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

School Grade Span	00-05
ULCS Code	5470
Name of School	William Cramp School
Learning Network	Network 11
Assistant Superintendent	Amelia Coleman Brown
ESSA Federal Designation	TSI
Admission Type	Neighborhood
Principal Name	Ms Deanda Logan

Planning Team

Team Member Title	Team Member Name	Organization
Principal	Deanda Logan	W. Cramp School
Assistant Principal	Quincy Burton	W. Cramp School
Math Content Specialist/Teacher Leader	Tonya Cabeza	W. Cramp School
Literacy Content Specialist/Teacher Leader	Jaclyn Gates	W. Cramp School
Science Content Specialist/Teacher Leader	Dan Fitzsimmons	W. Cramp School
School-based Climate Leader	Quincy Burton	W. Cramp School
School-based EL Teacher Leader	Anna D'Angelo	W. Cramp School
School-based Special Education Leader	Linder Kerrigan	W. Cramp School
School-based Attendance Designee	Julie Cheifetz	W. Cramp School
Star Champion	Jaclyn Gates/Tonya Cabeza	W. Cramp School
Technology Teacher Leader	Scott Yollin	W. Cramp School
Parent	Luz Velez	W. Cramp School
Community member	Ashley Tomlinson	W. Cramp School
Business partner (other than parent/community)	Dr. Jermiah Goldstein	St. Christopher Hospital
Planning and Evidence-based Support (PESO) staff	Conor Richardson	SDP
PBIS Coach	John Brennan	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?**

William Cramp School provides all students with the academic, technological and social skills needed to be productive and contributing citizens in our society.
We believe all children can learn at high levels.
We believe all children can reach their learning potential and that the achievement gap can be eliminated.
We believe that Cramp school has an enormous, positive, critically important, life-changing impact on children's lives.
We believe the School District of Philadelphia can become a high performing organization.
We believe that all children should be educated in a safe, orderly, holistic, nurturing environment.

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	Exemplary	School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision- making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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.

3

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**	**Exemplary**	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; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	12	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Exemplary**	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. All staff implement the procedures outlined in the schoolwide behavior plan. School leaders monitor implementation using data.
	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 and Community Engagement	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Operational**	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Exemplary**	The school consistently engages in strategies, policies, and procedures 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. School personnel and community partners assess the effectiveness of their relationships on a regular basis to continuously improve opportunities and supports.
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.
	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)	EP01: Align curriculum, assessments, and instruction to the PA Standards
Climate Essential Practice #2 (Required)	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Additional Practice #3 (Optional)	

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum	

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

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Principal	Academic curriculum, Master Schedule	N
Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.	7/1/2023	8/1/2023	Principal	ILT overview and protocols with roles and responsibilities	N
Instructional Leadership Team members participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	7/1/2023	8/18/2023	Principal	PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Instructional Leadership Team	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Instructional Leadership Team	School Schedule, Cornerstone, Academic curriculum	N
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
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

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
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. appopriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Instructional Leadership Team	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation schedule, coaching schedule	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Instructional Leadership Team	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Monitor the administration of pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes aligned with the OGAP curriculum.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	Instructional Leadership Team	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	Instructional Leadership Team	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	Instructional Leadership Team	Meeting schedule	N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum	

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

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Principal	Academic curriculum, Master Schedule	N
Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.	8/1/2023	8/28/2023	Principal	Districtwide PD Calendar	Y
Develop a system for consistent lesson plan submission and review	8/1/2023	8/28/2023	Instructional Leadership Team	Lesson plan template	N
Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Instructional Leadership Team	School Schedule, Cornerstone, Academic curriculum	N
Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.	9/5/2023	11/16/2023	Instructional Leadership Team	Academic curriculum	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation schedule, coaching schedule	N
Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).	9/5/2023	6/14/2024	Instructional Leadership Team	Academic curriculum, lesson plans	N
Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.	9/5/2023	6/14/2024	Instructional Leadership Team	Observation and feedback schedule, Cornerstone, Academic curriculum	N
Monitor the administration of pre and post assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N

Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.	9/5/2023	6/14/2024	Instructional Leadership Team	PLC Schedule, Student Work	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	Instructional Leadership Team	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership).	9/5/2023	6/14/2024	Instructional Leadership Team	Master Schedule, Lesson Plans	N
On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation schedule, lesson plans	N
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.	10/1/2023	6/14/2024	Instructional Leadership Team	Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.	10/1/2023	6/14/2024	Instructional Leadership Team	Meeting schedule	N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	PBIS - Currently Implementing (Tier I Climate Framework)	

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Behavioral expectations 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 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, PBIS team will hold TIPS meetings to identify celebrations/concerns and monitor progress. - Quarterly, PBIS implementation data will be collected and reviewed by the PBIS team. - Quarterly, behavioral data will be reviewed by the PBIS team, and progress toward meeting behavioral goals will be evaluated.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Develop a CR-PBIS team that includes admins, teachers, and climate staff and designate classroom PBIS leads	7/1/2023	9/1/2023	Principal	Org Chart	N
Establish PBIS team operating procedures, roles, and monthly meeting calendar (including summer planning meeting)	7/1/2023	8/18/2023	Principal	Rolling Agenda, Calendar	N
Create a plan for student PBIS kick-off	7/1/2023	8/18/2023	PBIS Lead & team	PBIS Coach, Training PPT, PBIS Manual	N
Create a formal schedule to teach behavior norms during first month of school	7/1/2023	9/1/2023	PBIS Lead & team	PBIS Coach, Training PPT, PBIS Manual	N
Review the following PBIS materials and update as needed: Classroom Tool Kit, Teacher Training Modules, Classroom Matrix, Behavior Flowchart	7/1/2023	8/25/2023	PBIS Lead & team	Classroom Tool Kit, Teacher Training Modules, and Classroom Matrix	N
In collaboration with students, create a schoolwide calendar of acknowledgements to be shared with all school stakeholders.	7/1/2023	9/15/2023	PBIS Lead & team	Calendar	N
Roster time to implement Daily Community Meetings (at least 90 minutes a week)	8/1/2023	8/25/2023	Scheduler/Roster Chair	SIS, Rosters	N
Provide PD to staff in August/September around the following PBIS topics: PBIS Norms, Teaching Matrix, PBIS/SEL Teaching guides, Classroom Matrix, Implementing Routines, the school's Acknowledgement System, and PBIS Manual	8/25/2023	9/29/2023	Principal	PD Calendar, PBIS/SEL Teaching Guides, PBIS Manual	Y
Deliver PBIS Student Engagement Liaison training (PBIS 101)	9/6/2023	10/2/2023	PBIS Team	PBIS 101 Materials	Y
Hold daily community meetings in each classroom	9/6/2023	6/14/2024	Principal	Community Meeting Materials	N
Monitor implementation of Tier 1 classroom practices, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system, and provide feedback for growth opportunities	10/1/2023	6/1/2024	Principal & Assistant Principal	Observation Calendar, Danielson Framework	N

Hold monthly TIPS meetings	10/1/2023	6/1/2024	PBIS Lead & team	Meeting Calendar, Agendas	N
Provide PD to staff in October/November/December around the following PBIS topics: Entering minor forms into SIS, entering ODRs into SIS, Introducing Behavior Management Flowchart, and setting up classroom stores	10/2/2023	12/22/2023	Principal & Assistant Principal	PD Calendar, Behavior Management Flowchart	Y
Quarterly, share Tier 1 behavioral data with school staff	11/1/2023	6/1/2024	Principal	Monthly Data Snapshots, SIS, Qlik, PBIS Rewards	N
Deliver PBIS refresher training to students and staff following Winter break	1/2/2024	1/26/2024	PBIS Lead & team	PD Calendar, PD Materials	Y
Complete the CR-Tiered Fidelity Inventory	3/1/2024	3/31/2024	PBIS Team	Tiered Fidelity Inventory	N
Complete the PBIS self-assessment survey	3/1/2024	3/31/2024	Cramp School Staff	Self-assessment Survey	N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	MTSS (Tier I Academics)	

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

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

Monthly, team members monitor implementation of the action steps identified in the prior month's MTSS Tier 1 Meeting. Modify action steps as needed.	10/1/2023	6/15/2024	MTSS Team Members	MTSS Agenda	N
Two weeks before each MTSS Tier 1 meeting, the MTSS Tier 1 Lead will check in with all stakeholders who had assigned action steps from the previous month's meeting around the status of their action steps.	10/1/2023	6/15/2024	MTSS Tier 1 Lead		N
Invite PESO representative to attend an MTSS Tier I meeting.	10/1/2023	6/15/2024	Principal or MTSS Tier 1 Lead		N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Pro-social Recess & Lunch Programs (Tier I Supplemental Climate)	

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 and sustain pro-social recess practices. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe.		Pro-Social Recess Team uses regular meeting time to monitor the progress of the evidence based strategy by reviewing stakeholder feedback, reflecting upon SEL and the previous identified Office of DEI priorities, and reviewing procedural fidelity.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Climate Lead (for Recess) and Leadership team attend an overview session about Pro-social Recess (can be live or virtual) facilitated by Playworks.	7/1/2023	9/1/2023	School Leader		Y
Establish a Pro-social Recess Team (that includes a climate lead and climate staff) and set a regular team meeting schedule.	7/1/2023	9/4/2023	Climate Lead		N
Checking SIS access for Pro-social Recess Team and developing system for providing info to stakeholders.	7/1/2023	9/4/2023	School Leader, Pro-Social Recess Team		
Identify the specific SDP Office of Diversity Equity & Inclusion Knowledge, Skills and Mindsets your school will develop through pro-social recess programming.	7/1/2023	9/4/2023	Pro-Social Recess Team	Equity Coalition's Professional Learning Resources Guide for Facilitators	N
Develop operating procedures for recess & lunch (including student incentives, weather requirements, options for inclement weather, space designations, appropriate signage, set up processes, and clean up processes).	7/1/2023	9/4/2023	Pro-Social Recess Team	School Wide incentives (ex. Class DoJo, prizes)	N
Communicate Lunch and Recess procedures to all stakeholders.	9/5/2023	9/30/2023	Pro-Social Recess Team		N
Climate lead, in consultation with district and Playworks staff, will provide ongoing training (including around how to submit Code of Conduct Events) to recess climate staff throughout the year.	9/5/2023	6/15/2024	Climate Lead		Y
Gather input from stakeholders on the Great Recess Framework.	9/5/2023	6/15/2024	Pro-Social Recess Team		N
Pro-Social Recess Team participates in consultation visits and virtual action planning calls with Playworks.	9/5/2023	6/15/2024	Pro-Social Recess Team		N
Pro-Social Recess Team uses regular meeting time to monitor the progress of the evidence based strategy by reviewing stakeholder feedback, reflecting upon SEL and the previous identified Office of DEI priorities, and reviewing procedural fidelity.	9/5/2023	6/15/2024	Pro-Social Recess Team		N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Check-In/Check-Out (Tiers II/III Climate)	

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 Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leadership schedules 1 hour Training session on Check-In/ Check-out implementation	8/29/2023	10/1/2023	Principal, Climate Lead, Coordinator	SDP Training (Live or Virtual)	Y
School leadership identifies members from the school community to serve as the core members of the the Check In and Check Out Team (Intervention Coordinator, Administrator, Applied Behavior Expert)	8/29/2023	10/1/2023	Principal, Climate Lead, Coordinator	Check In and Check Out team includes: - An intervention coordinator - Individuals able to provide applied behavioral expertise - An administrator with knowledge of school operations	N
School leadership schedules 1.5 hours of training for the Intervention Coordinator	8/29/2023	10/1/2023	Principal, Coordinator	Training in Cornerstone " Getting Started with Check In Check Out"	Y
School leadership schedules bi-weekly meetings for the Check In Check Out (CICO)Team for entire 23-24 SY.	8/29/2023	10/1/2023	Principal, Climate Lead, Coordinator, Check In and Check Out Team	- A regular meeting format/agenda - Recording of Meeting Minutes - Defined meeting roles - A current action plan or school plan for CICO	N
CICO Team establishes Check In and Check Out referral criteria (data sources to identify students eligible for the program)	10/1/2023	11/1/2023	Principal, Climate Lead, Coordinator, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
CICO Team establishes a request for assistance or referral form and communicate this to school staff, students and families	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	Y

CICO Team matches Check In and Check Out Supports to student needs	10/1/2023	11/1/2023	Principal, Coordinator Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
CICO Team utilizes a Daily Progress Report that includes goal and school-wide norms	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	There is a paper or electronic form that includes: - School-wide norms - Scoring guidelines - Ratings - Student name - Goal	N
CICO Team establishes a motivation system for meeting goals	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	There is a written system (e.g. in CICO Implementation Guide) that outlines a schedule for rewards, what the rewards are, and who is responsible for delivering them	N
CICO Team links Check In Check Out to school-wide tier 1 framework	10/1/2023	11/1/2023	Principal, Climate Lead, Coordinator, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
CICO Team establishes method to track students with Tier 2 behavior supports	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
CICO Team establishes method for progress monitoring and modifications	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
School leadership schedules time to train school staff on how to refer students and implement Check In and Check Out	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	Y
School leadership schedules time to train mentors on how to perform their role as part of implementation of Check In and Check Out	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	Y

School leadership schedules time to orient students on how to participate in Check In and Check Out	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	Y
School leadership schedules time to orient families on how to participate in Check In and Check Out	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	Y
CICO team Establishes a method for Mentors to check-in and out with students daily	10/1/2023	11/1/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
Mentors are assigned a caseload of students	12/1/2023	5/31/2023	Coordinator, Student Climate Staff, School Staff	Check In and Check Out Implementation Guide	N
Mentors hold daily check-ins with students	12/1/2023	5/31/2023	Coordinator, Student Climate Staff, School Staff	Check In and Check Out Implementation Guide	N
Mentors hold daily check-outs with students	12/1/2023	5/31/2023	Coordinator, Student Climate Staff, School Staff	Check In and Check Out Implementation Guide	N
Mentors provide and review daily progress reports with students	12/1/2023	5/31/2023	Coordinator, Student Climate Staff, School Staff	Check In and Check Out Implementation Guide	N
Mentors review goals with students and deliver rewards if applicable.	12/1/2023	5/31/2023	Coordinator, Student Climate Staff, School Staff	Check In and Check Out Implementation Guide	N
Mentors communicate student progress with families	12/1/2023	5/31/2023	Coordinator, Student Climate Staff, School Staff	Check In and Check Out Implementation Guide	N
Principal and CICO Team assess Check In Check Out implementation and effectiveness	12/1/2023	5/31/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
Principal and CICO Team share Check In and Check Out outcome summary data with school staff quarterly	12/1/2023	5/31/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N

Principal and CICO Team share Check In and Check Out outcome data with teachers with students in Check In and Check Out regularly	12/1/2023	5/31/2023	Principal, Coordinator, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N
Principal and CICO Team share Check In and Check Out outcome data with mentors regularly	12/1/2023	5/31/2023	Coordinator, Principal, Climate Lead, Check In and Check Out Team	Check In and Check Out Implementation Guide	N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Other	Small Group Intervention
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.	- On a monthly basis, behavior plans in SIS are progress monitored to track intervention effectiveness.	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Provide an overview to the school leadership team in small group interventions.	7/1/2023	9/4/2023	Principal		Y
Support training of intervention providers (counselor, climate manager, social worker) in identified small group intervention.	7/1/2023	9/30/2023	Counselor, STEP Team, Intervention Provider		Y
Support and train staff on behavior planning in SIS, including how to progress monitor intervention effectiveness.	8/29/2023	9/30/2023	Counselor, STEP Team, Intervention Provider	SIS	Y
Identify students in need of tier 2 supports. Identification of needs is driven by student data within the MTSS process.	10/1/2023	6/14/2024	Counselor, STEP Team, Intervention Provider		N
Pair identified groups of students with the most-appropriate small group intervention and create corresponding behavior plans in SIS.	10/1/2023	6/14/2024	Counselor, STEP Team, Intervention Provider	SIS	N
Provide small group interventions to identified students.	10/1/2023	6/14/2024	Counselor, STEP Team, Intervention Provider		N
Progress monitor behavior plans in SIS to track intervention effectiveness.	10/1/2023	6/14/2024	Counselor, STEP Team, Intervention Provider	SIS	N

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 29% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 2	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 27% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 25% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 30% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 20% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 18% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 23% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	90%+ Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 50% of all students will attend school 90% of days or more	At least 65% of all students will attend school 90% of days or more in Q1	At least 60% of all students will attend school 90% of days or more in Q2	At least 55% of all students will attend school 90% of days or more in Q3	At least 50% of all students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				

GOAL:	Suspension	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 97% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions in Q1	At least 99.9% of students will have zero out-of-school suspensions in Q2	At least 97% of students will have zero out-of-school suspensions in Q3	At least 97% 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:	Board Goal 1	Hispanic/Latinx	At least 29% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 1	Economically Disadvantaged	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 29% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 2	EL	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 20% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 18% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 23% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 1	Black/African American	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 29% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 1	Special Education	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 29% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 17% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				