

Lawton Henry W Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Lawton Henry W Sch		126515001
Address 1		
6101 Jackson Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19135
Chief School Administrator		Chief School Administrator Email
Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Arnetta Imes		
Principal Email		
aimes@philasd.org		
Principal Phone Number		Principal Extension
215-400-3340		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Eshe Price		eprice@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Arnetta Imes	Principal	Lawton	aimes@philasd.org
Erin Snee	Other	Lawton	ejmcintyre@philasd.org
Sherri Wood	Teacher	Lawton	skanfer@philasd.org
Leanora Bagnell	Teacher	Lawton	lbagnell@philasd.org
Deidre McFarlane	Teacher	Lawton	dmcfarlane@philasd.org
Amanda Cohen	Teacher	Lawton	abcohen@philasd.org
Arnetha Bell	Other	Lawton	abell@philasd.org
Lavina Gioia	Parent	Lawton Parent	gioialavina1@gmail.com
Giants Food Market/Eagles	Community Member	Giants Food Market/Eagles	cpennacchia@eagles.nfl.com
Dr. Eshe Price	District Level Leaders	School District of Philadelphia	eprice@philasd.org
Dr. Tony Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org

Vision for Learning

Vision for Learning

We are committed to create a safe and nurturing learning environment. Students will achieve academic excellence, positive self-awareness, and social responsibility through exemplary teaching with differentiated and data driven instruction.

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	False 6
False 7	False 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 - Math	15.3% 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.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	22.6% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year.
Regular Attendance	53.6% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Career Standards Benchmark	79.1% 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	Comments/Notable Observations
ESSA Student Subgroups	
Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature ESSA Student Subgroups	Comments/Notable Observations 20.6% of English language learners scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

English Learners	
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Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Our school earned an academic growth score of 59 for ELA/Literature for the 2022-23 school year for students with disabilities.

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.

20.6% of English language learners scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
15.3% 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.
22.6% 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.

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.

Our school earned an academic growth score of 59 for ELA/Literature for the 2022-23 school year for students with disabilities.
79.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
53.6% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.
22.6% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year.
15.3% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased by 13.1% from fall to winter.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 52.3% of students scored in the strategic or intensive intervention benchmark category in the winter.

English Language Arts Summary

Strengths

On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased by 13.1% from fall to winter.

Challenges

On Star Reading, 52.3% of students scored in the strategic or intensive intervention benchmark category in the winter.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, the percentage of students in the intensive intervention benchmark category decreased from 42.5% in the fall to 25.5% in the winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, 44.0% of students scored in the strategic or intensive intervention benchmark category in the winter.

Mathematics Summary

Strengths

On Star Math, the percentage of students in the intensive intervention benchmark category decreased from 42.5% in the fall to 25.5% in the winter.

Challenges

On Star Math, 44.0% of students scored in the strategic or intensive intervention benchmark category in the winter.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	86.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	1.7% of students earned Ds in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

86.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
On Star Math, the percentage of students in the intensive intervention benchmark category decreased from 42.5% in the fall to 25.5% in the winter.
On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased by 13.1% from fall to winter.

Challenges

1.7% of students earned Ds in Science through Q4 of the 2023-24 school year.
On Star Math, 44.0% of students scored in the strategic or intensive intervention benchmark category in the winter.
On Star Reading, 52.3% of students scored in the strategic or intensive intervention benchmark category in the winter.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	76.3% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 3.9 percentage points YOY.

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	On the SWBS, the relationship score for self-development is 50.1% in window 3.

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	71.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	3.7% of students earned Ds in Social Studies through Q4 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.

76.3% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 3.9 percentage points YOY.
71.7% of students earned As or Bs in Social Studies through Q4 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.

3.7% of students earned Ds in Social Studies through Q4 of the 2023-24 school year.

On the SWBS, the relationship score for self-development is 50.1% in window 3.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 61.4% of current ELs scored in the intensive intervention benchmark category in the winter.
Attendance	Through Q2, 75% of the EL students attended school 90% of days, which is an increase of 5.4 percentage points YOY.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Math	25.6% of economically disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 9.7 points year-over-year.
Star Reading	39.3% of economically disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 7.8 points year-over-year.
Star Reading	33% of economically disadvantaged students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 7 points year-over-year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
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Black	On Star Math, 0% of Black/African American female students scored in the at/above benchmark category in the winter.
Hispanic	Through Q2, 66.4% of the Hispanic/Latino student subgroup attended school 90% of days, which is an increase of 2.4 percentage points YOY.
White	38.3% of White students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5 points 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.

Through Q2, 66.4% of the Hispanic/Latino student subgroup attended school 90% of days, which is an increase of 2.4 percentage points YOY.
Through Q2, 75% of the EL students attended school 90% of days, which is an increase of 5.4 percentage points YOY.

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, 0% of Black/African American female students scored in the at/above benchmark category in the winter.
On Star Reading, 61.4% of current ELs scored in the intensive intervention benchmark category in the winter.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Operational
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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
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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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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Foster a culture of high expectations for success for all students, educators, families, and community members
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Provide frequent, timely, and systematic feedback and support on instructional practices
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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
20.6% of English language learners 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
15.3% 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.	False
22.6% 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
On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased by 13.1% from fall to winter.	False
On Star Math, the percentage of students in the intensive intervention benchmark category decreased from 42.5% in the fall to 25.5% in the winter.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
86.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
On Star Math, the percentage of students in the intensive intervention benchmark category decreased from 42.5% in the fall to 25.5% in the winter.	False
On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased by 13.1% from fall to winter.	False
76.3% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 3.9 percentage points YOY.	False
71.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
Through Q2, 66.4% of the Hispanic/Latino student subgroup attended school 90% of days, which is an increase of 2.4 percentage points YOY.	False
Through Q2, 75% of the EL students attended school 90% of days, which is an increase of 5.4 percentage points YOY.	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
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	Plan
Our school earned an academic growth score of 59 for ELA/Literature for the 2022-23 school year for students with disabilities.	False
79.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
53.6% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	True
22.6% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year.	True
15.3% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
On Star Reading, 52.3% of students scored in the strategic or intensive intervention benchmark category in the winter.	False
On Star Math, 44.0% of students scored in the strategic or intensive intervention benchmark category in the winter.	False
1.7% of students earned Ds in Science through Q4 of the 2023-24 school year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
On Star Math, 44.0% of students scored in the strategic or intensive intervention benchmark category in the winter.	False
On Star Reading, 52.3% of students scored in the strategic or intensive intervention benchmark category in the winter.	False
3.7% of students earned Ds in Social Studies through Q4 of the 2023-24 school year.	False
On the SWBS, the relationship score for self-development is 50.1% in window 3.	False
On Star Math, 0% of Black/African American female students scored in the at/above benchmark category in the winter.	False
On Star Reading, 61.4% of current ELs scored in the intensive intervention benchmark category in the winter.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	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
53.6% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	Kindergarten students have the lowest attendance because they rely on adults to bring them to school. Lawton is very intentional about hosting community events and communicating about the importance of daily attendance. In addition to incentivizing students, Lawton provides incentives for students as well.	True
22.6% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year.	Students are missing opportunities for productive struggle and student discourse because teachers are not providing enough time for IPP to decipher lesson guidance to support student discourse.	True
15.3% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim	As we push to hold teachers accountable to facilitate student discourse and engagement, teachers are improving instruction through professional development, collaboration in PLC, and in coaching sessions.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Promoting and sustaining a positive school where all members feel welcome will create an environment conducive to learning and improving student outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we foster high expectations for families and community members then we can communicate the importance of daily attendance for our youngest students who rely on adults to bring them to school.
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based then we can provide time for intellectual planning for teachers.
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based then we can expect teachers to facilitate student discourse.

Goal Setting

Priority: If we foster high expectations for families and community members then we can communicate the importance of daily attendance for our youngest students who rely on adults to bring them to school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 67.30% 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 77.30% of all students will attend school 90% of days or more in Q1	At least 73.30% of all students will attend school 90% of days or more in Q2	At least 76.30% of all students will attend school 90% of days or more in Q3	At least 67.30% of all students will attend school 90% of days or more in Q4

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 100% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Suspensions			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 100% of students will have zero out-of-school suspensions in Q1	At least 100% of students will have zero out-of-school suspensions in Q2	At least 100% of students will have zero out-of-school suspensions in Q3	At least 100% of students will have zero out-of-school suspensions in Q4

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based then we can provide time for intellectual planning for teachers.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 28.08% 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	Target 4th Quarter

		Quarter	
At least 28.08% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 28.08% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 28.08% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 40% 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 36.28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 36.28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 36.28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based then we can expect teachers to facilitate student discourse.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 19.54% 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 19.54% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 19.54% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 19.54% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

90%+ Attendance	Suspensions
ELA (Gr. 3-8)	ELA (Gr. K-3)
Math (Gr. 3-8)	

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

Measurable Goals:
<ul style="list-style-type: none"> At least 19.54% of grade 3-8 students will score proficient/advanced on the Math PSSA At least 40% of grade 3 students will score proficient/advanced on the ELA PSSA At least 28.08% of grade 3-8 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to expectations for ELA instructional minutes.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	ELA Instructional Guide, Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.		2024-07-01	2024-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop a plan for school-based PD time that focuses on improving teacher practice in intellectual prepping for ELA 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	2024-03-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA 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	ELA 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 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 Assistant Principal	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 and Assistant 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 Assessment	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLCs with a focus on supporting teachers in relevant instructional practices and materials, with a specific focus on supporting EL students and historically marginalized students.		2024-08-26	2025-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	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. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule.

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

Measurable Goals:
<ul style="list-style-type: none"> At least 67.30% of all students will attend school 90% of days or more At least 100% of students will have zero out-of-school suspensions

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
Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities
PD Step?	
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
Principal	Rolling Agenda, Calendar, Manual
PD Step?	
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		2024-08-20	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		2023-08-26	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/CRPBIS 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 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?	
CRPBIS Team	Tiered Fidelity Inventory	No	

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	- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish 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.

concerns. - Stakeholders perceive the school as warm, inviting, and safe.	
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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	<ul style="list-style-type: none"> Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Supplies	11775
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Salaries	368069.46
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Benefits	234335.55
Total Expenditures			614180.01

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Develop a plan for school-based PD time that focuses on improving teacher practice in intellectual prepping for ELA instruction.
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

ELA Framework

Action Step		
<ul style="list-style-type: none"> Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Develop a plan for school-based PD time that focuses on improving teacher practice in intellectual prepping for ELA instruction. 		
Audience		
ELA Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	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		
<ul style="list-style-type: none"> 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	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">BoardAffirmationStatement_August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2025-01-11
Building Principal Signature	Date
Arnetta Imes	2025-01-10
School Improvement Facilitator Signature	Date