

Ziegler William H Sch

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
William H. Ziegler Elementary		7460
Address 1		
5935 Saul 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		
Nicole Freeman		
Principal Email		
nfreeman@philasd.org		
Principal Phone Number		Principal Extension
2154003260		
School Improvement Facilitator Name		School Improvement Facilitator Email
Joseph Taylor		jctaylor@philasd.org

Vision for Learning

Vision for Learning

Ziegler Elementary School will provide a safe and secure environment that motivates and empowers ALL students to achieve success. Our continued partnership with families and partners will provide authentic learning opportunities to promote a rigorous learning community.

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
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 100 for Math for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	55.1% 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.
Career Standards Benchmark	62.7% 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 ESSA Student Subgroups	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Our school earned an academic growth score of 100 for Math for the 2022-23 school year for Black and economically disadvantaged students.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math ESSA Student Subgroups White	Comments/Notable Observations 20.0% of White 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 ESSA Student Subgroups	Comments/Notable Observations
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math ESSA Student Subgroups	Comments/Notable Observations

Students with Disabilities	1.3% of students with disabilities 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.
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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.

Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.
Our school earned an academic growth score of 100 for Math for the 2022-23 school year for Black and economically disadvantaged students.
20.0% of White 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

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.

55.1% 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.
62.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
1.3% of students with disabilities 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, the percentage of students scoring in the at/above benchmark category increased from 22.4% in the fall to 32.9% in the winter.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 39.5% of students scored in the intensive intervention benchmark category in the winter.

English Language Arts Summary

Strengths

On Star Reading, the percentage of students scoring in the at/above benchmark category increased from 22.4% in the fall to 32.9% in the winter.

Challenges

On Star Reading, 39.5% 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, the percentage of students in the scoring intensive intervention benchmark category decreased from 40.0% in the fall to 22.9% in the winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, only 17.2% of students scored in the at/above benchmark category in the winter.

Mathematics Summary

Strengths

On Star Math, the percentage of students in the scoring intensive intervention benchmark category decreased from 40.0% in the fall to 22.9% in the winter.

Challenges

On Star Math, only 17.2% of students scored in the at/above benchmark category in the winter.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	72.5% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	3.3% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

72.5% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

3.3% 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	91.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 26.7 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 in peer relationships is 76.8% in window 2.

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	69.1% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	4.7% of students earned Ds or Fs 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.

91.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 26.7 percentage points YOY.

69.1% 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.

4.7% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

On the SWBS, the relationship score in peer relationships is 76.8% in window 2.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Reading	20.3% of English Learner students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 6.5 point increase year-over-year.
Star Math	11.4% of English Learner students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a 3.4 point increase year-over-year.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 100% of students with IEPs in grade 7 scored in the intensive intervention benchmark category.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 0% of students with IEPs in grade 5 scored in the at/above benchmark category.
Attendance	Through January, disproportionality exists within the students with IEPs subgroup which represents 21.7% of the population but only 19.1% have 95+ attendance.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 29.1% of Economically Disadvantaged students scored in the at/above benchmark category, an increase from the previous year.
Star Assessment - Math - 2023-24 - Winter	On Star Math, only 15% of the 68% Economically Disadvantaged students scored in the at/above benchmark category in the winter.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	40.1% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 6.8 point increase year-over-year.

Black	16.9% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a 1.0 point decrease year-over-year.
Hispanic	36.8% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 7.3 point increase year-over-year.
Hispanic	17.6% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

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, 29.1% of economically disadvantaged students scored in the at/above benchmark category, an increase from the previous year.
40.1% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 6.8 point increase year-over-year.
36.8% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 7.3 point increase year-over-year.
20.3% of English Learner students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 6.5 point increase 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 Reading, 100% of students with IEPs in grade 7 scored in the intensive intervention benchmark category.
On Star Reading, 0% of students with IEPs in grade 5 scored in the at/above benchmark category.
Black/African American students represent only 35% of the student population but 53% of ODR, male students represent 54% of the population but 73% of ODRs, and students with IEPs represent 23% of student population but 33% of ODR.
On Star Math, only 15% of the 68% economically disadvantaged students scored in the at/above benchmark category in the winter.
Through January, disproportionality exists within the students with IEPs subgroup which represents 21.7% of the population but only 19.1% have 95+ attendance.

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	Operational
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	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	Emerging
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Emerging
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?

Foster a culture of high expectations for success for all students, educators, families, and community members

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
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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
Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.	False
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.	False
Our school earned an academic growth score of 100 for Math for the 2022-23 school year for Black and economically disadvantaged students.	False
91.5% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 26.7 percentage points YOY.	False
20.0% of White 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
On Star Math, the percentage of students in the scoring intensive intervention benchmark category decreased from 40.0% in the fall to 22.9% in the winter.	False
36.8% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 7.3 point increase year-over-year.	False
20.3% of English Learner students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 6.5 point increase year-over-year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
72.5% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
69.1% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
On Star Reading, the percentage of students scoring in the at/above benchmark category increased from 22.4% in the fall to 32.9% in the winter.	False
On Star Reading, 29.1% of economically disadvantaged students scored in the at/above benchmark category, an increase from the previous year.	False
40.1% of African-American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a 6.8 point increase year-over-year.	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
55.1% 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
62.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False

1.3% of students with disabilities 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, only 17.2% of students scored in the at/above benchmark category in the winter.	False
3.3% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
4.7% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
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
On the SWBS, the relationship score in peer relationships is 76.8% in window 2.	False
On Star Reading, 39.5% of students scored in the intensive intervention benchmark category in the winter.	True
On Star Reading, 100% of students with IEPs in grade 7 scored in the intensive intervention benchmark category.	False
On Star Reading, 0% of students with IEPs in grade 5 scored in the at/above benchmark category.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Black/African American students represent only 35% of the student population but 53% of ODR, male students represent 54% of the population but 73% of ODRs, and students with IEPs represent 23% of student population but 33% of ODR.	True
On Star Math, only 15% of the 68% economically disadvantaged students scored in the at/above benchmark category in the winter.	True
Through January, disproportionality exists within the students with IEPs subgroup which represents 21.7% of the population but only 19.1% have 95+ attendance.	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, 39.5% of students scored in the intensive intervention benchmark category in the winter.	39.5% intensive includes students with disabilities and EL learners which teachers have also not been given PD around creating access for all students.	True
Black/African American students represent only 35% of the student population but 53% of ODR, male students represent 54% of the population but 73% of ODRs, and students with IEPs represent 23% of student population but 33% of ODR.	Many climate teams are classroom teachers who do not have the proper training for these strategies to be implemented effectively and to be culturally responsive.	True
On Star Math, only 15% of the 68% economically disadvantaged students scored in the at/above benchmark category in the winter.	The focus on PLCs and teacher learning was not geared towards equity and closing learning opportunities for economically disadvantaged students. Many of the teachers are new to the content for a variety of reasons (new hires, switching content). Teachers were focused on building curriculum knowledge and implementation during the PLC time and not looking deeper in the who.	True
Through January, disproportionality exists within the students with IEPs subgroup which represents 21.7% of the population but only 19.1% have 95+ attendance.	Teachers do not have the proper training to make lessons to meet all the learning needs of students with IEPs and inclusive activities.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a culture of high expectations for success for all students, educators, families, and community members	Fostering a culture of high expectations for success for all students, educators, families, and community members will facilitate a shared responsibility for improving student outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify and address individual student learning needs, then we can create access for EL and students with disabilities during ELA instruction.
	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we can implement culturally sustaining practices.
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based then we prepare teachers who are new to the math content area.
	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we can implement culturally sustaining practices and improve student attendance.

Goal Setting

Priority: If we identify and address individual student learning needs, then we can create access for EL and students with disabilities during ELA instruction.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 28.62% 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 28.62% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 28.62% 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 28.62% 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 38.88% 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 38.88% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 38.88% 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 38.88% 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 promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we can implement culturally sustaining practices.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 97.30% 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 99.3% of students will have zero out-of-school suspensions in Q1	At least 98.3% of students will have zero out-of-school suspensions in Q2	At least 98.3% of students will have zero out-of-school suspensions in Q3	At least 97.3% 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 prepare teachers who are new to the math content area.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 13.44% 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 13.44% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 13.44% 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 13.44% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school, then we can implement culturally sustaining practices and improve student attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 65.1% 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 75.1% of all students will attend school 90% of days or more in Q1	At least 71.1% of all students will attend school 90% of days or more in Q2	At least 68.1% of all students will attend school 90% of days or more in Q3	At least 65.1% of all students will attend school 90% of days or more in Q4

Action Plan

Measurable Goals

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

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 28.62% of grade 3-8 students will score proficient/advanced on the ELA PSSA At least 13.44% of grade 3-8 students will score proficient/advanced on the Math PSSA At least 38.88% of grade 3 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	2025-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, SBTLs	Master Schedule, Meetings, Rostering, Agendas	No	
Action Step		Anticipated Start/Completion Date	
Ensure that all leaders and teachers actively participate in the District's professional learning cycles.		2024-08-20	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, SBTLs	PLC learning Cycles from the district	Yes	
Action Step		Anticipated Start/Completion Date	
Pending new curriculum selected by district, teachers receive training on curriculum resources as well as strategies for planning and implementation.		2024-08-20	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, SBTLs	PLC learning Cycles from the district	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Instructional materials and assessments are aligned to the Common Core Standards.- Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and curriculum.- The standards-aligned curriculum is delivered with fidelity to all students.- All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Quarterly, students will be assessed in ELA using the Star assessments.- Annually, the principal will develop a formal observation schedule.- Quarterly, the principal will develop an informal observation schedule.- Weekly, the ILT will review lesson plans.

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

Measurable Goals:
<ul style="list-style-type: none"> At least 65.1% of all students will attend school 90% of days or more

- At least 97.30% of students will have zero out-of-school suspensions

Action Step		Anticipated Start/Completion Date	
Allocate time for SY 24-25 Planning Meeting-summer planning meetings		2024-06-01	2025-08-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Dean	CR-PBIS Coach, Training PPT, PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Schedule time to teach PBIS Behavior Norms		2024-06-01	2024-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	CR-PBIS Team	No	
Action Step		Anticipated Start/Completion Date	
Plan Launch of School Acknowledgment System		2024-06-01	2024-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	PBIS Rewards Application, PBIS Coach	No	
Action Step		Anticipated Start/Completion Date	
Update and Share Progressive Discipline System (Flow Chart)		2024-06-01	2024-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	SDP Code of Conduct	No	
Action Step		Anticipated Start/Completion Date	
Allocate time for CR-PBIS staff training throughout the school year		2024-06-01	2024-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	PBIS PPT, PBIS Coach	No	
Action Step		Anticipated Start/Completion Date	
Allocate time for the beginning of year PBIS Student & Family Engagement Liaison training		2024-08-26	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, PBIS Coach, CR-PBIS Team	PBIS PPT, PBIS Coach	Yes	
Action Step		Anticipated Start/Completion Date	
Roster time to implement Daily Community Meetings		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Scheduler	School Schedule	No	
Action Step		Anticipated Start/Completion Date	
Ensure Culturally Responsive PBIS Team exists		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Leadership Team	Team Member info sheet	No	
Action Step		Anticipated Start/Completion Date	
Establish team operating procedures, roles, and a year long monthly meeting schedule		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	Roles and Responsibilities	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly TIPS & MTSS Tier 1 meetings		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	CR-PBIS Facilitator, PBIS Coach	No	

Action Step		Anticipated Start/Completion Date	
Schedule time for PBIS (schoolwide and classroom) staff and student refresher training/reviews throughout the year		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	PBIS/SEL Teaching Guides	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Behavioral expectations 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 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, PBIS team will hold TIPS meetings to identify celebrations/concerns and monitor progress.- Quarterly, PBIS implementation data will be collected and reviewed by the PBIS team.- Quarterly, behavioral data will be reviewed by the PBIS team, and progress toward meeting behavioral 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"> 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	9503
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	254436.29
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	161989.71
Total Expenditures			425929

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	Ensure that all leaders and teachers actively participate in the District's professional learning cycles.
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Pending new curriculum selected by district, teachers receive training on curriculum resources as well as strategies for planning and implementation.
PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Allocate time for the beginning of year PBIS Student & Family Engagement Liaison training

ELA Framework

Action Step		
<ul style="list-style-type: none"> Ensure that all leaders and teachers actively participate in the District's professional learning cycles. Pending new curriculum selected by district, teachers receive training on curriculum resources as well as strategies for planning and implementation. 		
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"> Allocate time for the beginning of year PBIS Student & Family Engagement Liaison training 		
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
• BoardAffirmationStatement August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2025-01-13
Building Principal Signature	Date
Nicole Freeman	2025-01-10
School Improvement Facilitator Signature	Date
Joseph Taylor	2025-01-10