THE SCHOOL DISTRICT OF PHILADELPHIA
2022-2023
School-based Planning Tool

School Grade Span	00-08
ULCS Code	7400
Name of School	Olney School
Neighborhood Network	Network 7
Assistant Superintendent	Constance Faith Horton
ESSA Federal Designation	Non-Designated
Admission Type	Neighborhood
Equity Network Cohort	
Principal Name	Martin Woodside
Years as Principal	
Years as Principal at this School	

Planning Team

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Assessment Coordinator	Stamatina Frangos	SDP	sfrangos@philasd.org

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

The vision of Olney Elementary School is to create life-long learners and career ready citizens that celebrate diversity, model integrity, and exemplify excellence in everything they do.

Olney School [7400] 2022-2023 School Plan

	Celebrations	Concerns		Celebrations	Concerns
Star Reading	(example: "Between Q1 and Q2 of 21-22, our At-Above Benchmark in Reading group grew by 7% in grades 3-5.")	(example: "2nd grade students are our lowest performing grade, with 75% of students in Strategic Intervention in 21-22 across all quarters.")	**Star Math**	(example: "Our 8th grade cohort has maintained more than 60% of students At-Above Benchmark across all quarters of 21-22.")	(example: "Grade 4 and 6 experienced a high number (nearly half) of students falling from At-Above into lower tiers of performance in Q2.")
Overall	**Spring:** As of 6/3/22, the percentage of students in "At or Above" went up 1.2% from Winter 2 to Spring. **Winter 2:** The percentage of students in "At or Above" went up 8.7% from Winter 1 to Winter 2. **Winter 1:** The percentage of students in "At or Above" went up 3.4% from Fall to Winter 1.	**Spring:** As of 6/3/22, the percentage of students in "At or Above" for grades 3-8 went down 1.2% from Winter 2 to Spring. **Winter 2:** The percentage of students "At or Above" for grades 3-8, falling short of our quarter three goal of 37%. **Winter 1** The percentage of students in "Intensive Intervention" was at 50% in Winter 1 testing.	**Overall**	**Spring:** As of 6/3/22, the percentage of students in "Intensive Intervention" went down 4.9% from Fall to Spring. **Winter 2:** The percentage of students in "At or Above" went up 4.7% from Winter 1 to Winter 2. **Winter 1:** The percentage of students in "At or Above" went up .3% from Fall to Winter 1.	**Spring:** As of 6/3/22, the percentage of students in "At or Above" went down .1% from Winter 2 to Spring. **Winter 2:** The percentage of students in "On Watch" went up only .1% from Winter 1 to Winter 2. **Winter 1:** The overall percentage of students in "At or Above" failed to meet our school goal for 3-8 math by 9%
Overall	**Spring:** As of 6/3/22, 47% of students were "At or Above" in K-3 reading, surpassing our goal of 35%for quarter four. **Winter 2:** 34.5% of students were "At or Above" in K-3 reading, surpassing our goal of 30% for quarter three. **Winter 1:** The percentage of students in "At or Above" went up in all racial/ethnic subgroups.	**Spring:** As of 6/3/22 the percentage of students listed as "Hispanic/Latino" according "At or Above" in Spring testing was 24.3%, the lowest number among race/ethnicity subgroups, and more than 5 points lower than the entire school population. **Winter 2:** The percentage of students listed as "Hispanic/Latino" scoring "At or Above" in Winter 2 testing was 22.7%, the lowest number among race/ethnicity subgroups, and more than 7 points lower than 28.5%, for the entire school population. This discrepancy was heightened in 5th grade when 2.9% of "Hispanic/Latino" scored in At or above.	**Overall**	**Spring:** As of 6/3/22, the percentage of students "On Watch" went up 0.6% to from Fall to Spring. **Winter 2:** The percentage of students in "Intensive Intervention" went down 4% from Winter 1 to Winter 2. **Winter 1:** From Fall to Winter I, the percentage of students scoring "At or Above" on CBMs went up in every category.	**Spring:** As of 6/3/22, the percentage of students "On Watch" down up 1.5% to from Winter 2 to Spring. **Winter 2:** The percentage of students scoring "At or Above" in math at went down 1.8% from Fall to Winter I. **Winter 1:** The percentage students participating in the math CAT went down 1.8% from Fall to Winter I.
Student Group	**Spring:** As of 6/3/22, the percentage of students "At or Above" in 1st grade reading went up 13.6% from Winter 2 to Spring. **Winter 2:** The percentage of students in "At or Above" went up 25% from Winter 1to Winter 2 in Kindergarten. **Winter 1:** The percentage of students in "At or Above" went up 11.7% from Fall to Winter I in first grade.	**Winter 2:** 5th grade students are our lowest performing grade, with 12.7% of students in "At or Above," decreasing 2.5% from Winter 2 testing. **Winter 1** The percentage of students in "At or Above" went down 4% from Fall to Winter I in seventh grade.	**Student Group**	**Spring:** As of 6/3/22, the percentage of students "At or Above" in 8th grade math went up 5.6% from Winter 2 to Spring. **Winter 2:** The percentage of 7th grade students at At or Above rose from 4.4%. **Winter 1:** 52% of fourth grade students grew 4% or more from Fall to Winter I.	**Spring:** As of 6/3/22, the percentage of students "At or Above" in 3rd grade math went down 5.2% from Winter 2 to Spring. **Winter 2:** The percentage of 8th grade studentsat At or Above in rose only .1% from Winter 1 to Winter 2. **Winter 1:** The percentage of students in "At or Above" went down 2.3% from Fall to Winter I in third grade.
Student Group	**Spring:** As of 6/3/22, the percentage of students "At or Above" in 5th grade reading went up 4.2% from Winter 2 to Spring. **Winter 2:** The percentage of students in "At or Above" went up 14.5% from Winter 1to Winter 2 in First grade. **Winter 1:** The percentage of students in "At or Above" went up 8.1% from Fall to Winter I in kindergarten.	**Spring:** As of 6/3/22, the percentage of students "At or Above" in 3rd grade reading went down 9% from Winter 2 to Spring. **Winter 2:** The percentage of students in "At or Above" went down 1.8% from Winter 1 to Winter 2 in third grade. **Winter 1** The percentage of students in "At or Above" went up only .3% from Fall to Winter I in eighth grade.	**Student Group**	**Spring:** As of 6/3/22, the percentage students "At or Above" in math went up 2.1% from Winter 2 to Spring. **Winter 2:** The percentage of 5th grade students at At or Above rose from 5.2%. **Winter 1:** 42.5% of students "At or Above" on CBMs in the "Addition to Ten" category.	**Spring:** As of 6/3/22, the percentage of students "At or Above" in 7th grade math went up 1.1% from Winter 2 to Spring. **Winter 2:** The percentage of 5th grade students in "Intensive Intervention" went up by 2%. **Winter 1:** The percentage of students in "At or Above" went down from 8.6% to 8.5% from Fall to Winter I in seventh grade.
Implementation	**Spring:** The expansion of ELA interventions into the fourth grade was effective. **Winter 2:** The adjuyments made in our K-2 intervention programs have resulted in significant student gains in these grades. **Winter 1:** The implementation of small group interventions has contributed to a increase in K-3 scores from Fall to Winter I.	**Spring:** Despite tweaks in our intervention program targeting 3rd and 5th grade, we did not adequately addressed the needs of students in these grades. **Winter 2:** Our intervention program has not adequately addressed the needs of students in grades 3 and 5. **Winter 1** The implementation of Leveled Literacy Interventions has not led to significant increase in 7-8 scores from Fall to Winter I.	**Implementation**	**Spring:** Our 6th and 7th grade teams demonstrated greater comfort and efficacy wth the math frameworks. **Winter 2:** Our SBTL led targeted training on the math frameworks in the third quarter that have positively impacted our students. **Winter 1:** The implementation of our math interventionist into our prep teacher rotation began before the end of the second quarter with the aim of increasing math scores in all grade levels.	**Spring:** Despite additional training, Our 3rd and 5h grade teams still struggled to demonstrate mastery of the math frameworks. **Winter 2:** We are developing more targeted support for students in grades 5 and 8. **Winter 1:** We have to develop a better plan to increase participation and engagement in STAR testing school-wide for Winter II.

	Celebrations	Concerns		Celebrations	Concerns
Attendance	(example: "While our percent of students attending 95% of days or more is lower than prior years, we did not see an increase in students at the 80% of days or fewer threshold, year over year.")	(example: "Grade 6 has the smallest percent of students attending 95% of days or more, though it was one of our grades directly impacted by COVID-related absences.")	**Zero OSS**	(example: "Though there has been an increase in reported minor disciplinary referrals this compared to 18-19, 97.5% of students have no suspensions, compared to 96% in 18-19.")	(example: "We have seen an increase in suspensions for weapons offenses in 21-22 compared to prior years, particularly in grades 4 and 5.")
Overall	**Spring:** Through May, the number of students attending 95% of the time was 36.3%, which is .8% higher than the LN7 average. **Winter 2:** The number of students attending 95% of the time went up from January to February, sitting at 38.6%. **Winter 1:**The number of students attending 95% or more exceeds both the LN7 and SPD averages.	**Spring:** Through May, the number of students attending 95% of the time was 36.3%, short of our year-end goal of 57%. **Winter 2:** The number of students attending 95% of the time has fallen below the SDP average of 38.4%. **Winter 1:**The number of students attending 95% has decreased every month this school year, from 65.5% in September to 35.4% in January, though COVID-related absences have directly impacted these rates.	**Overall**	**Spring:** The percentage of OSS is 2.5% lower than in 2019-20, the last year of fully in-person learning. **Winter 2:** We are approaching our school goal to have 98% of students with have zero out-of-school suspensions in Q3. **Winter 1:** We met our school goal to have at least 99% of students with have zero out-of-school suspensions in Q1.	**Spring:** The percentage of OSS went from 99% to 95.1% from January to May. **Winter 2:** The percentage of OSS went from 99.0% to 97.4% from January to March. **Winter 1:** We have seen an increase in the rate of serious incidents from December to March from 5 to 10).
Overall	**Spring:** From January through May, the % of students attending 95% of the time or more went up by .8. **Winter 2:** The % of students who are chronically truant is 29.8%, a 6% decrease from last school year and lower than the SPD average. **Winter 1:**While we have seen a decrease in the number of students attending 90% of the time or more, we have seen the rate of students attending 90-95% of the time increase from 24.5% to 43.2% from the 2020-21 school year to 2021-22.	**Spring:** Through May, the % of students who were chronically truant is 42.1 %, a 13.5% increase from Winter 2. **Winter 2:** The number of students attending 95% of the time fell short of our Quarter Three goal of 60%. **Winter 1:**We failed to meet our school goal of having at least 65% of all students will attend school 95% of days or more in Q2 by 30%.	**Overall**	**Spring:** Only two students have more than 1 OSS this school year. **Winter 2:** None of our students has more than 1 OSS this school year. **Winter 1:** We have to have at least 99% of students with have no out-of-school suspensions in grades 3,4, and 6 this school year. **Winter 1:** We have 0 out of school suspensions in grades 3-6 during the 2021-22 school year.	**Spring:** Through May, 97.4% of 5th graders have 0 OSS, on track for our school-wide goal of 97% by year's end. **Winter 2:** The percentage of the African-American students with no out of school suspensions is 97.5 %, lower than any other race/ethnicity at our school. **Winter 1:** 71% of school suspensions have been in the Black/African-American subgroup.
Student Group	**Spring:** From January through May, the % of 1st grade students attending 95% of the time or more went up by 4.8. **Winter 2:** 25% of first grade students have attended 95% of the time or more, an increase of 8% from January. **Winter 1:** 42.2% of seventh grade students have attended 95% of the time or more an increase from 34.8% of seventh grade students in the 2021 school year.	**Spring:** From January through May, the % of 3rd grade students attending 95% of the time or more went down 2%. **Winter 2:** 23% of second grade students have attended 95% of the time or more, showing little growth in this area. **Winter 1:** 17% of first grade students have attended 95% of the time or more through January of the 2021-22 school year.	**Student Group**	**Spring:** Through May, 100% of 4th graders have 0 OSS, on track for our school-wide goal of 97% by year's end. **Winter 2:** We have no suspensions in grades 3,4, and 6 this school year. **Winter 1:** We have 0 out of school suspensions in grades 3-6 during the 2021-22 school year.	**Spring:** Through May, 83.3% of 8th graders have 0 OSS, well short of our school-wide goal of 97% by year's end. **Winter 2:** The percentage of students without any OSS in the 7th and 8th grade fell from 98.3% to 91.8% from January to March **Winter 1** 100% of out of school suspensions have been in the 7th and 8th grade.
Student Group	**Spring:** From January through May, the % of 4th grade students attending 95% of the time or more went up by 2.7. **Winter 2:** The percentage of students attending 95% of the time or more is 49% in 5th and 6th grades, 10 points higher than our school average. **Winter 1:** 57.6% of fifth grade students have attended 95% of the time or more this school year.	**Spring:** From February through May, the % of 3rd grade students attending 95% of the time or more went down 9%. **Winter 2:** The percentage of Hispanic/Latino students attending 95% or the time or more is 34%, 4% below our school-wide average for all students. **Winter 2:**22.5% of 2nd Grade students have attended 95% of the time or more through January of the 2021-22 school year.	**Student Group**	**Spring:** Through May, 100% of 4th graders have 0 OSS, on track for our school-wide goal of 97% by year's end. **Winter 2:** Out of school suspensions have decreased significantly from the 2019-20 school year to the 2021 2022 school year in 6th grade, from 96.3% without suspension to 100%. **Winter 1:** Out of school suspensions have decreased significantly from the 2019-20 school year to the 2021 2022 school year in 7th grade, from 95.7% without suspension to 99%, and in 8th grade, going from 86.9%	**Spring:** Through May, 85.5% of 7th graders have 0 OSS, well short of our school-wide goal of 97% by year's end. **Winter 2:** The percentage of students with zero out of school suspensions has decreased to 84.1% in 2021-22 from 98% 5% in 2019-20. **Winter 1:** Our violent incident rate has increased from .2 % the 2019-20 school year to .3% in the 2021-2022 school year.
Implementation	**Spring:** Our targeted first grade attendance initiatives were successful, providing a blueprint for next year. **Winter 2:** We are launching new attendance initiatives at the school-wide level (including a year-end attendance carnival) and tying end of year activities to attendance goals.We are having our City Year team lead outreach efforts in grades K-2. **Winter 1** We keep a monthly attendance leaderboard, which is shared with all staff. We use this publicly celebrate the top five homerooms with attendance and use this data to target students for attendance phone calls.	**Spring:** Our attendance carnival was a successful event, but we did not plan it early enough to have the maximum impact on our attendance numbers. **Winter 2:** While our City Year team lead outreach efforts in grades 1 and 2 and having our City Year team lead outreach efforts in grades K-2. **Winter 1:**We need to implement grade-level incentives in our K-2 building, where 23.8% of students have attended 95% or more and we re-enforce the importance of attendance via community meetings and parent outreach.	**Implementation**	**Spring:** Our revised PBIS system continued to provide a strong level of support for grades K-5. **Winter 2:** We have revised our PBIS system to provide more resources and opportunities for 7th and 8th grade students to have their voices heard and deal with difficult situations. **Winter 2:** We have implemented a range of programs focused, remediation and social-emotional learning, to reduce the use of suspensions: these include weekly Relationships First meetings and daily Community Meetings.	**Spring:** Adjustments to our social-emotional programs were ineffective in addressing the needs of our 7th-8th grade students. **Winter 2:** We are revising our Relationships First meetings for grades 6-8 to address the social-emotional needs of those students. **Winter 1:** Our Climate Manager is revamping our PBIS system to provide stronger incentives for 7th and 8th grade students to make positive contributions to our school culture.

	Celebrations	Concerns		Celebrations	Concerns
Course Marks	(example: "48% of students in 21-22 received an A in English courses on their Q2 report card, which is fairly closely aligned to our Star performance of 46% of students At/Above Benchmark in Reading.")	(example: "From 16-17 through 18-19, 53% of students had course marks of 'A' in Math, but only 19% of students scored Proficient or Advanced on the Math PSSAs.")	**Surveys**	(example: "On the 20-21 Districtwide Survey, our Parent-School Relationship score increased from 7.4 to 8.2, exceeding both the overall district performance of 7.6 and the Target of 8.0.")	(example: "Across 3 months of Student Well Being Survey in 21-22, Latino students have the lowest positive relationship score with Adults, at 62-65%.")
Overall	**Winter 2:**25% of students in 21-22 received an A in ELA courses, which is reasonbly aligned to our Star performance of 29% of students At/Above Benchmark in Reading. **Winter 1:** 25% of students in 21-22 received an A in ELA courses, which is reasonbly aligned to our Star performance of 20% of students At/Above Benchmark	**Winter 2:** 21% of students in 21-2 which is significantly higher than our Star performance of 10% of students scoring "At/Above" on the Winter 2 Benchmark in Math. **Winter 1:** 21% of students in 21-22 received an A in Math courses, which is more than 3 times our Star performance of 6% of students At/Above Benchmark in Math".	**Overall**	**Winter 2:** Our participation in the Student well -being survey went up 24.8% from January. **Winter 1:** On the 20-21 Districtwide Survey, 83% of teachers participated, a 9% increase over the previous year.	**Winter 2:** Our current teacher response rate in the Districtwide survey is 49%, 34.3% lower than last year. **Winter 1:** On the 20-21 Districtwide Survey, 35% of students participated, a 4% decrease from the previous year.
Overall	**Winter 2:** 42% of students in 20-21 received a B in ELA courses, which is reasonbly aligned to the 33% of students who tested in "On Watch" or "Strategic Intervention". **Winter 2:** 14% of students in 20-21 received an A in English courses, which is reasonbly aligned to 25% this year.	**Winter 2:** 5% of students earned a D, while 38% of students were in Intensive Intervention on Winter 2 Star Testing. **Winter 1:**14% of students in 20-221 received an A in Math courses, which is 7% lower than 21% this year. Together with the data point above, this suggests inconsistent grading from our math team.	**Overall**	**Winter 2:** Our current student response rate in the Districtwide survey is 56%, 20.6% higher than last year. **Winter 1:** Across 3 months of Student Well Being Survey data in 21-22, 88% of our students have responded, 16% higher than the SDP average.	**Winter 2:** Our current parent response rate in the Districtwide survey is 16.6%, 7.9% lower than last year. **Winter 1:** On the 20-21 Districtwide Survey, 26% of teachers participated, a 28% decrease from the previous year.
Student Group	**Winter 2:** 9.4% of fifth grades students in 21-22 received an A in Math courses, which is reasonably aligned to our Winter 2 STAR performance of 12.9% scoring At/Above in the Math Winter 2 benchmark.	**Winter 2:** 16.5% of fifth students in 21-22 received an A in Math courses, which is significantly higher than our Winter 2 STAR performance of 8% scoring At/Above in the Math Winter 2 benchmark.	**Student Group**	**Winter 2:** In February's Student Well-Being survey, 86% percent of 4th grade students affirmed, "I was able to deal with my feelings in a healthy way." **Winter 1:** Across 3 months of Student Well Being Survey data in 21-22, 75% of our eighth grade students responded.	**Winter 2:** From January to February, the number of students who replied, "a teacher said something positive" to me" went down by 12%. **Winter 1:** Across 3 months of Student Well Being Survey data in 21-22, 75% of our eighth grade students responded.
Student Group	**Winter 2:** 2.6% of fourth grade students in 21-22 received a A in Math courses,which is reasonably aligned with our Winter 2 STAR performance of 9.7% scoring At/Above in the Math Winter 2 benchmark.	**Winter 2:**16.7% of eighth grade students in 21-22 received an A in Math courses, which is significantly higher than our Winter 2 STAR performance of 4.2% scoring At/Above in the math Winter 2 benchmark.	**Student Group**	**Winter 2:** We have worked with teachers to build survey participation into our community meeting structure. **Winter 1:** We have worked successfully with our Relationships First coach to use weekly meetings to build strong classroom cultures in which students feel safe andsupported.	**Winter 2:** From January to February, the number affirmed "I was able to deal with my feelings in a healthy up by 23.3%. **Winter 1:** Across 3 months of Student Well Being Survey data in 21-22, 100% of our seventh grade	**Winter 2:** From January to February, the number of 8th grade students who replied, "I was treated unfairly because of something about who I am" went up 17.3% **Winter 1:** Across 3 months of Student Well Being Survey
Implementation	**Winter 2:** During the Observation-Feedback cycle, our admin team has emphasized the importance of a thoughtful alignment between course marks and test data. **Winter 1:** We are holding data meetings with all techers to review student data, celebrate growth and effect an event closer alignment between course marks and STAR data.	**Winter 2:** We will continue targeted intervention with our math team, focusing on grades with significant disparities, while integrating conversations about course marks into our school-wide equity work. **Winter 1:** Our Math SBTL will devide upcoming CPT to studentwork analysis and examining gaps between sudent scores on formative and summative assessments.	**Implementation**	**Winter 2:** We have revised our Relationships First process structure. **Winter 1:** We have worked successfully with our Relationships First coach to use weekly meetings to build strong classroom cultures in which students feel safe andsupported.	**Winter 2:** We are including a review of responses from this survey into our school-wide equity work, with staff teams reviewing student data to discuss in grade bands. **Winter 1:** We are the incipient stages of launching a Student Council, which will bringtogether students from grade 4-8 to engage students as leaders and deal with issues. **Winter 1:** Our Climate Manager is revamping our PBIS system to provide more effective communication between adults and students on all issues.

	Celebrations	Concerns		Celebrations	Concerns
On-Track (HS Only)	(example: "85% of first-time 9th graders are on-track for graduation in 2021-2022, which is up 15 points year over year.")	(example:"35% of 10th graders are off-track through Q2 of 2021-2022, and 70% of those students are off-track due to failures.")	**Additional Climate & Culture (optional)**	(example: "Since focusing on PBIS strategies for our grade 4-6 classrooms, we have seen a 75% decrease in Code of Conduct events/ODRs for those classroom from Sep-Oct when compared to Nov-Jan.")	(example: "Across 3 months of Student Well Being Survey for grade 4-6 classrooms.")
Overall			**Overall**		
Overall			**Overall**		
Student Group			**Student Group**		
Student Group			**Student Group**		
Implementation			**Implementation**		

	Root Cause Analysis - 5 Whys				
	Academics 1	**Academics 2**	**Attendance**	**Climate and Culture**	**Graduation**
Precise Problem	*Our goal was for at least 32% of students in grades 3-8 to score at or above grade-level on the District's within-year reading assessment in Q2 however, we fell short of this goal by 11%.*	*Our goal was for at least 15% of students in grades 3-8 to score at or above grade-level on the District's within-year math assessment in Q2. However, we fell short of that goal by 9%.*	*The percentage of students attending 95% of the time or more was 35% through January, down from 47.5% at this time last year.*		
Why does this problem exist?	Within this grade range, two grades had fewer than 16% of students scoring at or above grade level: 5th grade and 7th grade in Winter I testing.	Our 3-8 math teachers have struggled to successfully implement the new math curriculum and provide instruction in all three tiers.	Our school wide attendance is down in all grade areas this year, through January, 2022 but it is significantly lower in some grade levels. Most notably, First grade is down from 54.9% to 17.6% in that same time span.		
Why does this problem exist?	In both of these grades, there is a notable disparity in the number of Hispanic/Latino students who scored at or above grade level: 3% in 5th grade and 9% in 7th grade. In 5th grade, 22 Hispanic/Latino students are designated ELL and none of them scored at or above grade level. In 7th grade, 15 students are designated ELL and none of them scored at or above grade level.	We have not been able to adequately prepare teachers to adapt to the needs of the new curriculum and implement it in their classrooms.	We have some notable discrepancies in first grade attendance among certain subgroups. Only 9.4% of our African-American students in 1st grade have attended 95% of the time or more.		
Why does this problem exist?	We have not developed effective scaffolding and intervention to ensure these students can achieve at the same level as their peers and reach our school goals.	In planning for this year, we added significant resources--including a K-3 ELA and a reading interventionist. This helped us support our ELA teachers. However, our math SBTL is alone in supporting all of our math teachers, making it difficult to provide the level of coaching and training our math teachers lead.	The COVID-19 pandemic has presented obstacles that have exacerbated the challenges these families have faced in meeting our attendance goals, and our school has not addressed these challenges adequately.		
Why does this problem exist?	Our ELL teachers coordinate push- in and pull-out services with students in these grade levels. These teachers have not collaborated effectively with grade level teachers to address the needs of these students.	We failed to plan for the level of support and coaching our math team would need this year.	Our school was not prepared to provide sufficient resources, information, and programming to help families overcome these challenges and meet our attendance goals.		
Why does this problem exist?	This year, we failed to provide adequate guidance, framing, and timing for grade level teachers, interventionists, and ELL teachers to effectively collaborate.	Last year, our schedule allowed considerable more time for training. In addition, we were not aware of the demands of the new math curriculum. Ultimately, we failed to anticipate the combined impact of reduced PD time and instructional demands put on teachers this year would have on instruction.	In previous years, our school's attendance challenges were in upper grades, primarily in 7th and 8th grade. With that in mind, we did not anticipate the steep drop-off in first grade attendance and the challenges these families would face this year.		
Why Statements	**Final Why Statement: Academics 1**	**Final Why Statement: Academics 2**	**Final Why Statement: Attendance**	**Final Why Statement: Climate and Culture**	**Final Why Statement: Graduation**
	This year, we failed to provide adequate guidance, framing, and timing for grade level teachers, interventionists, and ESL teachers to effectively collaborate and plan to meet the needs of all students.	This year our schedule allowed for much less training time than the previous school year.. In addition, we were not aware of the demands of the new math curriculum. Ultimately, we failed to anticipate the combined impact of reduced PD time and instructional demands put on teachers this year would have on instruction. We will use real-time, content-based, focused coaching will involve modeling and co-teaching to help teachers implement high quality instructional best practices as well a multiple professional learning opportunities.	In previous years, our school's attendance challenges were in upper grades, primarily in 7th and 8th grade. With that in mind, we did not anticipate the steep drop-off in first grade attendance and the challenges these families would face this year. We will develop systems to build stronger relationships between home and school and foster stronger parental involvement to ensure stronger attendance from a younger grade.	We need to do a better job merging our existing PBIS system with initiatives, such as Student Council and Relationships First, that privilege student voice and build strong communities at all grade levels.	
	Additional Whys for Consideration	**Additional Whys for Consideration**	**Additional Whys for Consideration**	**Additional Whys for Consideration**	**Additional Whys for Consideration**

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	EP 01: 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	EP 01: Align curriculum, assessments, and instruction to the PA Standards	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
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the qu...
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
	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	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.	Exemplary	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively-stated expectations; • documented system for rewarding student behavior...
	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	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Emerging	Professional learning needs are identified using limited sources of data.
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.

Selected Essential Practice

Academic Essential Practice #1 (Required)	EP 01: 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)	

Essential Practices

		Essential Practices	Rating
Instruction	1	EP 01: Align curriculum, assessments, and instruction to the PA Standards	Operational
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
	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
	4	EP04: Identify and address individual student learning needs	Operational
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational
	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
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational
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
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.	Exemplary
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational
Family and Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Emerging
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

20/21 Ratings

		Essential Practices managed at the Central Office level.	Primary Essential Practices at School Level	Secondary Essential Practices at the School level	Rating
Instruction	1		Align curricular materials and lesson plans to the PA Standards		Operational
	2		Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		Operational
	3		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
	4		Identify and address individual student learning needs		Operational
	5		Provide frequent, timely, and systematic feedback and support on instructional practices		Operational
Leadership Development	6		Foster a culture of high expectations for success for all students, educators, families, and community members		Operational
	7		Collectively shape the vision for continuous improvement of teaching and learning		Operational
	8		Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		Operational
	9		Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		Operational
	10		Continuously monitor implementation of the school improvement plan and adjust as needed		Operational
Climate	11		Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		Operational
	12		Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support		Exemplary
	13		Implement a multi-tiered system of supports for academics and behavior		Operational
Family and Community Engagement	14		Implement evidence-based strategies to engage families to support learning		Operational
	15		Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		Operational
Professional Development	16		Identify professional learning needs through analysis of a variety of data		Emerging
	17		Use multiple professional learning designs to support the learning needs of staff		Emerging
	18		Monitor and evaluate the impact of professional learning on staff practices and student learning		Emerging

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 resources is needed and how it will help you address the goal and priority area.

ACADEMIC FOCUS	Board Goal 1 (ELA)					
Why Statement	This year, we failed to provide adequate guidance, framing, and timing for grade level teachers, interventionists, and ELL teachers to effectively collaborate.					
Essential Practice	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based					
Budget Item *(This language should match what is listed in SMS.)*	**Student Group**	**Grade Level(s)**	**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.)*	**Cost**	**Funding Source**	**Was this item allocated in the final budget?**
Teacher, Full Time			If we purchase a literacy SBTL, then we will have a highly qualified individual to lead Common Planning Time sessions and to provide consistent coaching to our staff, which will better position us to meet our ELA Board Goals.	$133,900	Title 1	Yes
Teacher, Full Time			If we purchase an additional teacher, then we will be able to reduce class sizes and effectively implement MTSS while also allowing teachers to take part in departmental CPT, during which they will work collaboratively to ensure instruction is coordinated, aligned, and evidence-based. This individual will better position us to meet our Math and ELA Board Goals.	$46,865	Title 1	Yes
Contracted Prof/Tech Services			If we partner with Book Trust then we will be able to secure additional books for our students- helping to increase reading engagement and reduce summer learning loss.	$11,367	Title 1	Yes
Staff Development			If we set aside money for ongoing PD, then we will be able to assist teachers in a variety of areas, including aligning curriculum, assessments, and instruction to the Standards, analyzing data, and increasing instructional capacity. This will better position us to meet our Math and ELA Board Goals.	$4,989	Title 1	Yes
Classroom Instruct Elem			If we purchase 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.	$3,000	Title 1	Yes
Assistant Principal			If we purchase an assistant principal, then we will have an additional leadership team member who can provide frequent, timely, and systematic feedback and support on instructional practices, which will better position us to meet our Math and ELA Board Goals.	$180,400	ARPA	Yes
Teacher, Full Time			If we purchase a Reading Specialist, then we will have a teacher to provide Tier II and Tier III students with intensive supports to increase reading levels and help us meet our Board Goal 2 target.	$133,900	ARPA	Yes
Books & Instructional Aids: Classroom Instruct Elem			If we purchase 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.	$900	ARPA	Yes
Extra-Curricular: Classroom Instruct Elem			If we set aside EC money, then we will enable teachers to stay after school to provide tutoring and enrichment opportunities for our students. This will better position us to meet our graduation goals.	$85,800	ARPA	Yes

CLIMATE FOCUS	Attendance					
Why Statement	In previous years, our school's attendance challenges were in upper grades, primarily in 7th and 8th grade. With that in mind, we did not anticipate the steep drop-off in first grade attendance and the challenges these families would face this year.					
Essential Practice	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically					
Budget Item *(This language should match what is listed in SMS.)*	**Student Group**	**Grade Level(s)**	**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.)*	**Cost**	**Funding Source**	**Was this item allocated in the final budget?**

Budget Item	Student Group	Grade Level(s)	Rationale	Cost	Funding Source	Was this item allocated in the final budget?
School Climate Manager			If we purchase a Climate Manager, then we will have a point person to lead/oversee the implementation of our Tier I climate efforts related to reinforcing positive behaviors, which will better position us to meet our attendance and behavior goals.	$136,500	Title 1	Yes
Student Climate Staff, 3 Hours			If we purchase Climate Support Staff, then we will have more individuals we are 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 and attendance goals.	$14,300	Title 1	Yes
Student Climate Staff, 5 Hours			If we purchase Climate Support Staff, then we will have more individuals we are 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 and attendance goals.	$178,500	Title 1	Yes
Student Climate Staff, 6 Hours			If we purchase Climate Support Staff, then we will have more individuals we are 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 and attendance goals.	$60,600	Title 1	Yes

ADDITIONAL FOCUS #1 — Board Goal 3 (Math)

Why Statement: Last year, our schedule allowed considerable more time for training. In addition, we were not aware of the demands of the new math curriculum. Ultimately, we failed to anticipate the combined impact of reduced PD time and instructional demands put on teachers this year would have on instruction.

Essential Practice: EP 01: Align curriculum, assessments, and instruction to the PA Standards

Budget Item (This language should match what is listed in SMS.)	Student Group	Grade Level(s)	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.)	Cost	Funding Source	Was this item allocated in the final budget?
Teacher, Full Time			If we purchase a math SBTL, then we will have a highly qualified individual to lead Common Planning Time sessions and to provide consistent coaching to our staff, which will better position us to meet our math Board Goals.	$133,900	Title 1	Yes
Staff Development			If we set aside money for ongoing PD, then we will be able to assist teachers in a variety of areas, including aligning curriculum, assessments, and instruction to the Standards, analyzing data, and increasing instructional capacity. This will better position us to meet our Math and ELA Board Goals.	$7,989	Title 1	Yes
Assistant Principal			If we purchase an assistant principal, then we will have an additional leadership team member who can provide frequent, timely, and systematic feedback and support on instructional practices, which will better position us to meet our Math and ELA Board Goals.	$180,400	ARPA	Yes
Books & Instructional Aids: Classroom Instruct Elem			If we purchase 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.	$900	ARPA	Yes
Extra-Curricular: Classroom Instruct Elem			If we set aside EC money, then we will enable teachers to stay after school to provide tutoring and enrichment opportunities for our students. This will better position us to meet our graduation goals.	$85,800	ARPA	Yes

ADDITIONAL FOCUS #2

Why Statement:

Essential Practice:

Budget Item (This language should match what is listed in SMS.)	Student Group	Grade Level(s)	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.)	Cost	Funding Source	Was this item allocated in the final budget?

ADDITIONAL FOCUS #3						
Why Statement						
Essential Practice						
Budget Item *(This language should match what is listed in SMS.)*	**Student Group**	**Grade Level(s)**	**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.)*	**Cost**	**Funding Source**	**Was this item allocated in the final budget?**

Video Link	Video Length
Committee	3min 17sec
Data Review	7min 18sec
Why	5min 14sec
Priority Areas	3min 15 sec
Budget	Video forthcoming
Strategy Tabs	Video forthcoming
Goals	Video forthcoming
Additional Resources	
22-23 School Planning Timeline	
Guide to School Planning SY22-23	
Root Cause Analysis Protocol	

Olney School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1: 3-8 Literacy

ELA Framework (Tier I Academics)

Select Any Applicable Goals	Why Statement	Essential Practice
BG1	This year, we failed to provide adequate guidance, framing, and timing for grade level teachers, interventionists, and ESL teachers to effectively collaborate and plan to meet the needs of all students.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
• Protocols for collaboration and evaluation of instructional effectiveness are clearly established. Ongoing dialogue about these protocols focuses on planning and delivering equitable, grade-level, standards-aligned instruction. • Systems are in place for educators to develop and share effective standards-aligned instructional materials and resources and use an equity lens to implement these plans. • School leaders collaborate with educators to hold all parties accountable for effective planning, teaching, assessing, and data review in ways that promote equitable student learning and achievement.	Completed student work and assessments. and PLC agendas. Progress monitoring trackers and analysis protocols. Data meetings, instructional reviews, and observations.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Communicate Olney's instructional vision and focus, in alignment to the board goals and priorities, to all stakeholders.	8/23/2022	10/1/22	Principal and Assistant Principals	SDP/Olney mission, vision, and related goals materials and documents.	Y			
Teachers plan and implement lessons and assessments aligned to the standards, the demands of the literacy framework, the equity framework,and the District's curriculum that center text in the instructional planning.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	SDP provided Curriculum,YAG, Literacy Framework, and Common Core documents.	Y			
Develop and implement an observation and feedback schedule in order to progress monitor the impact of PLC and PD on high quality lesson planning and the consistent use of effective instructional strategies for all students in all classrooms.	8/23/2022	6/15/23	Principal and Assistant Principals.	Coaching Trends document, Observation schedule, rubric, and tracker.	N			
Teachers use the evidence-based practices for ELs, students with IEPs, and students performing below grade level to differentiate instruction and plan scaffolds to ensure access to grade level instruction for all students.	8/23/2022	6/15/23	Principal, Assistant Principal, SPECM, ELL Lead, and SBTLs	School MTTS plan and SPD expectations. SDP provided Curriculum,YAG, and Common Core documents.	Y			
Administer regular assessments to students to (1) determine whether students have mastered skills and (2) assess student mastery of standards-based objectives (3) understand how students learn.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	Assessment tools, data, and analysis protocols.	N			
Teachers will analyze formative and summative student assessment data during PLC Time utilizing Protocols from the PLC Toolkit to (1) monitor progress towards expected student outcomes. (2) Make adustments to meet the needs of each student.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	PLC toolkit, performance tasks, assessment data, and meeting block schedules.	N			
Teachers will reflect on student strengths and areas of concern to plan appropriate Tier 1 and Tier 2 interventions for both individuals and student groups so that students at all levels can access grade-level content.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	Student data, intervention trackers, SDP provided Curriculum,YAG, and Common Core documents.	N			
Academic MTSS sessions will be guided by our MTTS team on a quarterly basis based on academic needs and data compiled by in student MTTS folders.	8/23/2022	6/15/23	Principal, Assistant Principal, SPECM, counselors, and intervention team.	School MTTS plan/tracker and SPD expectations.	Y			
Create a CPT schedule that allows for the participation of ESL and SPED and grade level teachers and interventionists	8/23/2022	6/15/23	Principal, Assistant Principal, SPECM, SBTLs,, ELL Lead, and intervention team.	PLC toolkit, performance tasks, assessment data, and meeting block schedules.	N			

Olney School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2: K-3 Literacy

ELA Framework (Tier I Academics)

Select Any Applicable Goals	Why Statement	Essential Practice
BG2	This year, we failed to provide adequate guidance, framing, and timing for grade level teachers, interventionists, and ESL teachers to effectively collaborate and plan to meet the needs of all students.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
• Protocols for collaboration and evaluation of instructional efectiveness are clearly established. Ongoing dialogue about these protocols focuses on planning and delivering equitable, grade-level, standards-aligned instruction. • Systems are in place for educators to develop and share effective equitable standards-aligned instructional materials and resources and use an equity lens to implement these plans. • School leaders collaborate with educators to hold all parties accountable for effective planning, teaching, assessing, and data review in ways that promote equitable student learning and achievement.	Completed student work and assessments. Progress monitoring trackers and analysis protocols. Data meetings, instructional reviews, and observations.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Communicate Olney's instructional vision and focus, in alignment to the board goals and priorities, to all stakeholders.	8/23/2022	10/1/22	Principal and Assistant Principals	SDP/Olney mission, vision, and goals materials and documents.	Y			
Teachers plan and implement lessons and assessments aligned to the standards, SPD curricular guides, and proven evidence-based phonics programs.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	SDP provided Curriculum,YAG, Common Core documents, and Saxon/Heggerty phonics materials.	Y			
Develop and implement an observation and feedback schedule in order to progress monitor the impact of PLC and PD on high quality lesson planning and the consistent use of effective instructional strategies for all students in all classrooms.	8/23/2022	6/15/23	Principal and Assistant Principals.	Coaching trends document, Observation schedule, rubric, and tracker.	N			
Teachers collaborate with interventionists to deploy evidence-based practices for ELs, students with IEPs, and students performing below grade level to differentiate instruction and plan scaffolds to support access to grade level instruction.	8/23/2022	6/15/23	Principal, Assistant Principal, SPECM, ELL Lead, and SBTLs	School MTTS plan and SPD expectations. SDP provided Curriculum,YAG, and Common Core documents.	Y			
Administer regular assessments to students to (1) determine whether students have mastered skills and (2) assess student mastery of standards-based objectives and how they learn.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	Assessment tools, data, and analysis protocols.	N			
Teachers and interventionists will analyze student progress monitoring and assessment data during PLC Ttme utilizing Protocols from the PLC Toolkit to (1) monitor progress towards expected student outcomes. (2) Make adustments to meet the needs of each student.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs, SBTLs, and Reading Specialist.	PLCtoolkit, assessment data, and meeting block schedules.	N			
Teachers will reflect on student strengths and areas of concern to plan appropriate Tier 1 and Tier 2 interventions for both individuals and student groups so that students at all levels can access grade-level content.	8/23/2022	6/15/23	Principal, Assistant Principal, SBTLs, and Reading Specialists.	Student data, intervention trackers, SDP provided Curriculum,YAG, and Common Core documents.	N			
Small group interventions will be coordinated to provide targeted early literacy instruction to students in Tiers 1,2, and 3.	8/23/2022	6/15/23	SBTLs, Reading Specialists, and Experience Corps.	Student data, Research-based intervention tools, and Experience Corps intervention tools.	Y			
Academic MTSS sessions will be guided by our MTTS team on a quarterly basis based on academic needs and data compiled by in student MTTS folders.	8/23/2022	6/15/23	Principal, Assistant Principal, SPECM, counselors, and intervention team.	School MTTS plan/tracker and SPD expectations.	Y			
Create a PLC schedule that allows for the participation of ESL and SPED and grade level teachers and interventionists	8/23/2022	6/15/23	Principal, Assistant Principal, SPECM, counselors, and intervention team.	PLC toolkit, assessment data, and meeting block schedules.	N			

Olney School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3: 3-8 Math

Math Framework (Tier I Academics)

Select Any Applicable Goals	Why Statement	Essential Practice
BG3	Last year, our schedule allowed considerable more time for training. In addition, we were not aware of the demands of the new math curriculum. Ultimately, we failed to anticipate the combined impact of reduced PD time and instructional demands put on teachers this year would have on instruction. We will use real-time, content-based, focused coaching will involve modeling and co-teaching to help teachers implement high quality instructional best practices as well a multiple professional learning opportunities.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
• The school's instructional materials and assessments are aligned to the PA Standards and the SPD math framework. • Lesson plans clearly reference framework components, clear learning goals, and strategies for facilitating student-led learning. • Classroom assessments are regulary reviewed and assessment data is regularly analyzed to gauge progress toward intended outcomes and adjust instrutional practices as needed. • School leaders and coahces engage in ongoing observations in classrooms, followed by the provision of constructive feedback to educators.	Completed student work and assessments. Progress monitoring trackers and analysis protocols. Data meetings, instructional reviews, professional development, and observations.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Communicate the instructional vision and focus, in alignment to the board goals and priorities to all stakeholders.	8/23/2022	10/1/22	Principal and Assistant Principals	SDP/Olney mission, vision, and goals materials and documents.	Y			
Review current data to establish "Instructional Strategies" (aka Look Fors) needed to meet instructional improvement goals	8/23/2022	10/1/22	Principal, Assistant Principal, and SBTLs	Student data, math frameworks, and YAG	Y			
Teachers will analyze formative and summative student assessment data during PLC Time utilizing Protocols from the PLC Toolkit to (1) monitor progress towards expected student outcomes.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	PLC toolkit, assessment data, and meeting block schedules.	Y			
Collaborate with Network and Central Office coaching staff to support achievement of implementation goals for using the math framework and curriculum at all grade levels.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	Student data, math frameworks, and relevant SPD guiding documents.	Y			
Teachers will reflect on student strengths and areas of concern to plan appropriate Tier 1 scaffolds for both individuals and student groups so that students at all levels can access grade-level math content.	8/23/2022	6/15/23	Principal, Assistant Principal, and SBTLs	Student data, SDP provided Curriculum,YAG, and Common Core documents.	N			
Develop and implement an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Instructional Strategies" (aka Look Fors) document, the math framework, and the Olney rubric.	8/23/2022	6/15/23	Principal and Assistant Principal,	Observation schedule, Look For documents, Olney rubric, and tracker.	N			
Use designated time for data review to determine students in need of enrichment (advanced learners) or intervention (striving learners) in addition to Tier 1 instruction. Link those students to appropriate resources for support (implementation of Tier 2-3 strategies)	8/23/2022	6/15/23	Principal, Assistant Principal, MTSS team, and SBTLs	Student data, MTSS trackers and folders, classroom observations.	N			
Develop and implement an observation, feedback, and coaching schedule to assess lesson planning, the effectiveness of instructional strategies, and the alignment of teaching practices with school goals for student achievement.	8/23/2022	6/15/23	Principal and Assistant Principals.	Coaching trends document, Observation schedule, rubric, and tracker.	N			
Utilize the school based teacher leader to implement a fact fluency and/or foundational skills program to support students who need further support in computational fluency, specifically as interventions to address common misconceptions.	8/23/2022	10/1/22	Principal, Assistant Principal, and SBTLs	Student data, fact fluency toolkit, math frameworks, and YAG	Y			
Teachers plan and implement lessons and assessments aligned to the standards, SPD curricular guides, and math framework.	8/23/2022	10/1/22	Principal, Assistant Principal, and SBTLs	Student data, math frameworks, and YAG	N			
Provide targeted training to ensure teachers can implement the math curriculum effectively in planning and practice.	8/23/2022	10/1/22	Principal, Assistant Principal, and SBTLs	Student data, math frameworks, and YAG	Y			

Olney School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Early Warning Indicator Monitoring System/SAIP Process(Tiers I-III Attendance)

Select Any Applicable Goals	Why Statement	Essential Practice
Attendance	In previous years, our school's attendance challenges were in upper grades, primarily in 7th and 8th grade. With that in mind, we did not anticipate the steep drop-off in first grade attendance and the challenges these families would face this year. We will develop systems to foster stronger parental involvement to ensure stronger attendance from a younger grade.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
• School leaders provide introductory letter and quarterly reports to school community on student attendance. • Attendance Team distributes monthly attendance scorecards to teacher: tied to class and school-wide incentives.	We will monitor attendance data and action steps on an ongoing basis, through weekly check-ins and monthly school-wide attendance scorecards.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Review the SAIP/Early Warning Indicator (EWI) process and Olney schoolwide attendance plan with all staff.	8/23/22	9/15/23	Principal, Assistant Principals, Climate Manager, and Counselors	SIS system and steppers.	Y			
Convene monthly attendance team meetings to review attendance data, update schoolwide 95% leaderboard, and send data and information about next steps to all staff.	8/23/22	6/15/23	Principal, Assistant Principals, Climate Manager, City Year, and Counselors	Attendance data and schoolwide trackers	N			
Teachers will review student attendance goals weekly with students, tracking progress toward attending 95% of the time or more.	9/9/22	6/15/23	Principal, Assistant Principals, Climate Manager, and teachers	Attendance data and student trackers.	N			
Attendance celebrations and rewards will be offered monthly at the school and student level.	10/1/22	6/15/23	Principal, Assistant Principals, Climate Manager, and City Year	Attendance data and schoolwide trackers	N			
Contact home after every student absence via phone, email, or Class Dojo.	9/6/22	6/15/23	Principal, Assistant Principals, Climate Manager, and teachers	SIS system and student attendance data.	N			
Students with 3+ unexcused absences will receive a C-31 letter in the mail.	9/6/22	6/15/23	Attendance Designee	SIS system and student attendance data.	N			
Schedule student attendance improvement conferences (SAICs) with the parents of students with 6+ unexcused absences.	9/6/2022	6/1/23	Counselors	SIS System and AWI	N			
Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	9/6/2022	6/1/23	Counselors	SIS System and AWI	N			
Attendance engagement activities such as the Attendance Fair.	8/23/22	6/15/23	Principal, Assistant Principals, City Year, Climate Manager, and Counselors	Attendance data and schoolwide trackers	Y			
Utilizing incentives to encourage student attendance.	8/23/22	6/15/23	Principal, Assistant Principals, City Year, Climate Manager, and Counselors	Attendance data and schoolwide trackers	Y			
Collaborate with parents at the start of the year to ensure they understand what students miss when they are absent and what daily attendance means to the achievement of their students.	8/23/22	6/15/23	Principal, Assistant Principals, City Year, Climate Manager, and Counselors	Attendance data, student data and class schedules, and schoolwide trackers	Y			
Initiate a schoolwide newsletter with specific attendance data and shoutouts to students with successful attendance.	8/23/22	6/15/23	Principal, Assistant Principals,	School Calendar and shared drive for resources and announcements.	N			

Olney School - Comprehensive Plan: Strategies and Action Steps								
Evidence Based Strategy #5:								
Relationships First (Tier I Climate Framework)								

Select Any Applicable Goals	Why Statement	Essential Practice						
Suspension	We need to do a better job merging our existing PBIS system with initiatives, such as Student Council and Relationships First, that privilege student voice and build strong communities at all grade levels.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically						

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation							
Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates opportunities for students to build positive relationships with peers.	We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.							

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework	8/23/22	9/15/23	Principal, Assistant Principals, Climate Manager, Counselors, and Relationships First coach.	Relationships First Materials and curricula.	Y			
Incorporate Student Well-Being Survey	9/6/23	6/13/23	Principal, Assistant Principals, and Climate Manager.	Student Survey steppers and data.	N			
Integrate community circles with existing PBIS system and Student Council initiatives.	9/6/23	6/13/23	Principal, Assistant Principals, Climate Manager, Relationships First Coach, and teacher coaches for Student Council.	Schoolwide PBIS documents and Student Council documents.	N			
Identify & Train Youth Leaders to lead work in community circles, town halls, and Student Council initiatives.	9/6/23	6/13/23	Principal, Assistant Principals, Climate Manager, Relationships First Coach, and teacher coaches for Student Council	Schoolwide Student Council documents	Y			
Provide ongoing support and coaching in Relationships First work to all staff.	9/6/23	6/13/23	Principal, Assistant Principals, Climate Manager, and Relationships First Coach	Teacher surveys and student well-being survey data.	N			
Implement community building circles in every classroom or advisory for 45 minutes every week.	9/6/23	6/13/23	Teachers, Climate manager, Relationships First Coach.	Relationships First Materials and curricula	N			
Train staff on RJ equity to liberation module 1	8/23/22	12/15/22	Principal, Assistant Principals, Climate manager, and Relationships First Coach.	Training materials for module 1.	Y			
Conduct community meetings at least three times weekly.	9/6/2022	6/13/2023	Teachers, Climate Manager.	Shared folder of community meeting resources, Healing Together materials.	N			
Partnerships with outside programs to motivate students (Harlem Lacrosse, EC activities)	9/6/2022	6/13/2023	Principal. Assistant Principal, Partners, and Volunteers.	None.	N			

Olney School - Comprehensive Plan: Strategies and Action Steps								
Evidence Based Strategy #1:								
Select Any Applicable Goals	**Why Statement**		**Essential Practice**					
Anticipated Outputs (link out to EP Look Fors)		**Monitoring/Evaluation**						
Action Steps	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Materials / Resources Needed**	**PD Step?**	**Implementation Progress Rating (Q1)**	**Implementation Progress Rating (Q2)**	**Notes & Evidence**

Olney School - Comprehensive Plan: Strategies and Action Steps								
Evidence Based Strategy #1:								
Select Any Applicable Goals	**Why Statement**		**Essential Practice**					
Anticipated Outputs (link out to EP Look Fors)			**Monitoring/Evaluation**					
	Action Steps	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Materials / Resources Needed**	**PD Step?**	**Implementation Progress Rating (Q1)**	**Implementation Progress Rating (Q2)**	**Notes & Evidence**

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
t	Board Goal 1	(select students)	At least 47.4% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 50% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 2	(select students)	At least 44.3% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 50% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 58% 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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 3	(select students)	At least 33.8% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 30% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 35% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	95%+ Attendance	(select students)	At least 54.7% of all students will attend school 95% of days or more	At least 70% of all students will attend school 95% of days or more in Q1	At least 65% of all students will attend school 95% of days or more in Q2	At least 60% of all students will attend school 95% of days or more in Q3	At least 54.7% of all students will attend school 95% of days or more in Q4
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Suspension	(select students)	At least 95% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1	At least 97% of students will have zero out-of-school suspensions in Q2	At least 96% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				