

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

School Grade Span	06-08		
ULCS Code	8160		
Name of School	Baldi School		
Learning Network	Network 8		
Assistant Superintendent	Shakeera Warthen		
ESSA Federal Designation	Non-Designated		
Admission Type	Neighborhood		
Principal Name	Ms. Bianca C. Gillis		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Bianca Gillis	CCA Baldi Middle School	bcgillis@philasd.org
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Assistant Principal	Julia Snyder	CCA Baldi Middle School	jsnyder@philasd.org
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Math Content Specialist/Teacher Leader	Catherine Fizur	CCA Baldi Middle School	cfizur@philasd.org
Literacy Content Specialist/Teacher Leader	Denise Eiler	CCA Baldi Middle School	deiler@philasd.org
Science Content Specialist/Teacher Leader	John Sender	CCA Baldi Middle School	jsender@philasd.org
School-based Climate Leader	Jennifer Ryan	CCA Baldi Middle School	jryanbrown@philasd.org
School-based EL Teacher Leader	Dawn Adamoli	CCA Baldi Middle School	dadamoli@philasd.org
School-based Special Education Leader	April-Lee Ahern	CCA Baldi Middle School	asalamatin@philasd.org
School-based Attendance Designee	Thomas Schillow	CCA Baldi Middle School	tschillow@philasd.org
Star Champion	Denise Eiler	CCA Baldi Middle School	deiler@philasd.org
Technology Teacher Leader	Stephen John	CCA Baldi Middle School	sjohn2@philasd.org
School-based Equity Leader	Dawn Adamoli	CCA Baldi Middle School	dadamoli@philasd.org
Parent	Isis Cooper	Parent	isis9200@yahoo.com
Planning and Evidence-based Support (PESO) staff	Kanika Watkins	SDP	kwatkins@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?**

Through a rigorous and integrated program of academics, world culture, and enrichment, Baldi Middle School challenges all students to discover their unique academic abilities and passions by empowering students with the skills and character for success in high school and beyond.

Students are enriched by working in diverse classroom communities and are called to become lifelong learners who develop their individual talents to better themselves, others and their community.

With a commitment to intellectual excellence, leadership, community, and challenging oneself, we strive to develop young people who always try their best, find joy in learning, stand up for ideals, and respond to the opportunities and challenges of our time.

Baldi prepares 100% of students to have the opportunity to go to the high school of their choice by empowering students with the skills and character to be successful.

Our school designed school priorities that are aligned to our school mission and vision. Equity is embedded across all of our school priorities: Instruction, Growth, Supportive Environments and Diversity. Across each of these priorities there is a specific focus on the equity and marginalized student populations. In instruction we are focused on achievement disparities. In Growth we are focused on closing the deficits and targeting with a MTSS system supports that close equity gaps. In Supportive Environments, we target the experiences of our marginalized learners - SPED, EL and students of color. Finally our diversity perspective ensures that the multiculturalism of our school is being celebrated and leveraged as an asset in our community.

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	Exemplary	Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators' instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.
Professional 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	Exemplary	The school has a defined theory of action or vision driving the priorities related to improvement efforts. The goals and interim benchmarks are used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work by all staff.
	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.

Leadership	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	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	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.

Profes	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.
Selected Essential Practice				
Academic Essential Practice #1 (Required)			EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Climate Essential Practice #2 (Required)			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)			EP04: Identify and address individual student learning needs	

Baldi School - Comprehensive Plan: Strategies and Action Steps

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

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.	3/9/2023	9/5/2023	Roster Chair	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 for consistent lesson plan submission and review of alignment for PA Math Core Standards, School District of Philadelphia's (SDP) Academic curriculum and Math Curriculum.	8/1/2023	8/28/2023	Principal	Lesson plan template, PA Math Core Standards, Academic curriculum, K-12 Math Instructional Guides, Quarters at a Glance, lesson plans	N
Develop and implement an observation and feedback schedule to assess lesson planning, and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.	8/1/2023	9/5/2023	Principal, Assistant Principal	School Schedule, Cornerstone, Academic curriculum	N

Create coaching caseloads that leverage the content expertise of the instructional leadership team (Principal, AP, SBT, EL Point Person, SPECM) and are focused on Math content-specific pedagogy in 8-10 week cycles.	9/5/2023	6/14/2024	Principal, Assistant Principal	Observation schedule, coaching schedule, Action Steps Log, Completed Observation Rubrics and Notes, Teacher roster Documentation of supports	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
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
Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.	9/5/2023	6/14/2024	Teachers	Assessment Calendar Star Assessment Star Reports	N
Monitor the administration of pre- and post-assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives	9/5/2023	6/14/2024	Instructional Leadership Team	Pre- and Post-Assessments, Lesson Plans	N
Plan and facilitate PLC sessions for Math Teachers to analyze formative and summative student assessment data utilizing SDP's Professional Learning Communities Facilitator Guides to monitor progress towards expected student outcomes and adjust learning outcomes as needed.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Student Work	N
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.	9/5/2023	6/14/2024	PLC Facilitators	Math Curriculum Resources	N
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students (including ELL Students, Students with IEPs and Black Student Group) at all levels including can access grade-level content.	9/5/2023	6/14/2024	SBTLs	PLC Schedule, Student Work	N

Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Instructional Leadership Team	Math Curriculum Resources	N
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.	9/5/2023	6/14/2024	SBTLs	Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas	N
Consistently implement small group instruction (including but not limited to the following student groups: EL Students, Students with IEPs and Black Student Group) 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	Teachers, Principal, Assistant Principal	Master Schedule, Lesson Plans	N
ESOL Specialist Teachers and Content Area Teachers collaborate during PLC sessions to plan scaffolded instruction for English Learners in alignment with English Language Development Guide	9/5/2023	6/14/2024	ESOL Program Specialist	English Language Development Guide	N
SPECM and Content Area Teachers collaborate during PLC sessions to plan scaffolded instruction for Students with IEPs in alignment with Special Education Instructional Guide	9/5/2023	6/14/2024	SPECM	Special Education Instructional Guide	N
Network Equity Training Specialist will coordinate with Administration to coordinate Staff Professional Development focused on increasing the engagement of Black students during math instruction and math activities.	9/5/2023	6/14/2024	Principal, Assistant Principal, Network Equity Training Specialist	Math curriculum, Math Curriculum, Diversity Equity and Inclusion Resources	Y
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

Baldi School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:		Professional Learning Community (PLC) (Tier I Academics)				
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation				
Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. Teachers have regular times to meet and discuss effective instructional practices.		Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented look-fors. After each PD session, teachers will complete a survey about the quality and relevance of the material and delivery.				
Action Steps		Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
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
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers to come together for focused collaboration. These schedules should include Special Educators and ESOL teachers.		7/1/2023	8/18/2023	Roster Chair	<ul style="list-style-type: none">Teacher rosters include built-in time for PLC45-60 minutes of weekly PLC will be built into all teachers’ calendars	N
Designate weekly planning time when PLC facilitators will develop PLC agendas.		7/1/2023	8/18/2023	Roster Chair	Facilitators' rosters include built-in time for PLC planning	N
Establish a single online location where agendas will be stored for PLC meetings (include link in the Notes & Evidence to the right).		7/1/2023	8/18/2023	SBTLs	Online Platform (Google)	N
Develop a system for consistent lesson plan submission and review of alignment for PA ELA and Math Core Standards, School District of Philadelphia's (SDP) Academic Framework and both ELA and Math Curriculum.		8/1/2023	8/28/2023	Principal	Lesson plan template, PA Math Core Standards, Academic Framework, K-12 Math Instructional Guides, K-12 ELA Instructional Guides, Quarters at a Glance, lesson plans	N

Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with careful consideration of the PLC phases (Understand, Plan, Reflect).	9/5/2023	6/14/2024	Principal	<ul style="list-style-type: none"> • Rolling ILT Meeting Schedule/Agenda • Current Tier One academic data (Star Screener data, formative assessment trackers, etc) • Precise problem statements and action plans from Tier One MTSS Meetings • District Professional Development (PD) Calendar 	N
Shortly after MTSS Tier 1 meetings, a member of the ILT will review MTSS Tier 1 protocols and identify next steps that need to be addressed during PLCs and collaborate with PLC facilitators to incorporate this information into the schedule and agendas.	9/5/2023	6/14/2024	SBTLs	<ul style="list-style-type: none"> • Rolling ILT Meeting Schedule/Agenda • Current Tier One academic data (Star Screener data, formative assessment trackers, etc) • Precise problem statements and action plans from Tier One MTSS Meetings 	N
Utilize PD and PLC time to develop new instructional strategies for teachers, with time to model and practice.	9/5/2023	6/14/2024	SBTLs	<ul style="list-style-type: none"> • Agendas or session presentations with links to key SDP resources • SDP PLC Toolkit Protocols 	Y
Regularly review individual and/or group student needs (e.g. students with IEPs, English Learners). Create access as opposed to remediation strategies (e.g. appropriate scaffolds).	9/5/2023	6/14/2024	Teachers	<ul style="list-style-type: none"> • Rolling PLC Agenda • Completed Student Work Analysis Protocols • Completed Student Data Analysis Protocols 	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	Teachers, Principals, Assistant Principal	Master Schedule, Lesson Plans	N
As needed based on data, include Special Education and ESOL teachers to support intentional instructional practices (including but not limited to scaffolding instruction for Text Dependent Analysis) to support the growth of individual and/or group student needs.	9/5/2023	6/14/2024	Special Education and ESOL Teachers	<ul style="list-style-type: none"> • Rolling PLC Agenda • Session Presentation 	N
Utilize instructional strategies discussed in PD and PLC during lesson planning and classroom instruction.	9/5/2023	6/14/2024	Teachers	Lesson Plans reflective of instructional strategies developed during PD and PLC	N
Conduct regular, frequent classroom observations focused on assessing the fidelity of curriculum implementation in all classrooms, instructional strategies discussed in PD and PLC, with documented look-fors (including but not limited to teacher feedback on student work)	9/5/2023	6/14/2024	Instructional Leadership Team	<ul style="list-style-type: none"> • Look-fors Documents • Observation Schedule • Observation Protocol Form 	N

Utilize observation and assessment data (ie: Star data, pre- and post-unit assessments from SDP curriculum units, authentic performance tasks) in PLCs to review the effectiveness of instructional strategy implementation.	9/5/2023	6/14/2024	Instructional Leadership Team and PLC Facilitators	<ul style="list-style-type: none"> • Look-fors Documents • Observation Schedule • Observation Protocol Form 	N
Incorporate regular student work analysis (including but not limited to Text Dependent Analysis) into PLCs in order to align to improved instructional strategies.	9/5/2023	6/14/2024	PLC Facilitators	Completed Student Data Analysis Protocols	N
Create authentic opportunities for teacher-led best practice sharing and collaboration	9/5/2023	6/14/2024	PLC Facilitators	SDP Facilitator's Guides probes and prompts	Y
Create systems and opportunities for teachers to explicitly state next steps for their teaching based on conversations and learning from the sessions so they can transfer learning to practice in planning and lesson delivery	9/5/2023	6/14/2024	Instructional Leadership Team, PLC Facilitators, Teachers	PLC Rolling Agendas	N
Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles	9/5/2023	6/14/2024	Instructional Leadership Team, PLC Facilitators, Teachers	<ul style="list-style-type: none"> • PLC Rolling Agendas • Coaching Logs 	N
Determine teachers who are in need of additional coaching, and provide them with necessary support.	10/1/2023	6/14/2024	Principal and Assistant Principal	<ul style="list-style-type: none"> • Look-fors Documents • Observation Schedule • Observation Protocol Form • Coaching Logs 	N

Baldi School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Relationships First (Tier I Climate Framework)	
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation	
<ul style="list-style-type: none"> - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain RF practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - Stakeholders perceive the school as warm, inviting, and safe. 	<ul style="list-style-type: none"> -During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle. -RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning. 	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leadership schedule and participate in training on the Overview of Relationships First (RF).	7/1/2023	8/31/2023	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Y
Identify a school-level RF Team responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.	7/1/2023	8/31/2023	Principal, Assistant Principal, RF Coach	Staff List	N
Establish clear goals, roles, and responsibilities for RF Team and members.	7/1/2023	8/31/2023	Principal, Assistant Principal, RF Coach	Staff List	N
School leadership and RF Coach train the RF Team in CBC and RC.	8/1/2023	9/15/2023	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Y
Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.	8/1/2023	9/15/2023	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Y
RF Team (with support from RF Coach) creates a push-in support plan to support CBCs in classrooms.	8/1/2023	9/30/2023	RF Lead	RF Manual, Implementation Guide	N
Leadership team schedules RF Team debrief circle to plan for anticipated implementation challenges.	8/1/2023	9/30/2023	Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	N
Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.	8/15/2023	9/15/2023	RF Lead, RF Coach	RF Manual, Implementation Guide	Y
CBCs are held weekly to build positive classroom community.	9/1/2023	6/15/2024	Classroom teachers	Catalog of CBC approaches	N
All staff utilize RC as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.	9/1/2023	6/15/2024	All staff	RF Manual, Culture Plan	N
During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff, prioritizing SEL and equity to address challenges and identify supports needs moving forward for both CBC and RC, aligning with SDP Equity Framework.	9/1/2023	12/31/2023	Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	N
During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle.	9/1/2023	12/31/2023	Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	N

School leadership and members of RF team visit fully-implementing RF school for admin consult and walk-through.	9/1/2023	12/31/2023	Principal, Assistant Principal, RF Coach	RF dashboard or other school-based data	N
Student Climate Staff will utilize RC during student interactions throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the restorative progressive discipline structure, as an alternative to disciplinary referrals.	9/5/2023	6/14/2024	Student Climate Staff	RF Manual, Culture Plan	N
RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning.	9/15/2023	6/15/2024	Principal, Assistant Principal, RF Coach	Data, MTSS Agenda, MTSS Meeting Schedule	N
Plan and facilitate Attendance Matters Workshops to educate students and families on attendance policies, the implication of absences on achievement, and equip families with resources and strategies to enable their child to maintain regular school attendance.	10/1/2023	6/14/2024	Principal, Assistant Principal, Counselor, Dean	SDP Attendance and Truancy Protocols, Attendance Matters Resources, BCAs	N
Hold monthly Attendance Team meetings in order to 1) identify and implement tiered attendance supports (Home Contact, Attendance Letters, Student Family Conferences, Individualized Plans, Truancy Referral) to students not meeting the regular attendance targets and 2) evaluate and refine the supports provided (actions of teachers, school staff, and attendance team members) based on progress monitoring data.	10/1/2023	6/14/2024	Attendance Designee	SIS, Truancy Attendance Reports, Student Family Contact Logs, Truancy Referral Checklist	N
RF Team designates RF Youth Leaders based on input from all staff, ensuring an array of students at all academic performance levels and with differing social/emotional needs.	1/1/2024	1/31/2024	Principal, Assistant Principal, RF Coach	RF Manual	N
RF Team schedules youth training in CBC for coming months.	1/1/2024	1/31/2024	Principal, Assistant Principal, RF Coach	RF Manual	N
RF Team trains Youth Leaders in CBC and RC, working with RF Coach.	1/1/2024	6/15/2024	Principal, Assistant Principal, RF Coach	RF Manual	N
Youth Leaders facilitate CBC in the classroom (e.g. advisory, classrooms). Whenever possible, students in older grades support process in younger grades or neighborhood feeder schools.	1/1/2024	6/15/2024	Principal, Assistant Principal, RF Coach	Template, RF Guide	N
Based on determination of RF Coach and Team, school prepares for next phase of RF implementation, pointing towards the creation of Care Teams and Tier 2/3 MTSS work.	2/1/2024	6/15/2024	Principal, Assistant Principal, RF Coach	RF Manual	N

Baldi 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			
<ul style="list-style-type: none"> - 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 		<ul style="list-style-type: none"> - 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, Dean of Students	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, Dean of Students	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	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, Dean of Students, 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 including but not limited to Schoolnet Reports that identify Students with repeat suspensions, and excessive illegal absences and chronic absenteeism at the EOY 22-23 SY to identify potential students in need of support 23-24 SY.	10/1/2023	11/1/2023	Principal, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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	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	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	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	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	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	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, Dean of Students, 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, Dean of Students, 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, Dean of Students, 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	Principal, Dean of Students, Check In and Check Out Team	Check In and Check Out Implementation Guide	N

Baldi School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Youth Court (Tiers II/III Climate)
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - 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 Youth Court Implementation and Data ensures that Youth Court is being delivered with fidelity and providing timely feedback regarding implementation. - Climate Data trends show improvement and progress toward meeting Attendance and Behavior goals 	<ul style="list-style-type: none"> - Monthly, School leaders and Youth Court team will monitor progress on Youth Court Action Step Implementation and make adjustments if necessary to support implementation - Monthly, School leaders and Youth Court team will review Youth Court summary data along with Climate Data and assess the effectiveness of Youth Court program. - Quarterly, climate data will be reviewed by School leaders and Youth Court 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 and attends 1-hour training overview on Youth Court Implementation	7/1/2023	8/31/2023	Principal	SDP Training (Live or Virtual), District Level Support	Y
School leadership commits to Youth Court implementation by formalizing the frequency of youth court meetings, selecting facilitators, planning to recruit youth court members, and prioritizing the SDP Equity Framework to determine types of infractions that will be sent to youth court.	7/1/2023	8/31/2023	Principal	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N
School leadership establishes Youth Court team membership from school staff, ensuring there is a Facilitator, Administrator, and Climate Designee on the team.	7/1/2023	8/31/2023	Principal	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N
School leadership schedules training on Youth Court Protocols and Procedures for Youth Court Team.	8/1/2023	8/31/2023	Principal	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	Y
School leadership and Youth Court Team Establishes a schedule for ongoing coaching and support: District-level support is outlined and agreed upon by Administrator, Climate Designee, and Youth Court Team.	8/1/2023	8/31/2023	Administrator, Youth Court Facilitator, Dean of Students	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N
Youth Court Team train all school staff on Youth Court implementation.	8/29/2023	9/30/2023	Youth Court Facilitator, Dean of Students, Administrator	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	Y
Youth Court Team hold Youth Court kick-off for students	10/1/2023	10/31/2023	Youth Court Facilitator, Dean of Students, Administrator	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N

Youth Court Team Identify and schedule training for students who will serve on Youth Court.	10/15/2023	11/30/2023	Youth Court Facilitator, Dean of Students, Administrator	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N
Youth Court Team collect and review Youth Court referrals: The Youth Court team uses established procedures to collect, evaluate, and assign referrals to Youth Court.	12/1/2023	5/31/2024	Youth Court Facilitator, Dean of Students, Administrator	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N
Youth Court Team records Youth Court hearing information: Facilitators use a standardized method for collecting hearing information and resolutions	12/1/2023	5/31/2024	Youth Court Facilitator, Dean of Students, Administrator	SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N
School leadership reviews Youth Court hearing information to evaluate effectiveness of program and make recommendations for any needed changes.	1/1/2024	5/31/2024	Youth Court Facilitator, Dean of Students, Administrator	Youth Court Records, SDP Equity Framework, District Level Support, Youth Court Protocols, Procedures and Guidance Documents	N

GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 70% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 30% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 50% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 50% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 70% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance Met Target?				
GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 40% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 20% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 30% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 30% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 40% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance Met Target?				
GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 83% of all students will attend school 90% of days or more	At least 92% of all students will attend school 90% of days or more in Q1.	At least 89% of all students will attend school 90% of days or more in Q2.	At least 86% of all students will attend school 90% of days or more in Q3.	At least 83% of all students will attend school 90% of days or more in Q4.
			Actual Performance Met Target?				
GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			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?				
GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 20% of African American Students will score At or Above Benchmark on the Districts Interim Assessment for Mathematics	At least 10% of African American students will score at or above grade-level on the District's within-year math assessment in Q1	At least 13% of African American students will score at or above grade-level on the District's within-year math assessment in Q2	At least 13% of African American students will score at or above grade-level on the District's within-year math assessment in Q3	At least 20% of African American students will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance Met Target?				