**Adaire Alexander Sch**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Adaire Alexander Sch | | 126515001 |
| **Address 1** | | |
| 1300 E Palmer St | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19125 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr Tony B Watlington Sr | | superintendent@philasd.org |
| **Principal Name** | | |
| Anna Jenkins | | |
| **Principal Email** | | |
| ajenkins@philasd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 215-400-7480 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Eshe Price | | eprice@philasd.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Justin Frangipani | Other | Adaire | jfrangipani@philasd.org |
| Anna Jenkins | Principal | Adaire | ajenkins@philasd.org |
| Tiffany Choi | Teacher | Adaire | tchoi@philasd.org |
| Eshe Price | District Level Leaders | SDP | eprice@philasd.org |
| Dr. Tony Watlington | Chief School Administrator | SDP | superintendent@philasd.org |
| Christina McGinniss | Teacher | Adaire | cmdimter@philasd.org |
| Rachel Geller | Teacher | Adaire | rworkman@philasd.org |
| Elizabeth Hailu | Education Specialist | Adaire | ejsorkness@philasd.org |
| Carey Rhodes | Community Member | Adaire | careyquinton@gmail.com |
| Shana Dodge | Parent | Adaire | Shanago@gmail.com |
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# Vision for Learning

**Vision for Learning**

The vision of Adaire is to provide the opportunity for every child to be successful academically and socially.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **True** 3 | **True** 4 | **True** 5 | **True** 6 |
| **True** 7 | **True** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature | 71.2% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |
| Proficient or Advanced on Pennsylvania State Assessments - Math | 48.9% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |
| Proficient or Advanced on Pennsylvania State Assessments - Science | 72.4% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |
| Regular Attendance | 88.0% of students regularly attended school for the 2020-21 school year, which is an increase in performance from the previous year. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Meeting Annual Academic Growth Expectations (PVAAS) - Science | Our school earned an academic growth score of 65.5 for Science for the 2022-23 school year. |
| Career Standards Benchmark | 91.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target. |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  56.6% of economically disadvantaged students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments - Math  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  23.2% of economically disadvantaged students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  Only 31.4% of students with disabilities scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year. |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| 71.2% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |
| 56.6% of economically disadvantaged students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. |
| 88.0% of students regularly attended school for the 2020-21 school year, which is an increase in performance from the previous year. |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| Only 31.4% of students with disabilities scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year. |
| Our school earned an academic growth score of 65.5 for Science for the 2022-23 school year. |
| 91.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star Assessment - Reading - 2023-24 - Winter | On Star Reading, the schoolwide fall to winter SGP is 62, which is considered high growth. |
| Star Assessment - Reading - 2023-24 - Winter | On Star Reading, the percentage of students scoring in the at/above benchmark category from 61.4% in the fall to 73% in the winter. |
| Star Assessment - Reading - 2023-24 - Winter | On Star Reading, the percentage of students in intensive and strategic interventions combined is 18.9% in the winter. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| On Star Reading, the schoolwide fall to winter SGP is 62 which is considered high growth. |
| On Star Reading, the percentage of students scoring in the at/above benchmark category from 61.4% in the fall to 73% in the winter. |

### Challenges

|  |
| --- |
| On Star Reading, the percentage of students in intensive and strategic interventions combined is 18.9% in the winter. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star Assessment - Math - 2023-24 - Winter | On Star Math, the percentage of students scoring in the at/above benchmark category increased from 33.6% in the fall to 46.7% in the winter. |
| Star Assessment - Math - 2023-24 - Winter | On Star Math, the schoolwide fall to winter SGP is 52 which is typical growth. |
| Star Assessment - Math - 2023-24 - Winter | On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased by only 1.4 (2 students) percentage points from fall to winter. |

## Mathematics Summary

### Strengths

|  |
| --- |
| On Star Math, the percentage of students scoring in the at/above benchmark category increased from 33.6% in the fall to 46.7% in the winter. |
| On Star Math, the schoolwide fall to winter SGP is 52 which is typical growth. |

### Challenges

|  |
| --- |
| On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased by only 1.4 (2 students) percentage points from fall to winter. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks - Science | 92% of students earned As or Bs in Science through Q4 of the 2023-24 school year. |
| Course Marks - Science | 0.7% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| 92% of students earned As or Bs in Science through Q4 of the 2023-24 school year. |

### Challenges

|  |
| --- |
| 0.7% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Standards Benchmark | 91.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year. |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**False** Health, Safety, and Physical Education Omit

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Student Well-Being Survey | In Q2, 7th-grade students have the lowest relationship scores in peer relationships at 66.9% on the SWBS in window 2. |
| Student Well-Being Survey | The percentage of students who participated in the SWBS decreased by 12.5 percentage points in Q2. |

## Social Studies (Civics and Government, Economics, Geography, History)

**False** Social Studies (Civics and Government, Economics, Geography, History) Omit

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks - Social Studies | 91.7% of students earned As or Bs in Social Studies through Q3 of the 2023-24 school year. |
| Course Marks - Social Studies | 0.7% of students earned Ds or Fs in Social Studies through Q3 of the 2023-24 school year. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| 91.7% of students earned As or Bs in Social Studies through Q3 of the 2023-24 school year. |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| 0.7% of students earned Ds or Fs in Social Studies through Q3 of the 2023-24 school year. |
| In Q2, 7th-grade students have the lowest relationship scores in peer relationships at 66.9% on the SWBS. |
| The percentage of students who participated in the SWBS decreased by 12.5 percentage points in Q2. |
| 91.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year. |

# Equity Considerations

## English Learners

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Star Assessment - Math - 2023-24 - Winter | On Star Math, the percentage of current EL scoring in the at/above benchmark category increased from 16.7% in the fall to 60% in the winter. |
|  |  |
|  |  |

## Students with Disabilities

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Climate & Culture | Through February 16, students with IEPs represent 12% of the student population but 24% of ODR. This is one student with repeated offenses. |
| Star Assessment - Math - 2023-24 | On Star Math, 36.6% of students with IEPs scored in the intensive intervention benchmark category. |
|  |  |

## Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Star Assessment - Math - 2023-24 | On Star Math, disproportionality exists with economically disadvantaged students which represent 38.9% of the student population, but only 23.7% scored at/above, for a difference of 15.2 |
| Star Assessment - Reading - 2023-24 | On Star Reading, disproportionality exists with economically disadvantaged students who represent 38.0% of the student population, but only 27.9% scored in the at/above benchmark category, for a difference of 10.17. |
|  |  |

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Black | On Star Math, Black/African American students have one of the highest fall to winter median SGPs is 74. |
| Black | On Star Reading, Black/African American students have a high growth SGP at 75. |
| White |  |
| Hispanic | Only 26.7% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is flat year-over-year. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| On Star Reading, Black/African American students have a high growth SGP at 75. |
| On Star Math, Black/African American students have one of the highest fall to winter median SGPs is 74. |
| On Star Math, the percentage of current EL scoring in the at/above benchmark category increased from 16.7% in the fall to 60% in the winter. |
| 56.4% of White students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.8 points year-over-year. |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| On Star Math, disproportionality exists with economically disadvantaged students which represent 38.9% of the student population, but only 23.7% scored at/above, for a difference of 15.2. |
| On Star Math, 36.6% of students with IEPs scored in the intensive intervention benchmark category. |
| Through February 16, students with IEPs represent 12% of the student population but 24% of ODR. This is one student with repeated offenses. |
| On Star Reading, disproportionality exists with economically disadvantaged students who represent 38.0% of the student population, but only 27.9% scored in the at/above benchmark category, for a difference of 10.17. |
| Only 26.7% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is flat year-over-year. |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Exemplary |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Exemplary |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Exemplary |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Operational |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Identify and address individual student learning needs |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| 71.2% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. | False |
| 56.6% of economically disadvantaged students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year. | False |
| 88.0% of students regularly attended school for the 2020-21 school year, which is an increase in performance from the previous year. | False |
| On Star Reading, the schoolwide fall to winter SGP is 62 which is considered high growth. | False |
| On Star Reading, the percentage of students scoring in the at/above benchmark category from 61.4% in the fall to 73% in the winter. | False |
| On Star Math, the percentage of students scoring in the at/above benchmark category increased from 33.6% in the fall to 46.7% in the winter. | False |
| 56.4% of White students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.8 points year-over-year. | False |
| On Star Math, the schoolwide fall to winter SGP is 52 which is typical growth. | False |
| 92% of students earned As or Bs in Science through Q4 of the 2023-24 school year. | False |
| On Star Reading, Black/African American students have a high growth SGP at 75. | False |
| On Star Math, Black/African American students have one of the highest fall to winter median SGPs is 74. | False |
| Foster a culture of high expectations for success for all students, educators, families, and community members | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | False |
| 88.0% of students regularly attended school for the 2020-21 school year, which is an increase in performance from the previous year. | False |
| 91.7% of students earned As or Bs in Social Studies through Q3 of the 2023-24 school year. | False |
| On Star Math, the percentage of current EL scoring in the at/above benchmark category increased from 16.7% in the fall to 60% in the winter. | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Only 31.4% of students with disabilities scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year. | False |
| Our school earned an academic growth score of 65.5 for Science for the 2022-23 school year. | False |
| 91.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target. | False |
| On Star Reading, the percentage of students in intensive and strategic interventions combined is 18.9% in the winter. | False |
| On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased by only 1.4 (2 students) percentage points from fall to winter. | True |
| 0.7% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year. | False |
| Only 26.7% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is flat year-over-year. | False |
| In Q2, 7th-grade students have the lowest relationship scores in peer relationships at 66.9% on the SWBS. | False |
| The percentage of students who participated in the SWBS decreased by 12.5 percentage points in Q2. | False |
| On Star Math, disproportionality exists with economically disadvantaged students which represent 38.9% of the student population, but only 23.7% scored at/above, for a difference of 15.2. | False |
| On Star Math, 36.6% of students with IEPs scored in the intensive intervention benchmark category. | False |
| Through February 16, students with IEPs represent 12% of the student population but 24% of ODR. This is one student with repeated offenses. | True |
| Identify and address individual student learning needs | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. | False |
| On Star Reading, disproportionality exists with economically disadvantaged students who represent 38.0% of the student population, but only 27.9% scored in the at/above benchmark category, for a difference of 10.17. | True |
| 0.7% of students earned Ds or Fs in Social Studies through Q3 of the 2023-24 school year. | False |
| 91.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year. | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased by only 1.4 (2 students) percentage points from fall to winter. | As teachers took on the new IM curriculum, they've struggled to prioritize SGI; thus, students need intensive instruction to address their skill gaps. | True |
| Through February 16, students with IEPs represent 12% of the student population but 24% of ODR. This is one student with repeated offenses. | This is the first implementation year of PBIS at Adaire, therefore, there is a need for norming around inputting minors and majors into SIS. | True |
| On Star Reading, disproportionality exists with economically disadvantaged students who represent 38.0% of the student population, but only 27.9% scored in the at/above benchmark category, for a difference of 10.17. | Students are struggling due to a need for small group reading instruction to individualize student learning and there are limited opportunities for professional development. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Leveraging a culture of high expectations for success for all will engage all stakeholders and facilitate a shared responsibility for student success. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If we identify and address the individual student learning needs, then we can address skill gaps in math. |
|  | If we implement an evidence-based system of schoolwide positive behavior interventions and supports, then we norm around discipline practices. |
|  | If we identify and address the individual student learning needs, then we can address skill gaps in reading. |

# Goal Setting

## Priority: If we identify and address the individual student learning needs, then we can address skill gaps in math.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 51.14% of grade 3-8 students will score proficient/advanced on the Math PSSA. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math (Gr. 3-8) | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 51.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment. | At least 51.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment. | No data - trimester assessment calendar | At least 51.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment. |

## Priority: If we implement an evidence-based system of schoolwide positive behavior interventions and supports, then we norm around discipline practices.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| School climate and culture | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 100.00% of students will have zero out-of-school suspensions | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Zero Out of School Suspensions | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 100.00%% of students will have zero out-of-school suspensions | At least 100.00%% of students will have zero out-of-school suspensions | At least 100.00%% of students will have zero out-of-school suspensions | At least 100.00%% of students will have zero out-of-school suspensions |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 91.90% of all students will attend school 90% of days or more | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 90%+ Attendance | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 98% of all students will attend school 90% of days or more | At least 96% of all students will attend school 90% of days or more | At least 95% 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 |

## Priority: If we identify and address the individual student learning needs, then we can address skill gaps in reading.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 72.88% of grade 3-8 students will score proficient/advanced on the ELA PSSA | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA (Gr. 3-8) | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 72.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment. | At least 72.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment. | No data - trimester assessment calendar | At least 72.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Early Literacy | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 85.05% of grade 3 students will score proficient/advanced on the ELA PSSA | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA (Gr. K-3) | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 85.05% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment. | At least 85.05% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment. | No data - trimester assessment calendar | At least 85.05% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Math (Gr. 3-8) | Zero Out of School Suspensions |
| 90%+ Attendance | ELA (Gr. 3-8) |
| ELA (Gr. K-3) |

## Action Plan For: PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 91.90% of all students will attend school 90% of days or more * At least 100.00% of students will have zero out-of-school suspensions | | | |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads | | 2024-07-01 | 2024-08-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | CR-PBIS/TIPS Team Member Roles & Responsibilities | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings. | | 2024-07-01 | 2024-08-20 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Rolling Agenda, Calendar, Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS | | 2024-08-26 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school | | 2024-08-26 | 2024-09-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Roster and implement Daily Community Meetings (at least 90 minutes a week) | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Rosters, CR-PBIS/SEL Teaching Guides. CM App | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Document ALL referrals (Major & Minor) into SIS only | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers/Staff | SIS | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed) | | 2024-10-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin. / CR-PBIS Team | Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise-to-correction ratios, (2) clear routines/procedures, and (3) use of an acknowledgement system. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administrative Team | Observation Calendar, Danielson Framework (Domain 2) | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, and (3) actively participating in the student acknowledgement system, (4) Restorative Practices | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Student Climate Staff | CR-PBIS Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete the end-of-year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk | | 2025-03-01 | 2025-03-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team, CR-PBIS Coach | Tiered Fidelity Inventory | No |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| - Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe. | - Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establisj a plan and monitor progress. - Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team. - Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated. |

## Action Plan For: Engaging instructional teams in developing ELA and Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 51.14% of grade 3-8 students will score proficient/advanced on the Math PSSA. * At least 85.05% of grade 3 students will score proficient/advanced on the ELA PSSA * At least 72.88% of grade 3-8 students will score proficient/advanced on the ELA PSSA | | | |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Align the school's schedule to expectations for Math instructional minutes as stated in the ELA and Mathematics Instructional Guides. | | 2024-07-01 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | ELA Instructional Guide, Mathematics Instructional Guide, Master Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate, when not in conflict with new reading curriculum PD for self-contained teachers in grades k-2. | | 2024-07-01 | 2025-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | PL Calendar | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop plan for school-based PD time that focuses on improving teacher practice in differentiation and small group instruction, as it relates to ELA and Math instruction. | | 2024-07-01 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | PL Calendar | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals. | | 2024-08-26 | 2024-11-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Mathematics Instructional Guide | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies. | | 2024-08-26 | 2024-03-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Mathematics Instructional Guide | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA and Math content-specific pedagogy in 8-10 week cycles. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Schedule, Coaching Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize SDP coaching and feedback model to deliver structured support | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal and SBTL | Coaching Logs | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Observation Schedule, Implementation Support Guidance Document | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer Star Assessment during district windows and analyze data to support progress monitoring decisions | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Star Assesments | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| 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, with a specific focus on accelerating learning through individual feedback and/or small group instruction. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal and SBTL | Mathematics Instructional Guide, PLC Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal and SBTL | ELA Instructional Guide, Mathematics Instructional Guide, PLC Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Benchmark Assessmentes, Star, Online Adaptive Programs, Student Work | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Consistently implement small group instruction to support targeted skill development throughout the school day | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Student Data, Lesson Plans | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement benchmark assessments tied to ELA and Math Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Benchmark Assessments | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| 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. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Data, Student Data, PLC Agendas, PD Calendar | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA and Math curricula, with a specific focus on small group instruction | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Data, Student Data, PLC Agendas, PD Calendar | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| - Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school. | - Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - After each unit, students will be assessed using benchmark tests. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule. |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 * Engaging instructional teams in developing ELA and Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 | Federally Funded Regular Programs - Supplies | 2684 |
| Instruction | * PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 * Engaging instructional teams in developing ELA and Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 | Federally Funded Regular Programs - Salaries | 79388.45 |
| Instruction | * PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 * Engaging instructional teams in developing ELA and Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 | Federally Funded Regular Programs - Benefits | 50543.55 |
|  |  |  |  |
| Total Expenditures | | | | 132616 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 | Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS |
| Engaging instructional teams in developing ELA and Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 | Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate, when not in conflict with new reading curriculum PD for self-contained teachers in grades k-2. |
| Engaging instructional teams in developing ELA and Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 | Develop plan for school-based PD time that focuses on improving teacher practice in differentiation and small group instruction, as it relates to ELA and Math instruction. |

## PBIS (CURRENT SCHOOLS)

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS | | |
| **Audience** | | |
| All Staff | | |
| **Topics to be Included** | | |
| Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual | | |
| **Evidence of Learning** | | |
| PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| PBIS Team | 2024-08-20 | 2025-06-12 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## PBIS (CURRENT SCHOOLS)

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Math Framework

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate, when not in conflict with new reading curriculum PD for self-contained teachers in grades k-2. * Develop plan for school-based PD time that focuses on improving teacher practice in differentiation and small group instruction, as it relates to ELA and Math instruction. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Math Framework

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate, when not in conflict with new reading curriculum PD for self-contained teachers in grades k-2. * Develop plan for school-based PD time that focuses on improving teacher practice in differentiation and small group instruction, as it relates to ELA and Math instruction. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Anna Jenkins | 2024-12-20 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |