

**THE SCHOOL DISTRICT OF PHILADELPHIA
2024-2025
School-based Planning Tool**

School Grade Span	06-08
ULCS Code	8120
Name of School	Castor Gardens Middle School
Learning Network	Network 10
Assistant Superintendent	Mark Vivitsky
Principal Name	Mr Shawn Mcguigan

Planning Team

Team Member Title	Team Member Name	Organization
Principal	Dr. Shawn McGuigan	Castor Gardens Middle School
Assistant Principal	Dina Caplan	Castor Gardens Middle School
Assistant Principal	Kevin Griffis	Castor Gardens Middle School
Assistant Principal	Vania Goodwin-Adams	Castor Gardens Middle School
Math Content Specialist/Teacher Leader	Lindsay Stegena	Castor Gardens Middle School
Literacy Content Specialist/Teacher Leader	Robyn Beckert	Castor Gardens Middle School
Science Content Specialist/Teacher Leader	Emily Knight	Castor Gardens Middle School
School-based EL Teacher Leader	Kelly Smith	Castor Gardens Middle School
School-based Special Education Leader	Jennifer Barbakoff	Castor Gardens Middle School
School-based Attendance Designee	Annie Olimpo	Castor Gardens Middle School
School Counselor	Melissa Schafer	Castor Gardens Middle School
Parent	Elizabeth Urenaa-Rodriguez	Parent
Roster Chair; School Assessment Coordinator	Robyn Saferstein	Castor Gardens Middle School
Community Member or Business Partner	Renee Barbakoff	Castor Gardens Middle School
Planning and Evidence-based Support (PESO) staff	Josh Culbertson	School District of Philadelphia
Superintendent (Chief School Administrator)	Dr. Tony Watlington	School District of Philadelphia

**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 Castor Gardens Middle School is to foster a safe learning environment for all students to be exceptionally well-prepared to succeed and lead full and meaningful lives. We realize all students are capable of learning so that they can reach their full potential. Our vision is to ensure that all students feel valued, respected and encouraged so that they will succeed and thrive in a global society. Our school's vision is focused on advancing equity by moving forward with deep intention to work through the lens of racial equity and empower our students to achieve success. We will look at our data to see disparities in student performance and strive to close these divides.

Fostering an ongoing collaboration among students, families, staff, and the community.

Providing education in a supportive environment that develops the intellectual, emotional, social, artistic, and physical capabilities of every child.

Providing a highly qualified and motivated staff to achieve our educational goals.

Providing an environment that encourages the professional growth and development of all employees.

Monitoring data to recognize disparities in student performance and making changes to address the needs of every student.

Castor Gardens Middle School [8120] 2024-2025 School Plan

Metric Name	2021-22 Results	2022-23 Results	2023-24 Winter Star Data	2023-24 Q2 Goal Target	Met Target?	Use this space to reflect on your school's performance on this metric	
ELA PSSA	Adv/Pro	38.5%	36.8%	25.7%	25.0%	Met	We met our SY23-24 School Improvement Q2 target for this metric
	Bel Bas	18.0%	20.2%				
Math PSSA	Adv/Pro	12.5%	14.7%	12.9%	18.0%	Approaching	We continue to spend time in PLC's reflecting on how we can work to achieve this goal.
	Bel Bas	69.6%	65.4%				
Science PSSA	Adv/Pro	31.1%	34.5%	N/A	N/A		We increased our Proficiency Rate and increased our Below Basic Rate.
	Bel Bas	45.3%	48.2%				

Metric Name	2021-22 Results	2022-23 Results	2023-24 Sep-Jan Data	2023-24 Q2 Goal Target	Met Target?	Use this space to reflect on your school's performance on this metric
Student Attendance (90%+ Days)	70.2%	70.3%	73.6%	82%	Not Met	Wondering if the monthly dojo events that we spend so much time planning, are working to achieve this goal. If not, maybe we need to rethink the amount of time
Students with Zero Out of School Suspensions	82.8%	85.6%	91.6%	95.0%	Approaching	We met as a leadership team and determined that as of now compared to last school year, we are heading in the right direction with this tab
Teacher Attendance (90%+ Days)	58.1%	78.5%	72.7%		N/A	Our 90% Cumulative Teacher Attendance Rate decreased.
Dropouts (Grades 7-12 only)	23	23	10		N/A	Although we did not have a target for this metric, we successfully reduced the number of dropouts in grades 7-8.

Data Review			
Topic	Students	Celebrations	Concerns
Student Attendance	Overall	No overall group celebration was noted at this time	71.4% of students attended school 90% of days as of the end of Q2 in SY23-24, which is below the Q2 target in SY 23-24 School Improvement Plan and a decrease -2.6% points YOY.
	Overall	No overall group celebration was noted at this time	55.1% of students attended school 90% of days in January SY23-24, which is a decline of 14.4% points YOY.
	Student Group	86.1% of Asian students attended school 90% or better as of the end of Q2 in SY23-24, which is the highest among all race/ethnicities.	63.6% of Hispanic students attended school 90% or better as of the end of Q2 in SY23-24, which is the lowest among all race/ethnicities
	Student Group	72.4% of students in 7th grade attended school 90% or better as of the end of Q2 in SY23-24, which is the highest among all grades	71.5% of current EL students attended school 90% of days as of the end of Q2 in SY23-24, which is a decrease of 3.6 points YOY.
Teacher Attendance	Overall	The average number of days teachers were absent as of the end of Q2 in SY 23-24, is 8.4, which is a decrease of 1.4 days YOY.	72.7% of teachers attended work 90% of days as of the end of Q2 in SY23-24, which is a decrease of 3.6 percentage points YOY.
	Overall	54.5% of Climate staff attended work 90% of days or better within month for January 2024, which is an increase of 4.5% from December 2023.	65.4% of teachers attended work 90% of days within month in January SY23-24, which is a decrease of 12.6 percentage points YOY.
	Student Group	No group celebration was noted at this time	No group concern was noted at this time
Dropouts	Overall	The number of dropout events as of the end of Q2 decreased from 23 in SY22-23 to 10 in SY23-24.	No overall concern was noted at this time
	Student Group	1.8% of Current English Learner students in grades 7-8 dropped out of school as of the end of Q2 in SY23-24, which is a decrease of 1.3 percentage points	No group concern was noted at this time
	Student Group	0.0% of students with IEPs in grades 7-8 dropped out of school as of the end of Q2 in SY23-24, which is a decrease of 0.7 percentage points YOY.	No group concern was noted at this time
	Student Group	0.4% of students in grades 7-8 considered economically disadvantaged dropped out of school as of the end of Q2 in SY23-24, which is a decrease of	No group concern was noted at this time
ELA Performance (Star, Course Marks)	Overall	43.4% of students scored Intensive Intervention on the Winter Star assessment, which is a decrease of 4.4 points YOY.	74.3% of students scored below benchmark on the Winter Star assessment.
	Overall	25.7% of students scored At/Above Benchmark on the Winter Star assessment, which is an increase of 3.3 points year over year.	No additional overall group concern was noted at this time
	Student Group	29.6% of Multi-Racial students scored At/Above Benchmark on the Winter Star Assessment, which is an increase of 11.4% YOY.	20.8% of grade 7 students scored At/Above Benchmark on the Winter Star assessment, which is the lowest among all grades.
	Student Group	23.4% of Black students scored At/Above Benchmark on the Winter Star Assessment, which is an increase of 8.0% YOY.	77.5% of students with IEPs scored Intensive Intervention on the Winter Star assessment, which is an increase of 1.4 points year over year
	Student Group	16.0% of Hispanic students scored At/Above Benchmark on the Winter Star Assessment, which is an increase of 3.9% YOY.	No student group concern was noted at this time
	Student Group	23.5% of White Students scored At/Above Benchmark on Winter Star Assessment, which is an increase of 3.5% YOY	No student group concern was noted at this time
Math Performance (Star, Course Marks)	Overall	13.4% of students scored At/Above Benchmark on the Winter Star Math Assessment, which is an increase of 3.4% points from the Fall.	37.2% of students scored Intensive Intervention on the Winter Star Assessment, which is an increase of 0.5 points year over year.
	Overall	There was a 4.8% point decline in students scoring Intensive Intervention on the Winter Star Assessment from the Fall.	86.6% of students scored below benchmark on the Winter Star Assessment.
	Student Group	There was an increase of 2.2% in Black students scoring At/Above Benchmark on the Winter Star Assessment from Fall.	10.4% of grade 8 students scored At/Above Benchmark on the Winter Star assessment, which is the lowest among all grades.
	Student Group	There was a decrease of 9.2% in Hispanic students Intensive Intervention on the Winter Star Assessment from Fall	65.8% of students with IEPs scored Intensive Intervention on the Winter Star assessment, which is an increase of 3.1% points year over year.
	Student Group	There was an increase of 1.6% in Multi-Racial students scoring At/Above Benchmark on the Winter Star Assessment from Fall	No student group concern was noted at this time
	Student Group	There was a decrease of 3.4% in White students Intensive Intervention on the Winter Star Assessment from Fall.	No student group concern was noted at this time
Climate & Culture	Overall	Our schoolwide OSS rate is 91.6% as of the end of Q2 in SY 23-24, which is an increase of 1.2 points YOY.	Our schoolwide OSS rate is 91.6% as of the end of Q2 in SY 23-24, which is 3.4 points below our 23-24 Q2 Goal Target.
	Overall	No overall group celebration was noted at this time	Our schoolwide OSS rate is 91.6% as of the end of Q2 in SY 23-24, which is 4.8 points below the SDP average, and 6.3% below our network.
	Student Group	87.5% of students with IEPs have zero out of school suspensions as of the end of Q2 in SY23-24, which is an increase of 5.1 percentage points YOY.	Through Q2, Black/African American students are disproportionately overrepresented among students who have been suspended. While they make up 23.2% of all students, they account for 42.2% of all suspensions.
	Student Group	92.3% of Hispanic Students have zero out of school suspensions as of the end of Q2 in SY23-24, which is an increase of 1.0% points YOY	93.3% of current EL students have zero out of school suspensions as of the end of Q2 in SY23-24, which is a decrease of 1.9% points YOY
	Student Group	No group celebration was noted at this time	87.5% of multi-racial students have zero out of school suspensions as of the end of Q2, which is an increase of 4.3% YOY.
Survey Data (SWBS, PSES)	Overall	86.7% of students submitted responses for 2023-24 Student Well-Being survey, which is an increase of 5.5 points YOY.	Our overall Instructional Environment Score of 6.8 on the SY22-23 Philly School Experience Survey decreased 0.4 YOY.
	Overall	Our overall Professional Capacity Score of 6 on the SY22-23 Philly School Experience Survey increased 0.1 YOY.	Our overall School Climate Score of 4.9 on the SY22-23 Philly School Experience Survey decreased 0.1 YOY.
	Overall / Student Group	Awaiting Review of Newly Released SWBS Data August 2024	Awaiting Review of Newly Released SWBS Data August 2024
	Overall / Student Group	Awaiting Review of Newly Released SWBS Data August 2024	Awaiting Review of Newly Released SWBS Data August 2024
College/Career Readiness (On-Track & Naviance)	Overall	59.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 23.1% percentage points YOY.	62% of 8th grade students are on track to meet the Future Ready Standard as of Q2, which is below PDEs standard for SY23-24.
	Overall	Our schoolwide rate of 59.5% of students on track to meet the Future Ready Standard as of Q2, exceeds the overall SDP rate of 52.6%	No additional concern was noted at this time
	Student Group	79% of 7th grade students are on track to meet the future ready standard as of Q2, which his the highest among all grades.	38.6% of grade 6 students are on track to meet the Future Ready Standard as of Q2, which is lower than the schoolwide average of 59.5%
	Student Group	54.1% of current EI students are on track to meet the Future Ready Standard as of Q2, which is an increase of 25.8% points YOY.	No additional concern was noted at this time
	Student Group	45.6% of students with IEPs are on track to meet the Future Ready Standard as of Q2, which is an increase of 15.1 percentage points YOY.	No additional concern was noted at this time

Root Cause Analysis - 5 Whys			
	ELA	Math	Student Attendance
Precise Problem Statement	On the SY23-24 Winter Star Reading Assessment, Hispanic students are disproportionately underrepresented among students who scored at/above benchmark. While they make up 38.3% of all students, they account for only 23.9% of students that scored at/above benchmark.	67.1% of students with IEPs scored Intensive Intervention on the Winter Star assessment, which is an increase of 4.4 points year over year, and significantly higher than the schoolwide average of 37.2%	65% of Current EL Hispanic and (64.2% of Hispanic students) attended school 90% of days as of the end of Q2 in SY23-24, which is a decrease of 6.4 points YOY and below the schoolwide average.
Why does this problem exist?	Only 64.2% of our Hispanic students are attending 90% of days or better compared to other race/ethnicities.	Students with IEPs and students with extensive learning gaps in math may be struggling to access the new Math Curriculum due to increased readability within the various components of the	Some families (including families new to the country) are unaware of the SDP's expectations of regular attendance. Communication may be an issue if language barriers
Why does this problem exist?	Our Hispanic EL students have an even greater disproportionality of students scoring at/above benchmark (24.7%) and 65% rate of regular attendance.	Teachers are struggling to support students with the inadequate supports provided within the curriculum.	Some families don't see the importance of regular attendance as it relates to academic performance and SEL development because a true partnership with school staff has been developed.
Why does this problem exist?	Students with excessive absences often have a student experience comprised of incomplete assignments, inadequate make up work, and difficulty navigating skills that were explicitly taught during their absences.	There is a disconnect between IEP goals and age appropriate grade level standards that are taught in Illustrative Math Curriculum	Expectations for regular attendance at school may vary across cultures.
Why does this problem exist?	There is a need for additional teacher PD to support EL and Non EL students that miss instructional time and incorporating SGI effectively.	Lack of Experienced and Highly Qualified Special Education teachers has limited the kind of support that some of our Special Education Teacher can provide regarding best practices and modifying lesson plans	There is a continued need for student and family attendance workshops supported by FACE and BCAs.
Why does this problem exist?	There is a need for additional support resources for students that miss instructional time.	There is a need for additional PD and PLCs focused on strategic differentiation for math instruction from Highly Qualified Special Education Leaders.	
Why Statements	Final Why Statement: ELA	Final Why Statement: Math	Final Why Statement: Student Attendance
	Teachers need to build capacity in analyzing formative and summative data in order to deliver whole group, small group and individualized instruction that is both standards-aligned and curriculum based and has built in supports for students with excessive absences.	There is a need to strategically utilize PLC time to build the capacity of teachers to triangulate achievement data and teacher observation data in order to provide provide all learners (including students with IEPs) with rigorous, standards aligned grade-level instruction that they can access so we can meet	Although systems are in place to support and mitigate chronic absenteeism among certain groups of students, we need to include additional components to ensure that students and families understand the ramifications of excessive absences and develop appropriate and nurturing
Budget Implications	Assistant Principals to support teacher coaching and instructional practices	Assistant Principals to support teacher coaching and instructional practices	Deans will lead/oversee the implementation of our Tier I climate efforts related to
	Released SBTLs to support teacher coaching , instructional planning and	Released SBTLs to support teacher coaching , instructional planning and	A counselor will be able to identify barriers to student attendance, support with
	Highly Qualified Special Education Teachers to provide PD around best	Highly Qualified Special Education Teachers to provide PD around best	Assistant Principals to support teacher coaching, instructional practices and
	Highly Qualified English Learner Teachers to provide PD around best practices in	Highly Qualified English Learner Teachers to provide PD around best practices in	

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	Emerging	Some instructional materials and assessments demonstrate the rigor of the PA Standards.
	2 EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging	Time for collaboration between educators is scheduled, but limited to a few educators, grade levels, or subjects. Use of collaborative planning time is not structured or 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	Emerging	Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4 EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5 EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6 EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.
	7 EP07: Collectively shape the vision for continuous improvement of teaching and learning	Emerging	The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some 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.
	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	Emerging	The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.
	12 EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Emerging	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. There is limited evidence of implementation of the schoolwide behavior plan.
	13 EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
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	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
Professional Development	16 EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17 EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	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

BUDGET PLANNING

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

Budget Item <i>(This language should match what is listed in SMS.)</i>	Rationale: How will this resource help me achieve my goals? <i>(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)</i>	Primary Essential Practice	Primary Related Goal	Cost	Funding Source	If "Split Sources" is selected, detail split here
(2) Grades 7-8 English Language Arts	If we purchase additional teachers, then we will be able to reduce class sizes and effectively implement MTSS while also allowing teachers to take part in departmental PLCs, 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. (BGs 1-3 EPs 1-5) Teachers: Glover, Fennessy	EP02	Academics	270,200	Title 1	
Grades 7-8 Social Studies	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 PLCs, 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. (BGs 1-3 EPs 1-5) split with IB budget Teacher: Smith	EP02	Academics	54,040	Title 1	
(3) School Counselor	If we purchase a counselor, then we will have a highly qualified professional who is able to identify barriers to student academic progress, support with the development of plans to overcome those barriers, and address students' individual social emotional needs to improve our schoolwide climate which will better position us to meet our Board Goals and Guardrails. Tied to Math & ELA Board Goals, Attendance Goals & Guardrail 1. (EPs 1-5, 11-13) Counselors: Felici, Schaeffer, Smalls	EP05	Academics	405,300	Title 1	
School Improvement Support Liaison (Parental Involvement)	If we purchase a SISL, then we will have a point person to oversee our attendance systems, with a particular focus on reviewing EWI attendance reports and contacting families of students with too many unexcused absences. This individual will better position us to meet our attendance goals. Supports Guardrail 1. Annie Olimpo	EP11	Student Attendance	18,775	Title 1	
School Improvement Support Liaison (Paraprofessional Secondary)	If we purchase a SISL, then we will have a point person to oversee our attendance systems, with a particular focus on reviewing EWI attendance reports and contacting families of students with too many unexcused absences. This individual will better position us to meet our attendance goals. Supports Guardrail 1. Annie Olimpo	EP11	Student Attendance	41,305	Title 1	
(2) Student Climate Staff, 6 hour	If we purchase Climate Support Staff, then we will have more individuals able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. (Guardrail 1 & EPs 11-13) Supports Guardrail 1 Staff: Branch, Allen	EP11	Climate/Culture	69,000	Title 1	
Student Climate Staff	If we purchase Climate Support Staff, then we will have more individuals able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. These individuals will better position us to meet our behavior goals. (Guardrail 1 & EPs 11-13) Vacancy	EP11	Climate/Culture	11,730	Title 1	
Materials & Supplies	If we purchase supplementary instructional materials including testing 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. BGs 1-3, EPs 1-5.	EP01	Academics	311	Title 1	
Teacher Allotment	If we provide teachers with a set amount of money to supply their classroom with supplemental materials, then they will be better prepared to deliver high quality instruction to meet students' needs and support both academic and socio-emotional success in alignment with ELA and Math Board Goals.	EP01	Academics	1080	Title 1	
Paraprofessional Allotment	If we provide paraprofessionals with a set amount of money to support their instructional practices, they will be better positioned to support our Tier II and Tier III students and help us meet our ELA and Math Board Goals.	EP01	Academics	40	Title 1	

Castor Gardens Middle School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Professional Learning Communities (PLC)
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.	7/1/2024	8/23/2024	Roster Chair	Rosters	N
Designate weekly planning time when PLC facilitators will develop PLC agendas and establish a single on-line location where agendas will be stored for PLC meetings.	7/1/2024	8/23/2024	Assistant Principal, Instructional Leadership Team	PLC Agendas, Calendar, Google Drive	N
Develop plan for school-based PD time that focuses on improving teacher practice in Differentiating for Tier 1 Instruction and Small Group Instruction as it relates to Math and ELA instruction.	7/1/2024	9/30/2024	Instructional Leadership Team	PL Calendar, SDP MTSS Academics Team	Y
SBTLs 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.	7/1/2024	6/12/2025	SBTLs	PD Calendar	Y
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities, with an initial focus on analyzing formative and summative data to create both fixed and flexible groupings.	7/1/2024	5/5/2025	Instructional Leadership Team	PLC Agendas, Calendar	N
Review lesson plans regularly with a specific focus on looking for how student data was used to support the Intellectual prep process for lesson internalization.	8/26/2024	6/12/2025	Instructional Leadership Team	Lesson Plan Template	N
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with strategies to support students with IEPs, english learners and students significantly below grade level.	8/26/2024	6/12/2025	Instructional Leadership Team	PLC Agendas, Calendar	N
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions	8/26/2024	6/12/2025	Teachers	Star Assessment	N
Consistently implement small group instruction to support targeted skill development throughout the school day	8/26/2024	6/12/2025	Teachers	Student Data, Lesson Plans	N
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing PSSA, Star and Cool Down data.	10/1/2024	5/30/2025	Instructional Leadership Team	Student Data	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Math curriculum, with a specific focus on supporting teachers with differentiating instructions for students with IEPs, multilingual learners and students with extensive learning gaps.	10/1/2024	6/12/2025	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar, Central Office and Network Coaching Staff	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on supporting teachers with differentiating instructions for students with IEPs, multilingual learners and students with extensive learning gaps.	10/1/2024	6/12/2025	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar, Central Office and Network Coaching Staff	N

Castor Gardens Middle School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:		Relationships First - Tier 2/3			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
- Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain RF practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - Stakeholders perceive the school as warm, inviting, and safe.		- During first four months of school year, every fourth week, RF Care Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle. - All Restorative Conversations (RCs,) Harm and Healing Circles (HHCs), Circles of Support and Accountability (COSAs), and Welcome Circles (WCs) are logged in a tracker and trends are reviewed monthly by the RF Care Team.			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
School leadership designates the Care Team, who is responsible for school-wide restorative progressive discipline.	8/1/2024	9/30/2024	Principal	Progress Discipline System Document	N
Care Team and other leadership team members create a classroom managed behaviors vs office referral flow chart, aligned with RF values, and the SDP Equity Framework, while incorporating Supportive Environments.	8/1/2024	9/30/2024	Principal, Assistant Principal, RF Lead	Flow Chart, SDP Equity Framework	N
Care Team and other leadership team members create a restorative progressive discipline system for classroom-managed behaviors, ensuring that Restorative Conversations (RCs) are used by all staff prior to generating an office referral	8/1/2024	9/30/2024	Principal, Assistant Principal, RF Lead	Progress Discipline System Document	N
Working with RF Coach, school leadership ensures that all staff members are fully trained in RCs	8/1/2024	9/30/2024	Principal, Assistant Principal, RF Lead	RF Coach	Y
Tier 2/3 MTSS team identifies several members who will respond to Care Calls. These individuals will establish a schedule for responding to Care Calls.	8/1/2024	9/30/2024	RF Lead, RF Coach	Tier 2/3 MTSS Guidelines	N
Regularly scheduled (at minimum monthly) problem solving team meetings/ MTSS meetings are held to review student attendance data and identify celebrations and concerns	8/20/2024	6/12/2025	School Improvement Support Liaison, Counselor, MTSS/ Attendance Team	Action Planning for Attendance Challenges Qlik, Schoolnet, SIS	N
Root cause analysis and qualitative data is utilized to identify and understand root cause(s) of absenteeism/barrier(s) to attendance for students	8/20/2024	6/12/2025	School Improvement Support Liaison, Counselor, MTSS/ Attendance Team	Action Planning for Attendance Challenges Qlik, Schoolnet, SIS	N
Communicate and emphasize the importance of attendance as it relates to student achievement and concerns about absenteeism, including through early, personalized outreach (e.g. Posters, Handouts, Social Media, Back to School Night Presentations, Community Meetings, Report Card Conferences, Daily Phone Calls, Messaging throughout school year)	8/26/2024	6/12/2025	School Improvement Support Liaison, Counselor, MTSS/ Attendance Team	Office of Attendance and Truancy Resources	N
Establish system to recognize both good and improved student attendance	8/26/2024	6/12/2025	School Improvement Support Liaison, Counselor, MTSS/ Attendance Team	Office of Attendance and Truancy Resources	N
Leadership works with RF Coach to train care team in RCs and the care call process	9/15/2024	10/31/2024	Principal, Assistant Principal, RF Lead, RF Coach	RF Coach, PD Calendar	Y
Leadership works with RF coach to train the care team in Harm and Healing Circles (HHCs), Circles of Support and Accountability (COSAs), and Welcome Circles (WCs).	9/15/2024	12/31/2024	Principal, Assistant Principal, RF Lead, RF Coach	RF Coach, PD Calendar	Y
Care Call responders delineate which members will be responsible for specific strategies (HHC, COSA, WC)	9/15/2024	12/31/2024	Care Call Responder Team members	Flow Chart, SDP Equity Framework, Progress Discipline System Document	N
RF Coach trains Care Call responders in other restorative alternatives to suspension, aimed at (1) teaching the student an important lesson, and/or (2) beautifying the school, and/or (3) restoring harm that the student caused.	9/15/2024	12/31/2024	RF Lead, RF Coach	RF Coach, PD Calendar	Y
Once trained, Care Call Team is utilized in trained methods (HHC, COSA, WC) as alternative to suspension.	1/1/2025	6/12/2025	Care Call Responder Team members	Tracker	N
RF lead and RF coach work with the Care Team to review qualitative and quantitative data sources as well as information from debrief circles, conversations, and participation with care call/intervention providers to access the quality of interventions and plan for new interventions	1/1/2025	6/12/2025	RF Lead, RF Coach	Tracker, SIS, Qlik	N

Castor Gardens Middle School [8120] 2024-2025 School Plan

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 35.92% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least ___% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least ___% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least ___% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least ___% 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:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 17.14% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least ___% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least ___% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least ___% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least ___% 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:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 73.80% of all students will attend school 90% of days or more	At least ___% of all students will attend school 90% of days or more in Q1.	At least ___% of all students will attend school 90% of days or more in Q2.	At least ___% of all students will attend school 90% of days or more in Q3.	At least ___% of all students will attend school 90% of days or more in Q4.
			Actual Performance				
			Met Target?				
GOAL:	Suspension	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 73.70% of students will have zero out-of-school suspensions	At least ___% of students will have zero out-of-school suspensions in Q1.	At least ___% of students will have zero out-of-school suspensions in Q2.	At least ___% of students will have zero out-of-school suspensions in Q3.	At least ___% of students will have zero out-of-school suspensions in Q4.
			Actual Performance				
			Met Target?				
GOAL:	Teacher Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 80.0% of teachers will attend 90% or more work days.	At least ___% of teachers will attend 90% or more work days through Q1	At least ___% of teachers will attend 90% or more work days through Q2	At least ___% of teachers will attend 90% or more work days through Q3	At least ___% of teachers will attend 90% or more work days through Q4
			Actual Performance				
			Met Target?				
GOAL:	Dropouts	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			No more than 9 students in grades 7-8 will drop out of school.	No more than ___ students in grades 7-8 will drop out of school through Q1	No more than ___ students in grades 7-8 will drop out of school through Q2	No more than ___ students in grades 7-8 will drop out of school through Q3	No more than ___ students in grades 7-8 will drop out of school through Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			No more than 23.7% of grade 6-8 students will score below basic on the ELA PSSA.	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year reading assessment in Q1	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year reading assessment in Q2	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year reading assessment in Q3	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			No more than 61.4% of grade 6-8 students will score below basic on the Math PSSA.	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year math assessment in Q1	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year math assessment in Q2	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year math assessment in Q3	No more than ___% students in grades 6-8 will score Intensive Intervention on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				