/31/2026	Principal	Calendar invite for SAEBRS screening windows	N		Complete	Complete							
Leadership schedules time with Prevention and Intervention Liaison, Kristina Popkin, or Alba Blandino to co-present with identified SAEBRS Lead to present to teachers and leaders the SAEBRS: Screening and Data training presentation	8/3/2026	9/30/2026	Principal	PD Calendar	Y		Complete	Complete							
Leadership allocates time for teachers to administer the SAEBRS Universal Screener to assigned students	9/1/2026	10/1/2026	Principal	School Schedule	N		Not Yet Star	Complete							
SAEBRS Lead reviews SAEBRS Universal Screener data with Leadership team and team determines action steps	10/1/2026	11/25/2026	SAEBRS Lead	Fastbridge Platform, SAEBRS Data Reports	N		Not Yet Star	On Time							
Leadership team communicates data and next steps to school staff	10/1/2026	12/23/2026	Principal	Email, Next Steps Documentation	N		Not Yet Star	On Time							

Progress Rating Summary	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Not Yet Started	3								
Behind									
On Time		2							
Complete	5	6							

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Check-In/Check-Out
Anticipated Outputs (link out to EP Look Fors)	**Monitoring/Evaluation**
- School resources and staff are strategically aligned and matched to students' needs based on climate data (Attendance, ODR, and Zero Out of School Suspension Data). - Routine progress monitoring of Check In/Check Out Implementation and Data ensures that CICO is being delivered with fidelity and providing timely feedback regarding implementation. - Climate Data trends show improvement and progress toward meeting Attendance and Behavior goals	- Monthly, School leaders and CICO team will monitor progress on CICO Action Step Implementation and make adjustments if necessary to support implementation - Monthly, School leaders and CICO team will review Check In/Check Out (CICO) summary data and assess the effectiveness of CICO program. - Quarterly, climate data will be reviewed by School leaders and CICO team, and progress toward meeting Attendance and Zero OSS Goals will be evaluated.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?	Notes & Evidence	Implementation Progress Ratings								
							Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School leadership schedules 1 hour Training session or Refresher session (returning schools) on Check-In/ Check-out implementation	8/3/2026	9/30/2025	Principal, Climate Lead	SDP Training Schedule	Y		Complete	Complete							
Establish CICO team, including identifying a CICO coordinator, and schedule team meetings for the year	8/3/2026	10/1/2027	Principal	Data-Driven Agenda (i.e. TIPS Tiers 2 and 3), Training in PowerSchool titled " Getting Started with Check In Check Out", CICO Shared Drive/Folder	N		Not Yet Star	Complete							
Establish CICO referral criteria, including a request for assistance form and criteria for the following data sources, to identify students for CICO: Office Discipline Referrals (ODRs) and minor forms	8/3/2026	10/15/2027	Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N		Complete	Complete							
Adapt CICO to ensure contextual fit as needed (i.e. matches the need of the student, culture, and developmental level)	10/1/2026	10/15/2027	Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N		Not Yet Star	On Time							
Utilize a Daily Progress Report that includes scoring guidelines, goal and behavior norms	10/1/2026	6/11/2027	Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N		Not Yet Star	On Time							
Establish a system for entering Daily Progress Report data in the CICO Dashboard in SIS and enter data at least bi-weekly	10/1/2026	6/11/2027	Check In and Check Out Team	CICO Plan Data Entry Stepper	N		Not Yet Star	On Time							
Establish a motivation system for meeting goals (allocate funds if necessary)	10/1/2026	10/15/2027	Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N		Not Yet Star	On Time							
Communicate with families about CICO prior to beginning the intervention and on an ongoing basis (at least bi-weekly) about student progress for the duration of the intervention	10/1/2026	6/11/2027	CICO Coordinator and/or CICO Mentor	CICO Home Note Template, Check In and Check Out Implementation Guide	N		Not Yet Star	Not Yet Star							
Assign Mentors to students and ensure they check-in and out with students daily	10/1/2026	6/11/2027	Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N		Not Yet Star	On Time							
Complete mentor training slide deck and provide training to mentors at least annually on their role in implementing CICO, provide refreshers as data suggests a need	10/1/2026	11/5/2027	Check In and Check Out Team	CICO Mentor Training Slide Deck Template	Y		Not Yet Star	Not Yet Star							
Complete staff training slide deck and provide training to teachers/staff at least annually on their role in implementing CICO, provide refreshers as data suggests a need	10/1/2026	11/5/2027	Principal, Climate Lead, Check In and Check Out Team	CICO Staff Training Slide Deck Template	Y		Not Yet Star	Complete							
Assess implementation fidelity of CICO intervention at least quarterly by reviewing Daily Progress Report completion, observing mentor check-ins/outs, teacher feedback conversations with students, and/or the CICO-FIM	10/1/2026	11/5/2027	Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N		Not Yet Star	On Time							
Review CICO Dashboard data bi-weekly during MTSS Tier 2 and 3 meetings to determine the success of the intervention and problem-solve for individual students as necessary	10/19/2026	6/11/2027	Principal, Climate Lead, Check In and Check Out Team	CICO Dashboard SIS Stepper	N		Not Yet Star	On Time							

Progress Rating Summary	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Not Yet Started	11	2							
Behind									
On Time		7							
Complete	2	4							

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?	Notes & Evidence	Implementation Progress Ratings								
							Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.	7/1/2026	8/21/2026	Roster Chair	Rosters	N		Complete	Complete							
PLC facilitators **meet every week** to develop upcoming PLC agendas.	7/1/2026	8/21/2026	ILT	PLC Agendas, Calendar	N		Complete	Complete							
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC progress and priorities, **with an initial focus on improving teacher capacity around Small Group Instruction in ELA.**	8/3/2026	6/11/2027	ILT	PLC Agendas, Calendar, Implementation Support Guides	N		On Time	On Time							
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC progress and priorities, **with an initial focus on improving teacher capacity around Small Group Instruction in Math.**	8/3/2026	6/11/2027	ILT	PLC Agendas, Calendar, Implementation Support Guides	N		On Time	On Time							
SBTLs participate in training around how to better coach teachers and implement PLCs, **with a specific focus on developing in the area of non-evaluative coaching.**	8/3/2026	3/31/2027	SBTLs	PD Calendar	Y		On Time	On Time							
Provide Special Education and ESOL teachers with the space during PLCs **to support teachers with scaffolding strategies and differentiating instruction.**	8/24/2026	6/11/2027	ILT	PLC Agendas, Calendar	N		Not Yet Star	On Time							
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, **with a particular focus on reviewing formative assessment data and student work samples tied to the curricula.**	10/1/2026	6/11/2027	ILT	Student Data	N		Not Yet Star	On Time							

Progress Rating Summary	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Not Yet Started	2								
Behind									
On Time	3	5							
Complete	2	2							

GOAL:	Star Reading	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	End of Year Performance
			Schoolwide, our Star Reading At/Above Benchmark rate will increase 9 points from Fall 2026 to Spring 2027.	19.2% of students schoolwide scored At/Above Benchmark on the Fall Star Reading assessment.	At least 24.2% students schoolwide will score At/Above Benchmark on the Winter Star Reading assessment.	No Data - Trimester Assessment Schedule	At least 28.2% students schoolwide will score At/Above Benchmark on the Spring Star Reading assessment.	Schoolwide, our Star Reading At/Above Benchmark rate will increase 9 points from Fall 2026 to Spring 2027.
			Actual Performance					
			Met Target?					

GOAL:	Star Math	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	End of Year Performance
			Schoolwide, our Star Math At/Above Benchmark rate will increase 9 points from Fall 2026 to Spring 2027.	4.0% of students schoolwide scored At/Above Benchmark on the Fall Star Math assessment.	At least 9.0% students schoolwide will score At/Above Benchmark on the Winter Star Math assessment.	No Data - Trimester Assessment Schedule	At least 13.0% students schoolwide will score At/Above Benchmark on the Spring Star Math assessment.	Schoolwide, our Star Math At/Above Benchmark rate will increase 9 points from Fall 2026 to Spring 2027.
			Actual Performance					
			Met Target?					

GOAL:	Board Goal 1: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	End of Year Performance
			At least __% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4	At least __% of grade 3-5 students will score proficient/advanced on the ELA PSSA
			Actual Performance					
			Met Target?					

GOAL:	Board Goal 2: Grades K-3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	End of Year Performance
			At least __% of grade 3 students will score proficient/advanced on the ELA PSSA	At least __% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q1	At least __% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least __% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q4	At least __% of grade 3 students will score proficient/advanced on the ELA PSSA
			Actual Performance (K-3)					
			Met Target?					
			Actual Performance (Gr 3 only)					
			Met Target?					

GOAL:	Board Goal 3: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	End of Year Performance
			At least __% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least __% students in grades 3-5 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least __% students in grades 3-5 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least __% students in grades 3-5 will score At/Above Benchmark on the District's within-year math assessment in Q4	At least __% of grade 3-5 students will score proficient/advanced on the Math PSSA
			Actual Performance					
			Met Target?					

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	End of Year Performance

GOAL:	Board Goal 3: Grade 3	All Students	At least __% of grade 3 students will score proficient/advanced on the Math PSSA	At least __% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least __% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least __% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q4	At least __% of grade 3 students will score proficient/advanced on the Math PSSA
			Actual Performance					
			Met Target?					

GOAL:	Student Attendance	All Students	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**	**End of Year Performance**
			At least 47.8% of all students will attend school 90% of days or more.	At least 57.8% of all students will attend school 90% of days or more in Q1.	At least 53.8% of all students will attend school 90% of days or more in Q2.	At least 50.8% of all students will attend school 90% of days or more in Q3.	At least 47.8% of all students will attend school 90% of days or more in Q4.	At least 47.8% of all students will attend school 90% of days or more.
			Actual Performance					
			Met Target?					

GOAL:	Suspensions	All Students	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**	**End of Year Performance**
			At least 96.2% of students will have zero out-of-school suspensions.	At least 99.1% of students will have zero out-of-school suspensions in Q1.	At least 98.1% of students will have zero out-of-school suspensions in Q2.	At least 97.2% of students will have zero out-of-school suspensions in Q3.	At least 96.2% of students will have zero out-of-school suspensions in Q4.	At least 96.2% of students will have zero out-of-school suspensions.
			Actual Performance					
			Met Target?					

GOAL:	Teacher Attendance	All Students	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**	**End of Year Performance**
			At least 85.1% of all teachers will attend 90% of days or more.	At least 95.1% of all teachers will attend 90% of days or more in Q1.	At least 91.1% of all teachers will attend 90% of days or more in Q2.	At least 88.1% of all teachers will attend 90% of days or more in Q3.	At least 85.1% of all teachers will attend 90% of days or more in Q4.	At least 85.1% of all teachers will attend 90% of days or more.
			Actual Performance					
			Met Target?					