

Allen Ethan Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Ethan Allen School		126515001/XXXX
Address 1		
6329 Battersby St		
Address 2		
City	State	Zip Code
Philadelphia	PA	19149
Chief School Administrator		Chief School Administrator Email
Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Dr. Cassandra Houston		
Principal Email		
cahouston@philasd.org		
Principal Phone Number		Principal Extension
(215) 400-3270		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Eshe Price		eprice@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Cassandra Houston	Principal	Ethan Allen	cahouston@philasd.org
Christopher Richard	Other	Ethan Allen	crichard@philasd.org
Crystal Martin	Other	Ethan Allen	cymartin@philasd.org
Lashonda Marsh	Parent	Ethan Allen	lsmarsh@philasd.org
Edwin Quezada	Community Member	Neubauer Foundation	Edwin@phillyschoolleaders.com
Dr. Eshe Price	District Level Leaders	School District of Philadelphia	eprice@philasd.org
Melissa Canuso	Teacher	Ethan Allen	mcanuso@philasd.org
Dr. Tony Watlington	Chief School Administrator	SDP	superintendent@philasd.org

Vision for Learning

Vision for Learning

Ethan Allen School is committed to providing an education of excellence that meets each student's interests, abilities and needs within a common curricular framework and reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. Ethan Allen requires all educators to provide high quality instruction that is proven effective. Ethan Allen challenges each student to develop intellectual independence, creativity and curiosity and a sense of responsibility toward others both within the school and in the community. As a progressive school, we are an intentionally diverse community committed to a tradition of life-long learning and educational innovation. The following are the major principles that inform the daily learning environment at Ethan Allen: All students will demonstrate growth in Reading as measured by multiple assessments All students will demonstrate growth in Math as measured by multiple assessments All students will be treated with respect that translates to their acceptance of school-wide expectations and their desire to be contributing citizens of Ethan Allen That Ethan Allen will have appropriate staffing and individuals who seek to make Ethan Allen a safe and enjoyable school

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 - Math	10.4% 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
Career Standards Benchmark	3.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Regular Attendance	60.9% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

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

Strengths

Indicator English Language Proficiency ESSA Student Subgroups Hispanic, English Learners	Comments/Notable Observations 35.6% of Hispanic, English language learners met the growth target on ACCESS for ELLs in 2022-23, an increase from the prior year.
Indicator Meeting Annual Academic Growth Expectations	Comments/Notable Observations Our school earned an academic growth score of 70 for ELA/Literature for the 2022-23 school

(PVAAS) - ELA/Literature ESSA Student Subgroups African-American/Black, Hispanic	year for Black and Hispanic students.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Our school earned an academic growth score of 82 for Math for the 2022-23 school year for economically disadvantaged students.

Challenges

Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 60.5% of students with IEPs regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math ESSA Student Subgroups Multi-Racial (not Hispanic), White	Comments/Notable Observations 10.3% of White and multi-racial students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

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.

10.4% 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.
35.6% of Hispanic, English language learners met the growth target on ACCESS for ELLs in 2022-23, an increase from the prior year.
Our school earned an academic growth score of 82 for Math for the 2022-23 school year for economically disadvantaged students.
Our school earned an academic growth score of 70 for ELA/Literature for the 2022-23 school year for Black and Hispanic students.

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.

60.5% of students with IEPs regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

60.9% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

3.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

10.3% of White and multi-racial students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year and 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, 43% of students scored in the intensive intervention benchmark category in the winter.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased from 52.9% in the fall to 43% in the winter.

English Language Arts Summary

Strengths

On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased from 52.9% in the fall to 43% in the winter.

Challenges

On Star Reading, 43% of students scored in the intensive intervention benchmark category in the winter.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, 39.7% of students scored in the intensive intervention benchmark category in the winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased from 49.1% in the fall to 39.7% in the winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, 47.1% of current ELs scored in the intensive intervention benchmark category in the winter.

Mathematics Summary

Strengths

On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased from 49.1% in the fall to 39.7% in the winter.

Challenges

On Star Math, 39.7% of students scored in the intensive intervention benchmark category in the winter.

On Star Math, 47.1% of current ELs scored in the intensive intervention benchmark category in the winter.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	68.0% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	7.4% of economically disadvantaged students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

68.0% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

7.4% of economically disadvantaged students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	52.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 50.2 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, 7th-grade students had the lowest self-development score in window 2.
Student Well-Being Survey	On the SWBS, 76.9% of students responded, a decrease of 9.8 percentage points from window 1.
Climate & Culture	Through January, there were a total of 12 ODR entries school-wide.

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	77.3% of students earned As or Bs 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.

52.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 50.2 percentage points YOY.
--

77.3% 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.

On the SWBS, 7th-grade students had the lowest self-development score in window 2.
--

On the SWBS, 76.9% of students responded, a decrease of 9.8 percentage points from window 1.
--

Through January, there were a total of 12 ODR entries school-wide.
--

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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, the percentage of Black/African American students scoring in the intensive intervention benchmark category decreased from 51.8% in the fall to 39.9% in the winter.
Hispanic	On Star Reading, disproportionality is present with Hispanic/Latino student group which represent 51.1% of the tested student population, but only 41.4% scored in the at/above benchmark category for a difference of 9.7.
Hispanic	On Star Math, disproportionality is present with Hispanic/Latino student group which 49.4% but only 32.0%, for a difference 17.44
Asian	On Star Math, 46.2% of Asian students scored in the at/above benchmark category in the winter, an increase from the fall.

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 Math, the percentage of Black/African American students scoring in the intensive intervention benchmark category decreased from 51.8% in the fall to 39.9% in the winter.
On Star Math, 46.2% of Asian students scored in the at/above benchmark category in the winter, an increase from the fall.

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 is present with the Hispanic/Latino student group which 49.4% but only 32.0%, for a difference of 17.44
On Star Reading, disproportionality is present with the Hispanic/Latino student group, representing 51.1% of the tested student population, but only 41.4% scored in the at/above benchmark category for a difference of 9.7.

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	Operational
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging

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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	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	Emerging

Summary

Strengths

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

Identify professional learning needs through analysis of a variety of data
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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?

Identify and address individual student learning needs
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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

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
10.4% 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
35.6% of Hispanic, English language learners met the growth target on ACCESS for ELLs in 2022-23, an increase from the prior year.	False
Our school earned an academic growth score of 82 for Math for the 2022-23 school year for economically disadvantaged students.	False
52.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 50.2 percentage points YOY.	False
On Star Reading, the percentage of students scoring in the intensive intervention benchmark category decreased from 52.9% in the fall to 43% in the winter.	False
On Star Math, the percentage of students scoring in the intensive intervention benchmark category decreased from 49.1% in the fall to 39.7% in the winter.	False
Our school earned an academic growth score of 70 for ELA/Literature for the 2022-23 school year for Black and Hispanic students.	False
On Star Math, the percentage of Black/African American students scoring in the intensive intervention benchmark category decreased from 51.8% in the fall to 39.9% in the winter.	False
Identify professional learning needs through analysis of a variety of data	True
68.0% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
77.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
On Star Math, 46.2% of Asian students scored in the at/above benchmark category in the winter, an increase from the fall.	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
60.5% of students with IEPs regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
60.9% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
3.0% 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 the SWBS, 7th-grade students had the lowest self-development score in window 2.	False
On Star Reading, 43% of students scored in the intensive intervention benchmark category in the winter.	False
On Star Math, 39.7% of students scored in the intensive intervention benchmark category in the winter.	False
10.3% of White and multi-racial students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
On Star Math, disproportionality is present with the Hispanic/Latino student group which 49.4% but only 32.0%, for a difference of 17.44	False
On Star Reading, disproportionality is present with the Hispanic/Latino student group, representing 51.1% of the tested student population, but only 41.4% scored in the at/above benchmark category for a difference of 9.7.	True
Identify and address individual student learning needs	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	False
7.4% of economically disadvantaged students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
On the SWBS, 76.9% of students responded, a decrease of 9.8 percentage points from window 1.	False
On Star Math, 47.1% of current ELs scored in the intensive intervention benchmark category in the winter.	True
Through January, there were a total of 12 ODR entries school-wide.	True

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 Reading, disproportionality is present with the Hispanic/Latino student group, representing 51.1% of the tested student population, but only 41.4% scored in the at/above benchmark category for a difference of 9.7.	There continues to be an influx of Level 1 EL students, who are new to the country and require daily instructional support, causing the caseload to expand and the number of services provided to upper-level ELs to decrease. Additionally, some students encounter instructional experiences lacking rich oral language discourse and appropriate scaffolds.	True
Through January, there were a total of 12 ODR entries school-wide.	There continues to be an influx of Level 1 EL students, who are new to the country and require daily instructional support, causing the caseload to expand and the number of services provided to upper-level ELs to decrease. Additionally, some students encounter instructional experiences lacking rich oral language discourse and appropriate scaffolds. Additionally, teachers are struggling to manage the intellectual prepping of the new IM math curriculum and supporting EL students.	True
On Star Math, 47.1% of current ELs scored in the intensive intervention benchmark category in the winter.	Minor and major data is not reflected in SIS as it is reflected in MTSS and Progress Monitoring because teachers are collecting behavior, however, are not duplicating their data in SIS as it is minor data and captured in progress monitoring and MTSS. This is happening because expectations and norming around minor and major data have not been clear.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Identify professional learning needs through analysis of a variety of data	Identifying professional learning needs through the analysis of a variety of data will support improving student outcomes

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify and address the individual learners needs of English learners, then we can provide instructional experiences that include rich oral language discourse and appropriate scaffolds in ELA.
	We can promote and sustain a positive school environment by making expectations clear and norming around minor and

	major data.
	If we identify and address the individual learners needs of English learners, then we can provide instructional experiences that include rich oral language discourse and appropriate scaffolds in Math.

Goal Setting

Priority: If we identify and address the individual learners needs of English learners, then we can provide instructional experiences that include rich oral language discourse and appropriate scaffolds in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 22.12% 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 22.12% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22.12% 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 22.12% 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 21.34% 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 21.34% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 21.34% 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 21.34% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: We can promote and sustain a positive school environment by making expectations clear and norming around minor and major data.

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)			
At least 95% 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 99% of students will have zero out-of-school suspensions in Q1	At least 98% of students will have zero out-of-school suspensions in Q2	At least 96% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 71.60% 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 81.60% of all students will attend school 90% of days or more in Q1	At least 77.60% of all students will attend school 90% of days or more in Q2	At least 74.60% of all students will attend school 90% of days or more in Q3	At least 71.60% of all students will attend school 90% of days or more in Q4

Priority: If we identify and address the individual learners needs of English learners, then we can provide instructional experiences that include rich oral language discourse and appropriate scaffolds in Math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 8.84% 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 8.84% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 8.84% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 8.84% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

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

Action Plan For: Teacher-Centered Collaborative Activities (<https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities>) Tier 3

Measurable Goals:
<ul style="list-style-type: none"> At least 22.12% of grade 3-8 students will score proficient/advanced on the ELA PSSA At least 8.84% of grade 3-8 students will score proficient/advanced on the Math PSSA At least 21.34% of grade 3 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roster Chair	Rosters	No	
Action Step		Anticipated Start/Completion Date	
Designate weekly planning time when PLC facilitators will develop PLC agendas.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Establish a single online location where agendas will be stored for PLC meetings		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Google Drive	No	
Action Step		Anticipated	

		Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with an initial focus on differentiation and performance of TSI groups across ELA and math.		2024-07-01	2024-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.		2024-07-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLs	PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop a system for consistent lesson plan submission and review.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Lesson Plan Template	No	
Action Step		Anticipated Start/Completion Date	
Review lesson plans regularly with a specific focus on looking for planning for SGI based on Star and iReady data.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Lesson Plan Template	No	
Action Step		Anticipated Start/Completion Date	
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with consistently implementing research-based strategies that best support exposing EL and SPED students with Tier 1 instruction.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on planning for SGI.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Leadership Team	Student Data	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. - School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. - Teachers have regular times to meet and discuss effective instructional practices.	- Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. - Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented look-fors. - After each PD session, teachers will complete a survey about the quality and relevance of the material and delivery.

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

Measurable Goals:
<ul style="list-style-type: none"> At least 71.60% of all students will attend school 90% of days or more At least 95% of students will have zero out-of-school suspensions

Action Step	Anticipated Start/Completion Date						
School leadership solicits members from the school community (staff, students and families) to build a Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) Team.	2024-07-01 2025-09-30						
<table border="1"> <thead> <tr> <th>Lead Person/Position</th> <th>Material/Resources/Supports Needed</th> <th>PD Step?</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>CR-PBIS Team Member List</td> <td>No</td> </tr> </tbody> </table>	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Principal	CR-PBIS Team Member List	No	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?					
Principal	CR-PBIS Team Member List	No					
Action Step	Anticipated Start/Completion Date						
School leadership schedules and implements monthly 60-90 minute MTSS Tier 1 meetings for the 24-25 SY	2024-07-01 2024-09-30						
<table border="1"> <thead> <tr> <th>Lead Person/Position</th> <th>Material/Resources/Supports Needed</th> <th>PD Step?</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>CR-PBIS Coach, Tier 1 Meeting Implementation Resources</td> <td>No</td> </tr> </tbody> </table>	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Principal	CR-PBIS Coach, Tier 1 Meeting Implementation Resources	No	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?					
Principal	CR-PBIS Coach, Tier 1 Meeting Implementation Resources	No					
Action Step	Anticipated Start/Completion Date						
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) ONLY into SIS		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Climate Lead	SIS	No	
Action Step		Anticipated Start/Completion Date	
School leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year		2024-10-01	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Coach, District PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
CR-PBIS Team completes all Part 1 training tasks and solicits feedback from all stakeholders: Creating 3-5 SW norms & teaching matrix		2024-11-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Products, Surveys	No	
Action Step		Anticipated Start/Completion Date	
CR-PBIS Team completes all Part 2 training tasks and solicits feedback from all stakeholders: develop formal CR-PBIS/SEL teaching guides, acknowledgement system/matrix		2025-02-01	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Products, Surveys	No	
Action Step		Anticipated Start/Completion Date	
CR-PBIS Team completes all Part 3 training tasks and solicits feedback from all stakeholders: create a schoolwide Behavior Management Flowchart, Restorative Practices, posters		2025-04-01	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Products, Surveys	No	
Action Step		Anticipated Start/Completion Date	
The CR-PBIS Team create a CR-PBIS Manual with all permanent products		2025-05-16	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Products, Surveys	No	
Action Step		Anticipated Start/Completion Date	
School leadership coordinates time for entire CR-PBIS Team to attend 25-26 SY CR-PBIS Kickoff Planning meeting during the summer of 2025		2024-05-16	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, CR-PBIS Team, CR-PBIS Coach	Summer Planning Timeline Agenda	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 concerns. - Stakeholders perceive the school as warm, inviting, and safe.	- Monthly, school leaders and CR-PBIS team will monitor progress on CR-PBIS Action Step Implementation and make adjustments if necessary to support implementation - Monthly, the MTSS Team will meet and include climate celebrations and concerns as part of the school level data analysis process and may develop an action plan to support climate concerns if prioritized by the MTSS Team - Quarterly, climate data will be reviewed by school leaders and CR-PBIS team, and progress toward meeting Attendance and Zero OSS Goals will be evaluated.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Supplies	16208
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Salaries	471833.75
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Benefits	300398.25
Total Expenditures			788440

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3	SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.
PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	School leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year

PBIS (NEW SCHOOLS)

Action Step		
<ul style="list-style-type: none"> School leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year 		
Audience		
PBIS Team		
Topics to be Included		
Behavior Norms, Teaching Guides, and Behavior Management Flowchart		
Evidence of Learning		
PD Surveys, Development of PBIS Manual, Development of Teaching Guides, Development of Behavior Management Flowchart		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Coach	2024-08-20	2025-06-12

Learning Format

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

Professional Learning Communities (PLCs)

Action Step		
<ul style="list-style-type: none"> SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials. 		
Audience		
School-Based Teacher Leader (SBTL)		
Topics to be Included		
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices		
Evidence of Learning		
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Central Office Staff	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.	2024-08-30
Building Principal Signature	Date
Cassandra Houston	2024-08-27
School Improvement Facilitator Signature	Date
Eshe Price	2024-07-18