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

School Grade Span	09-12
ULCS Code	5150
Name of School	William W. Bodine High School
Neighborhood Network	Network 1
Assistant Superintendent	Ted Domers
ESSA Federal Designation	Non-Designated
Admission Type	Special Admit
Equity Network Cohort	
Principal Name	Michele Wilson-Dawson
Years as Principal	3
Years as Principal at this School	3

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Michele Wilson-Dawson	SDP	micwilson@philasd.org
Additional Leadership Team Representative	Carlos Dos Santos	SDP	cdosantos@philasd.org
Math Content Specialist/Teacher Leader	Robin Mixon	SDP	rdmixon@philasd.org
Literacy Content Specialist/Teacher Leader	Stephen Quaranta	SDP	squaranta@philasd.org
Science Content Specialist/Teacher Leader	Dr. David Bungard	SDP	Dr. David Bungard
School-based Climate Representative	Dr. Pamela Gray	SDP	pagray@philasd.org
Parent	Angelica Auguirre	SAC President	angelicaauguirre@gmail.com
Community member	N/A	N/A	N/A
Business partner (other than parent or community member)	Brett Jones	WAC	ktrapp@wacphil.org
Student (required for High Schools)	Ricardo Augirre	SDP	7768633@philasd.org
Planning and Evidence-based Support (PESO) member	Cari Cantor	SDP	ccantor@philasd.org
Special Education Case Manager	Joy Harris	SDP	jharris@philasd.org
Network Attendance Coach	Katie Rendon	SDP	karendon@philasd.org
Network Culture and Climate Coach	Stephanie Overton	SDP	soverton@philasd.org
Grants Compliance Monitor	Stephen Schaffer	SDP	schaffer@philasd.org
Central Office Talent Partner	Andi Starks	SDP	astarks@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Nurren Ignacio	SDP	nsheikh@philasd.org
Prevention and Intervention Liaison	Jami Williams	SDP	jwilliams@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	TBD	SDP	TBD
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Anthony Copone	SDP	acopone@philasd.org
EL Point Person	Racheal Carnevale	SDP	rcarnevale@philasd.org
Star Champion	Joy Harris	SDP	jharris@philasd.org
Technology Lead	Jeff Kolman	SDP	jkolman@philasd.org
Assessment Coordinator	Joy Harris	SDP	jharris@philasd.org
Equity Lead			

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 the William W. Bodine High School for International Affairs is to provide our students with a comprehensive educational experience that expands students' interests in inclusive safe spaces to include global issues and prepares them for a lifetime of achievement and participation in the local, national and global communities.

William W. Bodine High School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Common Planning Time (Tier I Academics)

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Policies and structures allow educators both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff. Policies and structures support regular collaborative instructional planning between general and special educators, related service providers and paraprofessionals. School and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas. Teacher teams regularly evaluate the impact of classroom instruction on student learning. Staff implement a cycle of of learning that includes (a) establishing student learning goals, (b) collaboratively planning and refining grade-level, standards-aligned lessons and/or assessments that are horizontally and vertically aligned, (c) data and student work analysis, (d) reflection on their impact on student learning and the sharing of instructional best practices. Common Planning Time buy-in is enhanced through ongoing PD that increases teachers' capacities to plan and teach their content effectively, and through the identification of data sources (i.e. universal screeners) that support teachers' instructional planning	Common Planning Time will monitored through periodic review of lessons, agendas and data protocols by leadership. Additionally, observations of Common Planning Time will be conducted by school and network administration, as well as translation into practice in classrooms.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	Indicators	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Create school wide schedules for Common Planning Time that intentionally allow teachers to come together for focused collaboration around common topics, and include multiple perspectives from experts, including Special Educators and ESOL teachers.	5/1/2022	8/19/2022	Principal and Roster Chair	Master schedule, calendar to deliniate topics to be covered over a period of time; SDP calendar with assessment, PD, interim & report card dates to plan CPT sessions strategically	Teacher rosters include built-in time for CPT 45-60 minutes of weekly Common Planning Time will be built into all teachers' calendars				
Instructional Leadership Team meets quarterly to discuss CPT priorities with careful consideration of the CPT phases (Understand, Plan, Reflect)	9/1/2022	6/14/2023	Principal	ILT Meeting Agendas, Tier 1 academic data, precise problem statements, CPT toolkit, SDP Curriculum guides, LN1 instructional priority relevant resources	Rolling ILT Meeting Schedule/Agenda Current Tier One academic data (Star Screener data, formative assessment trackers, etc) Precise problem statements from Tier One MTSS Meetings				
Include an Instructional Leadership team member(s) in MTSS Tier 1 team and consider how the meetings inform upcoming Common Planning Time topics and agendas	9/1/2022	6/14/2023	Principal	Tier 1 academic data	Representative(s) guide reviews of Tier 1 instruction data lens, and help identify strategies for strengthening implementation as needed Representative(s) share initiatives and interventions, report on progress of initiatives and interventions, offer support as desired, and seek support as needed				
Create clear agendas for sessions and calendars for Common Planning Time cycles that account for an intentional focus on how the team will move through the phases: Understand, Plan, and Reflect	9/1/2022	6/14/2023	Principal and Department Leads	agendas, presentations, CPT toolkit & protocols	Agendas or session presentations with links to key SDP resources SDP Common Planning Time Toolkit Protocols				
Administration creates time in the schedule for CPT facilitators to plan for weekly CPT sessions	9/1/2022	6/14/2023	Principal	agendas, presentations, CPT toolkit & protocols, CPT Calendar	Facilitators rosters' include built-in time for CPT planning Agendas or session presentations with links to key SDP resources				
Plan and deliver sessions that rely on guidance from SDP Common Planning Time Toolkit, PLCycles, Frameworks, and units so that teachers are able to apply and practice what they learn using these resources	9/1/2022	6/14/2023	Department Leads	agendas, presentations, CPT toolkit & protocols	Agendas or session presentations with links to key SDP resources				
Intentionally select/utilize probes and prompts from SDP protocols that push teacher thinking and create authentic opportunities for teacher-led best practice sharing and collaboration	9/1/2022	6/14/2023	Department Leads	CPT toolkit & protocols	SDP Common Planning Time Toolkit Protocols				
Prioritize session structures that focus on teachers collaborating through conversation, and create flexible ways to capture salient ideas using note catchers or similar platforms so teachers can focus on sharing ideas and learning from one another rather than on completing a form or template	9/1/2022	6/14/2023	Department Leads	agendas, presentations, CPT toolkit & protocols	Rolling CPT Agenda Session Presentation				
Center discussions on equitable access to Tier 1 instruction that considers both grade-level mastery and appropriate scaffolds. Consider individual and/or group student needs and create access as opposed to considering remediation opportunities	9/1/2022	6/14/2023	Department Leads	agendas, presentations, CPT toolkit & protocols	Rolling CPT Agenda Session Presentation Completed Student Work Analysis Protocols Completed Student Data Analysis Protocols				
Use current formative data from SDP-provided resources (ie: Star data, pre- and post-unit assessments from SDP curriculum units, authentic performance tasks) to drive discussions about scaffolds and access, and to inform teacher-identified next steps for Tier One instruction	9/1/2022	6/14/2023	Department Leads	agendas, presentations, CPT toolkit & protocols	Completed Student Work Analysis Protocols Completed Student Data Analysis Protocols				
Create systems 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	9/1/2022	6/14/2023	Department Leads	agendas, presentations, CPT toolkit & protocols	Rolling CPT Agenda Session Presentation				
Create systems to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles	9/1/2022	6/14/2023	Department Leads	agendas, coaching logs	Rolling CPT Agenda Coaching Logs				

William W. Bodine High School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:								
Relationships First (Tier I Climate Framework)								

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation							
Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Stakeholders collaboratively develop, publicize, and model codes of conduct that support a positive and sustained school climate. Policies, mission, and vision statements that promote social, emotional, ethical, and civic, as well as intellectual, skills and dispositions are developed and institutionalized.	Evaluation will occur at trainings to monitor whether they need to be modified and revised. The Relationships First approach will be monitored through the RF team meetings and feedback from implementation. The RF coach will monitor and support the approach at least quarterly.							

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	Indicators	PD Step?	Implementation Progress Rating (Q1)	Implementation Progress Rating (Q2)	Notes & Evidence
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework	5/1/2022	6/14/2022	RF coach	1 hour with leadership	There is a scheduled time to conduct a 1-hour overview for the school leadership team (can be live or virtual).				
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	5/1/2022	6/14/2022	Admin		Each classroom has a weekly day and time to conduct CBC High schools only: every student has a 45 minute advisory period every day				
Incorporate Student Well-Being Survey during community meetings and circles.	9/1/2022	6/14/2023	Careteam	CBC planning meeting	A school-based individual is designated as the Student Well-being Survey point person to coordinate and oversee systems for administration, participation and survey data analysis. Student Well-being Survey is administered monthly during Community Meeting (takes 5 minutes) Staff review and reflect on Student Well-Being Survey data. The equity indicators on the survey are reviewed to assess students' progress on equity knowledge, skills and mindsets and to plan accordingly				
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	8/1/2022	8/26/2022	Careteam	Progressive restorative discipline planning meeting	Progressive discipline policy is revised to reflect restorative interventions as first response to disciplinary concerns				
Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	6/20/2022	8/19/2022	Admin with RF coach	Summer PD up to 30 hours paid per school	RF team includes leadership team, climate designee, attendance designee, teachers, and other school staff, as well as student leaders and parents Attendees complete training evaluations and demonstrate an understanding of how Community-Building Circles and Restorative Conversations advance SEL & equity knowledge, skills & mindsets				
Include Relationships First team members in MTSS Tier 1 team	9/1/2022	6/14/2023	Admin	Designation meeting	RF team members guide reviews of Tier 1 climate data from a restorative justice lens, and help identify strategies for strengthening RF implementation as needed				
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC)	8/23/2022	6/14/2023	Careteam	2-hour PD with full staff	There is a scheduled time to train school staff on RF Tier 1 CBC & RC Attendees complete training evaluations and demonstrate an understanding of how Community-Building Circles and Restorative Conversations advance SEL & equity knowledge, skills & mindsets				
Identify & Train Youth Leaders in CBC	10/1/2022	6/14/2023	Careteam	ongoing development with youth	There is a designated time to train youth leaders, approximately 2 hours Attendees complete training evaluations and demonstrate an understanding of how CBCs & RCs advances SEL and equity knowledge, skills & mindsets				
Make a plan for ongoing support and coaching	8/1/2022	8/19/2022	Careteam	Planning meeting	District level and school-level support is outlined and agreed upon by principal, RF Tier 1 team and RF coaches				
Implement CBC in every classroom or advisory for 45 minutes every week	9/1/2022	6/14/2023	Careteam	One 45 min unbroken block of time per classroom for CBC & push-in supports from Careteam	Both teachers and youth leaders plan and facilitate CBCs. Topics and themes include DEI knowledge, skills, and mindsets.				
Train staff on RJ equity to liberation module 1	1/1/2023	3/31/2023	RFcoach	2 - 4 hours designed for CBC with full staff	There is designated time for Equity training, approximately 2 hours Attendees complete training evaluations and demonstrate an understanding of how RJ Equity to Liberation advances SEL and equity knowledge, skills & mindsets				

GOAL:	Board Goal 4: Lit	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 85% of students will score proficient/advanced on the Literature Keystone by 11th grade	At least 85% of students in grades 9-11 participate on the Star Reading and 38% will score at or above grade-level in Q1	At least 85% of students in grades 9-11 participate on the Star Reading and 41% will score at or above grade-level in Q2	At least 85% of students in grades 9-11 participate on the Star Reading and 44% will score at or above grade-level in Q3	At least 85% of students in grades 9-11 participate on the Star Reading and 50% will score at or above grade-level in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 4: Alg	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 68% of students will score proficient/advanced on the Algebra Keystone by 11th grade	At least 85% of students in grades 9-11 participate on the Star Math and 35% will score at or above grade-level in Q1	At least 85% of students in grades 9-11 participate on the Star Math and 38% will score at or above grade-level in Q2	At least 85% of students in grades 9-11 participate on the Star Math and 41% will score at or above grade-level in Q3	At least 85% of students in grades 9-11 participate on the Star Math and 45% will score at or above grade-level in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 4: Bio	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 60% of students will score proficient/advanced on the Biology Keystone by 11th grade	At least 74% students in enrolled in Biology will earn and A or B in Q1	At least 74% students in enrolled in Biology will earn and A or B in Q2	At least 76% students in enrolled in Biology will earn and A or B in Q3	At least 78% students in enrolled in Biology will earn and A or B in Q4
			Actual Performance				
			Met Target?				

GOAL:	Graduation	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99% of students will graduate with their 4-year cohort	At least 82% of first-time 9th grade students and 74% of 12th grade students will be on-track for graduation in Q1	At least 82% of first-time 9th grade students and 75% of 12th grade students will be on-track for graduation in Q2	At least 84% of first-time 9th grade students and 77% of 12th grade students will be on-track for graduation in Q3	At least 90% of first-time 9th grade students and 90% of 12th grade students will be on-track for graduation in Q4
			Actual Performance				
			Met Target?				

GOAL:	95%+ Attendance	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 62% of all students will attend school 95% of days or more	At least 78% of all students will attend school 95% of days or more in Q1	At least 74% of all students will attend school 95% of days or more in Q2	At least 70% of all students will attend school 95% of days or more in Q3	At least 62% of all students will attend school 95% 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
			Actual Performance				
			Met Target?				

GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			Actual Performance				
			Met Target?				

GOAL:	(select goal type)	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			Actual Performance				
			Met Target?				