Profile and Plan Essentials

School		AUN/Branch
Lewis Elkin Elementary		126515001
Address 1		
3199 D Street		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19134
Chief School Administrator		**Chief School Administrator Email**
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Charlotte Gillum		
Principal Email		
cgillum@philasd.org		
Principal Phone Number		**Principal Extension**
215-400-7140		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Conor Richardson		crichardson2@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Charlotte Gillum	Principal	Elkin School	cgillum@philasd.org
Denise Byrd	Teacher	Elkin School	drbyrd@philasd.org
Edwin Braswell	Other	Elkin School	ebraswell@philasd.org
Hakima Isaac	Parent	Parent	None Available
Steven Brice	Community Member	Yoga4Philly	steven@yoga4philly.com
Conor Richardson	District Level Leaders	SDP	crichardson2@philasd.org
Kristen Bowes	Teacher	SDP	kbowes@philasd.org
Jasselle Cirino	Teacher	SDP	jcruz@philasd.org
Tessa Murphy	Teacher	Elkin School	tmmurphy@philasd.org
Dr. Tony Watlington	Chief School Administrator	SDP	superintendent@philasd.org

Vision for Learning

Vision for Learning

Elkin staff and parents envision a school where all children learn and reach academic proficiency. Our teachers engage students in explicit instruction and use data to make educational decisions. Our parents are our partners who support their children, the school and the community. Our students come to school to learn, and prepare themselves for the world of work as leaders and good citizens. The school administrators value all stakeholders and the cultural diversity of our school. Everyone works to ensure that students meet and exceed school, state and national goals.

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	**False** 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
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 100 for Math for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA	Our school earned an academic growth score of 78 for ELA for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	5.6% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Math	2.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Regular Attendance	35.5% of students regularly attended school for the 2022-23 school year.

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

Strengths

Indicator	**Comments/Notable Observations**
Meeting Annual Academic Growth Expectations (PVAAS) - Math **ESSA Student Subgroups** Hispanic	Hispanic students earned an academic growth score of 92 for Math for the 2022-23 school year.
Indicator	**Comments/Notable Observations**

Meeting Annual Academic Growth Expectations (PVAAS) - Math **ESSA Student Subgroups** African-American/Black	Black students earned an academic growth score of 95 for Math for the 2022-23 school year.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantaged students earned an academic growth score of 98 for Math for the 2022-23 school year.

Challenges

Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 4.4% of Black students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 0.0% of Students with Disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 5.8% of Economically Disadvantaged students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which 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.

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 78 for ELA for the 2022-23 school year.
Economically Disadvantaged students earned an academic growth score of 98 for Math for the 2022-23 school year.

Black students earned an academic growth score of 95 for Math for the 2022-23 school year.
Hispanic students earned an academic growth score of 92 for Math for the 2022-23 school 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.

5.6% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
2.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
35.5% of students regularly attended school for the 2022-23 school year.
4.4% of Black students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
0.0% of Students with Disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Reading	34.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Star Reading	39.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment.

English Language Arts Summary

Strengths

34.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.

Challenges

39.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment.

Mathematics

Data	Comments/Notable Observations
Star Math	7.7% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
Star Math	42.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 11.2 points year-over-year.

Mathematics Summary

Strengths

42.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 11.2 points year-over-year.

Challenges

7.7% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	77.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	1.9%of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

77.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

1.9%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 Benchmark Standards	Data does not apply

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

True Health, Safety, and Physical Education Omit

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	80.9% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	3.5% 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.

80.9% 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.

3.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Reading	42.9% of EL students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Star Math	9.3% of EL students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Reading	16.7% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.4 points year-over-year.
Star Math	3.3% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Reading	31.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Star Math	6.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Student Groups by Race/Ethnicity

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

| Student Groups	Comments/Notable Observations
Black	25.6% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Black	2.5% of Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
Hispanic	37.1% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Hispanic	8.7% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.6 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.

42.9% of EL students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
16.7% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.4 points year-over-year.
31.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
8.7% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.6 points year-over-year.

Challenges

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

9.3% of EL students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
3.3% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment.
6.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
2.5% of Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
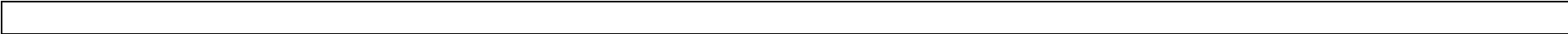
Conditions for Leadership, Teaching, and Learning

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	Exemplary
Identify and address individual student learning needs	Emerging
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	Emerging
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	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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Identify professional learning needs through analysis of a variety of data

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
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
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.	True
Our school earned an academic growth score of 78 for ELA for the 2022-23 school year.	False
Economically Disadvantaged students earned an academic growth score of 98 for Math for the 2022-23 school year.	False
34.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.	False
77.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
Black students earned an academic growth score of 95 for Math for the 2022-23 school year.	False
42.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 11.2 points year-over-year.	False
42.9% of EL students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.	False
80.9% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
16.7% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.4 points year-over-year.	False
31.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.	False
8.7% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.6 points year-over-year.	False
Identify professional learning needs through analysis of a variety of data	False
Hispanic students earned an academic growth score of 92 for Math for the 2022-23 school year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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
35.5% of students regularly attended school for the 2022-23 school year.	True
4.4% of Black students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
0.0% of Students with Disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
5.6% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	True
2.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
7.7% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
1.9%of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
9.3% of EL students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
3.3% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
6.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
2.5% of Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
39.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment.	False
3.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
35.5% of students regularly attended school for the 2022-23 school year.	Chronic truancy is high due to a variety of reasons that require case management support (Housing, Caregiver mental health, child care, student illness, unsafe travel conditions, domestic violence) as well as having a transient population of students.	True
5.6% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	Students were not consistently being exposed to reading for comprehension due to teachers not having enough capacity around how to implement Science of Reading and structured literacy.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.	If we identify the practices that made us successful in growing students in Math, we can replicate them in ELA and Science.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on addressing the myriad reasons that lead to chronic truancy, then we will see an increase in our Regular Attendance rates.
	If we provide frequent, timely, and systematic feedback and support on instructional practices - specifically, the Science of Reading and structured literacy - then we will see an increase in our ELA proficiency rates.

Goal Setting

Priority: If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on addressing the myriad reasons that lead to chronic truancy, then we will see an increase in our Regular Attendance rates.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least % of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least % of students will attend school 90% of days or more in Q1	At least % of students will attend school 90% of days or more in Q2	At least % of students will attend school 90% of days or more in Q3	At least % of students will attend school 90% of days or more in Q4

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least % 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 % of students will have zero out-of-school suspensions in Q1	At least % of students will have zero out-of-school suspensions in Q2	At least % of students will have zero out-of-school suspensions in Q3	At least % of students will have zero out-of-school suspensions in Q4

Priority: If we provide frequent, timely, and systematic feedback and support on instructional practices - specifically, the Science of Reading and structured literacy - then we will see an increase in our ELA proficiency rates.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
At least % of grade 3-4 students will score proficient/advanced on the ELA PSSA

Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least % students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q1	At least % students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least % students in grades 3-4 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 % of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 2			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least % students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least % 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 % students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least % of grade 3-4 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least % students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q1	At least % students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least % students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

Attendance	Suspensions
Board Goal 1	Board Goal 2
Board Goal 3	

Action Plan For: ELA Curriculum

Measurable Goals:
• At least % of grade 3-4 students will score proficient/advanced on the Math PSSA
• At least % of grade 3 students will score proficient/advanced on the ELA PSSA
• At least % of grade 3-4 students will score proficient/advanced on the ELA PSSA

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	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PL Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
Develop plan for school-based PD time that focuses on improving teacher practice in the Science of Reading and structured literacy as it relates to 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	2024-11-15
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	2025-03-01
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 & 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 & Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	

Action Step		**Anticipated Start/Completion Date**	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Based Teacher Leader	ELA Instructional Guide, PLC Schedule	No	

Action Step		**Anticipated Start/Completion Date**	
Consistently implement small group instruction to support targeted skill development throughout the school day		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	Student Data, Lesson Plans	No	

Action Step		Anticipated Start/Completion Date	
Implement benchmark assessments tied to ELA Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	ELA Benchmarks	No	
Action Step		**Anticipated Start/Completion Date**	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	

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

Measurable Goals:
• At least % of all students will attend school 90% of days or more
• At least % 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**	**PD Step?**
Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities	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?**
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes
Action Step		**Anticipated Start/Completion Date**
Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school	2024-08-26	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No
Action Step		**Anticipated Start/Completion Date**
Hold monthly MTSS/TIPS meetings, monthly, 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	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No
Action Step		**Anticipated Start/Completion Date**
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.	2024-10-01	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**

Principal, Assistant Principal, and PBIS 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, (3) actively participating in the student acknowledgement system, and (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?**	
PBIS 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 concerns. - Stakeholders perceive the school as warm, inviting, and safe.	- 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. - Monthly, behavioral data will be reviewed by the CR-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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• ELA Curriculum • PBIS	Federally Funded Regular Programs - Salaries	446916.56
Instruction	• ELA Curriculum • PBIS	Federally Funded Regular Programs - Benefits	284534.44
Instruction	• ELA Curriculum • PBIS	Federally Funded Regular Programs - Supplies	14233
Total Expenditures			745684

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Curriculum	Develop plan for school-based PD time that focuses on improving teacher practice in the Science of Reading and structured literacy as it relates to ELA instruction.
PBIS	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 Curriculum

Action Step
• Develop plan for school-based PD time that focuses on improving teacher practice in the Science of Reading and structured literacy as it relates to 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	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

Action Step
• Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS

data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		
Audience		
Teachers & Climate Staff		
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 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.	2024-08-30
Building Principal Signature	**Date**
Charlotte Gillum	2024-08-30
School Improvement Facilitator Signature	**Date**
Conor Richardson	2024-08-30