

Disston Hamilton Sch

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hamilton Disston Elementary School		126515001
Address 1		
6801 Cottage Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19135
Chief School Administrator		Chief School Administrator Email
Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Michele Hutz		
Principal Email		
mhutz@philasd.org		
Principal Phone Number		Principal Extension
(215) 400-3350		1230
School Improvement Facilitator Name		School Improvement Facilitator Email
Eshe Price		eprice@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michele Hutz	Principal	Hamilton Disston School	mhutz@philasd.org
Tracy Fagnoli	Other	Hamilton Disston School	tcmzyk@philasd.org
Caroline Gramlich	Teacher	Hamilton Disston School	cgramlich@philasd.org
Amanda Zeamer	Parent	Hamilton Disston School Parent	azeamer@hotmail.com
Erica Payne	Community Member	CORA Services	epayne@coraservices.org
Dr. Tony Watlington	Chief School Administrator	The School District of Philadelphia	superintendent@philasd.org
Eshe Price	District Level Leaders	The School District of Philadelphia	eprice@philasd.org
Matthew Braun	Other	Hamilton Disston School	mbraun2@philasd.org

Vision for Learning

Vision for Learning

The vision of Hamilton Disston Elementary School is to produce high-functioning, well-rounded individuals that make significant contributions to society. Disston Elementary School's mission is to provide all children in grades K-8 the educational opportunity, reinforcement, and enrichment resources to reach proficient and above levels in reading, math, and all other subject areas. We pride our success in providing our students with highly qualified educators that are specifically recruited according to educational background, experience, and area of certification through site-based selection to address the needs of our students. We believe that a positive and caring atmosphere helps provide students with the self-confidence necessary to achieve in all academic areas as well as in the community. We strive to create an environment where each child is responsible for his/her work and actions. This will help provide each student at Disston Elementary with the necessary skills to enable them to embark on their future with pride and determination in addition to becoming a model for their communities. Also, our expectation is to afford students the ability to achieve success and serve as a positive representative of our efforts in future school placements and other encounters.

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
Career Standards Benchmark	60.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Math	6.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	45.3% 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 - ELA/Literature	13.5% 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.

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

Strengths

Indicator	Comments/Notable Observations
ESSA Student Subgroups	
Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations	Our school earned an academic growth score of 77 for Math for the 2022-23 school year

(PVAAS) - Math ESSA Student Subgroups African-American/Black	for Black students.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature ESSA Student Subgroups Hispanic	Comments/Notable Observations Our school earned an academic growth score of 73 for ELA/Literature for the 2022-23 school year for Hispanic students.

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Economically Disadvantaged, English Learners	Comments/Notable Observations Our school earned an academic growth score of 72 for Math for the 2022-23 school year for English language learners and economically disadvantaged students. This was a decrease from the year prior.
Indicator Regular Attendance ESSA Student Subgroups White	Comments/Notable Observations 36.4% 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.

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.

60.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year.
6.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Our school earned an academic growth score of 77 for Math for the 2022-23 school year for Black students.
Our school earned an academic growth score of 73 for ELA/Literature for the 2022-23 school year for Hispanic students.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

45.3% 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.
13.5% 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.
Our school earned an academic growth score of 72 for Math for the 2022-23 school year for English language learners and economically disadvantaged students. This was a decrease from the year prior.
36.4% 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.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	From Winter 1 2023 to Winter 1 2024, there has been no change in the percentage of students (57%) scoring at the intensive intervention benchmark category on Star Reading.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 57.3% of students scored Intensive Intervention in the winter, which is a decrease of 4.9% from fall to winter.

English Language Arts Summary

Strengths

On Star Reading, 57.3% of students scored Intensive Intervention in the winter, which is a decrease of 4.9% from fall to winter.

Challenges

From Winter 1 2023 to Winter 1 2024, there has been no change in the percentage of students (57%) scoring at the intensive intervention benchmark category on Star Reading.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, there was a 2% decrease in the percentage of intensive intervention benchmark category in the winter, YOY (47.5% to 45.7%)
Star Assessment - Math - 2023-24 - Winter	On Star Math, 10.6% of students scored in the at/above benchmark category in the winter, which is an increase of 1.4% year over year.

Mathematics Summary

Strengths

On Star Math, 10.6% of students scored in the at/above benchmark category in the winter, which is an increase of 1.4% year over year.

Challenges

On Star Math, there was a 2% decrease in the percentage of intensive intervention benchmark category in the winter, YOY (47.5% to 45.7%)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	68.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

68.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

3.1% 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	76.5% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 3.7 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 is 76.7% in adult/student relationships.
Student Well-Being Survey	On the SWBS, the peer relationships score is 66.1% and self self-development score is 66.6% in window 1.
Culture and Climate	Through February 29, there were 149 (Major) ODR referrals.

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	10.2% 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.

76.5% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 3.7 percentage points YOY.

On the SWBS, the relationship score is 76.7% in adult/student relationships.

Challenges

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

On the SWBS, the peer relationships score is 66.1% and the self-development score is 66.6% in window 1.

10.2% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Through February 29, there were 149 (Major) ODR referrals.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Spring	On Star Reading, 11.8% of students with IEPs scored in the at/above benchmark category in the spring, a 5.5 percentage point increase YOY.
Star Assessment - Math - 2023-24 - Spring	On Star Math, 3.4% of students with IEPs scored in the at/above benchmark category, a 2.1 percentage point decrease YOY.
Zero Out of School Suspensions	Through June, 94% of students with IEPs have zero out-of-school suspensions.
Course Marks - Math	21.8% of students IEPs earned Ds or Fs in Mathematics through Q4 of the 2023-24 school year.

Students Considered Economically Disadvantaged

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

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.

Through June, 94% of students with IEPs have zero out-of-school suspensions.

On Star Reading, 11.8% of students with IEPs scored in the at/above benchmark category in the spring, a 5.5 percentage point increase YOY.

Challenges

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

On Star Math, 3.4% of students with IEPs scored in the at/above benchmark category, a 2.1 percentage point decrease YOY.
21.8% of students IEPs earned Ds or Fs in Mathematics through Q4 of the 2023-24 school year.

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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	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	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?

Provide frequent, timely, systematic feedback and support on instructional practices.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

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?

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

School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
60.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year.	False
6.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
Our school earned an academic growth score of 77 for Math for the 2022-23 school year for Black students.	False
76.5% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 3.7 percentage points YOY.	False
Our school earned an academic growth score of 73 for ELA/Literature for the 2022-23 school year for Hispanic students.	False
On Star Reading, 57.3% of students scored Intensive Intervention in the winter, which is a decrease of 4.9% from fall to winter.	False
Provide frequent, timely, systematic feedback and support on instructional practices.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
On Star Math, 10.6% of students scored in the at/above benchmark category in the winter, which is an increase of 1.4% year over year.	False
68.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
On the SWBS, the relationship score is 76.7% in adult/student relationships.	False
Through June, 94% of students with IEPs have zero out-of-school suspensions.	False
On Star Reading, 11.8% of students with IEPs scored in the at/above benchmark category in the spring, a 5.5 percentage point increase YOY.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
45.3% 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

13.5% 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
Our school earned an academic growth score of 72 for Math for the 2022-23 school year for English language learners and economically disadvantaged students. This was a decrease from the year prior.	False
36.4% 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
From Winter 1 2023 to Winter 1 2024, there has been no change in the percentage of students (57%) scoring at the intensive intervention benchmark category on Star Reading.	True
On Star Math, there was a 2% decrease in the percentage of intensive intervention benchmark category in the winter, YOY (47.5% to 45.7%)	True
Implement a multi-tiered system of supports for academics and behavior.	False
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	False
3.1% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
On the SWBS, the peer relationships score is 66.1% and the self-development score is 66.6% in window 1.	False
10.2% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
On Star Math, 3.4% of students with IEPs scored in the at/above benchmark category, a 2.1 percentage point decrease YOY.	False
21.8% of students IEPs earned Ds or Fs in Mathematics through Q4 of the 2023-24 school year.	False
Through February 29, there were 149 (Major) ODR referrals.	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
36.4% 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.	Lack of student engagement around the significance of attending school regularly to meet academic proficiency and growth goals and the need to develop a Tier II attendance team to meet with families to communicate and develop a consistent attendance plan for students demonstrating chronic absences and truancy has contributed to low percentage of students attending school 95%+, which has led to us being off track for meeting our regular attendance goals for the 23-24 SY.	True
From Winter 1 2023 to Winter 1 2024, there has been no change in the percentage of students (57%) scoring at the intensive intervention benchmark category on Star Reading.	We need to develop a more effective coaching model that is intentional in providing teachers the necessary support to fluently engage in the content and the framework that will be led by data analysis and effective strategic implementation.	True
On Star Math, there was a 2% decrease in the percentage of intensive intervention benchmark category in the winter, YOY (47.5% to 45.7%)	We need to develop a more effective coaching model that is intentional in providing teachers the necessary support to fluently engage in the content and the framework that will be led by data analysis and effective strategic implementation.	True
Through February 29, there were 149 (Major) ODR referrals.	Inconsistency in the implementation of PBIS initiatives as well as providing support around PBIS initiatives in the form of mentor teachers familiar with the program supporting new teachers and being a source of reference due to time and resource constraints has severely impeded our progress towards regular attendance and reducing Office Discipline Referrals (ODR) for the 23-24 SY, which could impact the attainment of our 24-25 Zero Suspension goal.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Provide frequent, timely, systematic feedback and support on instructional practices.	If we use our strong feedback system in collaboration with the development of a robust coaching model then we should be able to increase instructional capacity and improve academic outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We can implement a multi-tiered system of support for academics and behavior to provide Tier II attendance support to students and their families.

	We can implement school teams as a collaborative process to analyze a variety of assessment data to support an effective coaching model driven by data analysis in reading.
	We can implement school teams as a collaborative process to analyze a variety of assessment data to support an effective coaching model driven by data analysis in math.
	We can implement a multi-tiered system of support for academics and behavior to provide consistent Tier II behavior support to students.

Goal Setting

Priority: We can implement a multi-tiered system of support for academics and behavior to provide Tier II attendance support to students and their families.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 54.80% 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 64.80% of all students will attend school 90% of days or more in Q1	At least 60.80% of all students will attend school 90% of days or more in Q2	At least 57.80% of all students will attend school 90% of days or more in Q3	At least 54.80% of all students will attend school 90% of days or more in Q4

Priority: We can implement school teams as a collaborative process to analyze a variety of assessment data to support an effective coaching model driven by data analysis in reading.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 16.38% 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 16.38% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 16.38% 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 16.38% 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 16.38% 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 16.38% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 16.38% 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 16.38% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: We can implement school teams as a collaborative process to analyze a variety of assessment data to support an effective coaching model driven by data analysis in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 10.14% 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 10.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 10.14% 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 10.14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: We can implement a multi-tiered system of support for academics and behavior to provide consistent Tier II behavior support to students.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 96.80% 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 99.80% of students will have zero out-of-school suspensions in Q1	At least 98.80% of students will have zero out-of-school suspensions in Q2	At least 97.80% of students will have zero out-of-school suspensions in Q3	At least 96.80% of students will have zero out-of-school suspensions in Q4

Action Plan

Measurable Goals

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

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 10.14% of grade 3-8 students will score proficient/advanced on the Math PSSA At least 16.38% of grade 3-8 students will score proficient/advanced on the ELA PSSA At least 16.38% 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	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	ELA Instructional Guide, Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.		2024-07-01	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in the IPP process as it relates to ELA instruction.		2024-09-30	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		2024-08-26	2024-11-

instructional improvement goals.			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 and Assistant Principal	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
Action Step		Anticipated Start/Completion Date	
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Star Assessments	No	
Action Step		Anticipated Start/Completion Date	

Plan and facilitate PLCs with a focus on supporting teachers in the areas of implementing culturally and linguistically relevant instructional practices and materials, with a specific focus on TSI groups (ie EL students).		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
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?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	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	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Benchmark Assessments	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	
Action Step		Anticipated	

		Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on the IPP and lesson execution.		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 (<https://www.evidenceforpa.org/strategies/pbis>) Tier 1

Measurable Goals:
<ul style="list-style-type: none"> At least 54.80% of all students will attend school 90% of days or more At least 96.80% of students will have zero out-of-school suspensions

Action Step	Anticipated Start/Completion Date
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads	2024-07-01 2024-08-16
Lead Person/Position	Material/Resources/Supports Needed
Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities
PD Step?	
No	
Action Step	Anticipated Start/Completion Date
Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan	2024-07-08 2024-08-20

staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.			
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		2024-08-20	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS	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?	
CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Roster and implement Daily Community Meetings (at least 90 minutes a week)		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	No	
Action Step		Anticipated Start/Completion Date	
Document ALL referrals (Major & Minor) into SIS only		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers/Staff	SIS	No	
Action Step		Anticipated Start/Completion Date	

Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin. / CR-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	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative Team	Observation Calendar, Danielson Framework (Domain 2)	No	
Action Step		Anticipated Start/Completion Date	
Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, and (3) actively participating in the student acknowledgement system, (4) Restorative Practices		2024-10-01	2024-06-12
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?	
CR-PBIS Team, CR-PBIS Coach	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	- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress. - Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team. - Quarterly, behavioral data will be reviewed by the CR-PBIS team, and

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.

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	15312
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	355612.39
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	226404.61
Total Expenditures			597329

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Develop plan for school-based PD time that focuses on improving teacher practice in the IPP process as it relates to ELA instruction.
PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

ELA Framework

Action Step		
<ul style="list-style-type: none"> Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Develop plan for school-based PD time that focuses on improving teacher practice in the IPP process 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 (SBTL)	2024-08-20	2025-06-12

Learning Format

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

PBIS (CURRENT SCHOOLS)

Action Step		
<ul style="list-style-type: none"> Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS 		
Audience		
All Staff		
Topics to be Included		
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual		
Evidence of Learning		
PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Team	2024-08-20	2025-06-12

Learning Format

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

Approvals & Signatures

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

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
Mrs. Michele Hutz	2024-08-13
School Improvement Facilitator Signature	Date
Eshe Price	2024-07-18