

**Kearny Gen Philip Sch**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
General Philip Kearny Elementary School		12651001
<b>Address 1</b>		
601 Fairmount Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19131
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Tony Watlington		superintendent@philasd.org
<b>Principal Name</b>		
Sabrina Scott-Feggins		
<b>Principal Email</b>		
sscottfeggins@philasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
215 400-7590		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Eshe Price		eprice@philasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Sabrina B Scott-Feggins	Principal	Kearny School	sscottfeggins@philasd.org
Robyn Walker	Teacher	Kearny School	rwalker@philasd.org
Jacqueline Naphys	Teacher	Kearny School	jnaphys@philasd.org
Jessica Watson	Education Specialist	Kearny School	jmwatson@philasd.org
Sultan Shabazz	Education Specialist	Kearny School	sshabazz@philasd.org
Adam Bruckner	Community Member	The Helping Hands Mission	adambruckner@gmail.com
Dr. Tony Watlington	Chief School Administrator	SDP	superintendent@philasd.org
Alyssa Golden	Teacher	Kearny School	aangeloni@philasd.org
Eshe Price	District Level Leaders	SDP	eprice@philasd.org
Kirsten Lehman	Teacher	Kearny School	kmeyer@philasd.org
Denise Jones	Parent	Parent	denijones@gmail.com

## Vision for Learning

### **Vision for Learning**

"School Vision: Every scholar at Kearny Elementary School is achieving his or her maximum potential in an engaging, inspiring and challenging learning environment. School Mission: General Philip Kearny School community will work together in a space that is safe, where all are valued. Kearny school expects everyone to contribute to the success of the entire school community. We strive to build a culture of equity for all learners that honors and celebrates their rich heritage. We will respect the importance of teaching and learning. We will display dignity and integrity at all times. WE WILL KNOW THE TRUTH OF WHO WE ARE AND WE WILL USE OUR GREATNESS TO IMPACT THE WORLD. As it relates to equity, we are focused on knowing each student at Kearny and working to provide each student with what they need to be successful. We are working to ensure that we are not stuck on equal provisions for students as it is our goal to cultivate learning by providing equitable experiences for students."

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - Math	10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Science	29.7% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

### Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	31.0% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Regular Attendance	38.0% 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.
Proficient or Advanced on Pennsylvania State Assessments - Math	10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim target.

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

### Strengths

<b>Indicator</b> Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically disadvantaged students earned an academic growth score of 99 for ELA/Literature for the 2022-23 school year.
<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> 27.1% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year.

African-American/Black	
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### Challenges

<b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> 27.4% of Black/African American students with disabilities 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.
<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> 7.0% of students with IEPs scored proficient/advanced on the ELA 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.

10.1% 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.
29.7% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Economically disadvantaged students earned an academic growth score of 99 for ELA/Literature for the 2022-23 school year.
27.4% of Black/African American students with disabilities 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.

#### 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.

31.0% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
38.0% 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.
27.4% of students with disabilities 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.
10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim target.
7.0% of students with IEPs scored proficient/advanced on the ELA 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 fall to winter schoolwide SGP is 60 which is high growth.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 48.2% of students scored in intensive and strategic intervention benchmark categories in the winter.

### English Language Arts Summary

#### Strengths

On Star Reading, the fall to winter schoolwide SGP is 60 which is high growth.

#### Challenges

On Star Reading, 48.2% of students scored in intensive and strategic intervention benchmark categories in the winter.

### Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, the schoolwide fall to winter SGP is 49 which is typical growth.
Star Assessment - Math - 2023-24 - Winter	On Star Math, 55.3% of students scored in intensive and strategic intervention benchmark categories in the winter.

### Mathematics Summary

#### Strengths

On Star Math, the schoolwide fall to winter SGP is 49 which is typical growth.

#### Challenges

On Star Math, 55.3% of students scored in intensive and strategic intervention benchmark categories in the winter.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	63.4% of students earned As or Bs in Science through Q3 of the 2023-24 school year.
Course Marks - Science	11.5% of students earned Ds or Fs in Science through Q3 of the 2023-24 school year.



## Science, Technology, and Engineering Education Summary

### Strengths

63.4% of students earned As or Bs in Science through Q3 of the 2023-24 school year.

### Challenges

11.5% of students earned Ds or Fs in Science through Q3 of the 2023-24 school year.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	26.2% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

### 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 positive relationship score is 94.3% for adult-student relationships 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	78.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	10.3% 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.

78.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.

On the SWBS, the positive relationship score is 94.3% for adult-student relationships in window 2.

### 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.

26.2% 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 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 - Math - 2023-24 - Winter	On Star Math, current EL students have the highest SGP at 68 in the winter.

### Students with Disabilities

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

Data	Comments/Notable Observations
Star - Reading - 2023-24 - Winter	On Star Reading, students with IEPs had the highest SGP at 62 which is high growth.
Star - Math - 2023-24 - Winter	On Star Math, 54.3% of students with IEPs scored in the intensive intervention benchmark category in the winter.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star - Reading - 2023-24 - Winter	On Star Reading, 34.1% of economically disadvantaged students scored in the intensive intervention benchmark category.

### Student Groups by Race/Ethnicity

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

## 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, students with IEPs had the highest SGP at 62 which is high growth.
On Star Math, current EL students have the highest SGP at 68 in the winter.

### 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, 34.1% of economically disadvantaged students scored in the intensive intervention benchmark category.
On Star Math, 54.3% of students with IEPs scored in the intensive intervention benchmark category in the winter.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
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Implement an evidence-based system of schoolwide positive behavior interventions and supports
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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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Implement evidence-based strategies to engage families to support learning
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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
10.1% 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
29.7% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
Economically disadvantaged students earned an academic growth score of 99 for ELA/Literature for the 2022-23 school year.	False
78.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
On the SWBS, the positive relationship score is 94.3% for adult-student relationships in window 2.	False
On Star Reading, the fall to winter schoolwide SGP is 60 which is high growth.	False
27.4% of Black/African American students with disabilities 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
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
On Star Reading, students with IEPs had the highest SGP at 62 which is high growth.	False
On Star Math, current EL students have the highest SGP at 68 in the winter.	False
On Star Math, the schoolwide fall to winter SGP is 49 which is typical growth.	False
63.4% of students earned As or Bs in Science through Q3 of the 2023-24 school year.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

### 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
31.0% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
38.0% 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.	True
27.4% of students with disabilities regularly attended school for the 2022-23 school year, which is a decrease in performance	False



from the previous year and is not meeting the statewide goal or interim target.	
26.2% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
On Star Reading, 48.2% of students scored in intensive and strategic intervention benchmark categories in the winter.	True
On Star Math, 55.3% of students scored in intensive and strategic intervention benchmark categories in the winter.	False
7.0% of students with IEPs scored proficient/advanced on the ELA 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
Identify and address individual student learning needs	False
Implement evidence-based strategies to engage families to support learning	False
10.3% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
On Star Reading, 34.1% of economically disadvantaged students scored in the intensive intervention benchmark category.	False
On Star Math, 54.3% of students with IEPs scored in the intensive intervention benchmark category in the winter.	False
11.5% of students earned Ds or Fs in Science through Q3 of the 2023-24 school year.	False
10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim target.	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
38.0% 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.	Communicating with parents about student attendance, such as phone calls, letters home, and attendance meetings doesn't appear to have an impact on parents' lack of urgency about daily student attendance.	True
On Star Reading, 48.2% of students scored in intensive and strategic intervention benchmark categories in the winter.	Students are coming to school with varying levels of exposure to school which causes teachers to prioritize systems and routines. Students are receiving support through blended learning and push-in support. As a result, teachers continue to need support with small group instruction driven by student data through coaching and PLCs.	True
10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year and is not meeting the statewide goal or interim target.	K-2 students entered the year with the most pronounced foundational skill gaps in math, and teachers didn't know how to address the full breadth of those foundational skill gaps with consistency due to a continued need for coaching and support with implementing IM.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Leveraging a positive school environment will facilitate the best conditions for student success

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement evidence-based strategies to engage families to support learning, then communicate the importance of daily student attendance.
	If we identify and address individual student learning needs, we can address reading skill gaps.
	If we identify and address individual student learning needs, we can address math skill gaps.

## Goal Setting

Priority: If we implement evidence-based strategies to engage families to support learning, then communicate the importance of daily student attendance.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 55.20% of all students will attend school 90% of days or more			
<b>Measurable Goal Nickname (35 Character Max)</b>			
90%+ Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 65.20% of all students will attend school 90% of days or more	At least 61.20% of all students will attend school 90% of days or more	At least 58.20% of all students will attend school 90% of days or more	At least 55.20% of all students will attend school 90% of days or more

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 92.00% of students will have zero out-of-school suspensions			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Zero Out of School Suspensions			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 99% of students will have zero out-of-school suspensions	At least 97% of students will have zero out-of-school suspensions	At least 94% of students will have zero out-of-school suspensions	At least 92% of students will have zero out-of-school suspensions

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

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 32.78% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA (Gr. 3-8)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 32.78% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.	At least 32.78% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.	No data - trimester assessment calendar	At least 32.78% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 32.98% of grade 3 students will score proficient/advanced on the ELA PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA (Gr. K-3)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 32.98% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment.	At least 32.98% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment,	No data - trimester assessment calendar	At least 32.98% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment,

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

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 11.42% of grade 3-8 students will score proficient/advanced on the Math PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math (Gr. 3-8)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 11.42% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.	At least 11.42% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.	No data - trimester assessment calendar	At least 11.42% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.

## Action Plan

### Measurable Goals

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

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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>At least 55.20% of all students will attend school 90% of days or more</li> <li>At least 92.00% of students will have zero out-of-school suspensions</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads		2024-07-01	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities	No	
Action Step		Anticipated Start/Completion Date	
Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.		2024-07-01	2024-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Rolling Agenda, Calendar, Manual	No	
Action Step		Anticipated Start/Completion Date	
Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-26	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes	
Action Step		Anticipated Start/Completion	

		<b>Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Roster and implement Daily Community Meetings (at least 90 minutes a week)		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Document ALL referrals (Major & Minor) into SIS only		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers/Staff	SIS	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin. / CR-PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative Team	Observation Calendar, Danielson Framework (Domain 2)	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, and (3) actively participating in the student acknowledgement system, (4) Restorative Practices		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Student Climate Staff	CR-PBIS Manual	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk		2025-03-01	2025-03-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
<ul style="list-style-type: none"> <li>- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms.</li> <li>- Adult-student and student-student interactions are positive, caring, and respectful.</li> <li>- Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices.</li> <li>- Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals.</li> <li>- There are clear procedures for reporting and responding to behavioral concerns.</li> <li>- Stakeholders perceive the school as warm, inviting, and safe.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress.</li> <li>- Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team.</li> <li>- Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.</li> </ul>

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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• At least 11.42% of grade 3-8 students will score proficient/advanced on the Math PSSA</li> <li>• At least 32.98% of grade 3 students will score proficient/advanced on the ELA PSSA</li> <li>• At least 32.78% of grade 3-8 students will score proficient/advanced on the ELA PSSA</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED	2024-07-01   2024-08-23

and ESOL teachers, to come together for focused collaboration.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Roster Chair	Rosters	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Designate weekly planning time when PLC facilitators will develop PLC agendas.		2024-07-01	2024-08-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	PLC Agendas, Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Establish a single online location where agendas will be stored for PLC meetings		2024-07-01	2024-08-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Google Drive	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with an initial focus on the implementation of both the new ELA and math curricula (sophomore year of implementation).		2024-07-01	2024-08-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	PLC Agendas, Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SBTL 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	2024-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SBTLs	PD Calendar	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop a system for consistent lesson plan submission and review.		2024-07-01	2024-08-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Lesson Plan Template	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review lesson plans regularly with a specific focus on looking for alignment with the new curricula and state standards.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Lesson Plan Template	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	



Provide Special Education and ESOL teachers with the space during PLCs to support teachers with instructional strategies that best support SPED and EL students and collaboration.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	PLA Agendas, Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing assessment (STAR, iReady, and PSSA) data.		2024-10-01	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Student Data	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
- 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.

## 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"> <li>• PBIS (<a href="https://www.evidenceforpa.org/strategies/pbis">https://www.evidenceforpa.org/strategies/pbis</a>) Tier 1</li> <li>• Teacher-Centered Collaborative Activities (<a href="https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities">https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities</a>) Tier 3</li> </ul>	Federally Funded Regular Programs - Supplies	4332
Instruction	<ul style="list-style-type: none"> <li>• PBIS (<a href="https://www.evidenceforpa.org/strategies/pbis">https://www.evidenceforpa.org/strategies/pbis</a>) Tier 1</li> <li>• Teacher-Centered Collaborative Activities (<a href="https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities">https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities</a>) Tier 3</li> </ul>	Federally Funded Regular Programs - Salaries	115031.75
Instruction	<ul style="list-style-type: none"> <li>• PBIS (<a href="https://www.evidenceforpa.org/strategies/pbis">https://www.evidenceforpa.org/strategies/pbis</a>) Tier 1</li> <li>• Teacher-Centered Collaborative Activities (<a href="https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities">https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities</a>) Tier 3</li> </ul>	Federally Funded Regular Programs - Benefits	73236.25
<b>Total Expenditures</b>			<b>192600</b>



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS ( <a href="https://www.evidenceforpa.org/strategies/pbis">https://www.evidenceforpa.org/strategies/pbis</a> ) Tier 1	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS
Teacher-Centered Collaborative Activities ( <a href="https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities">https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities</a> ) Tier 3	SBTL 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 (CURRENT SCHOOLS)

<b>Audience</b>		
All Staff		
<b>Topics to be Included</b>		
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual		
<b>Evidence of Learning</b>		
PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
PBIS Team	2024-08-20	2025-06-12

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Professional Learning Communities (PLCs)

<b>Action Step</b>
<ul style="list-style-type: none"> <li>SBTL 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.</li> </ul>
<b>Audience</b>
School-Based Teacher Leader (SBTL)
<b>Topics to be Included</b>
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices

<b>Evidence of Learning</b>		
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
District Central Office Staff	2024-08-20	2025-06-12

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Approvals & Signatures

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

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
Sabrina Scott-Feggins	2024-08-27
School Improvement Facilitator Signature	Date
Eshe Price	2024-07-19