

**Fitzpatrick Aloysius L Sch**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Aloysius L. FitzPatrick School		126515001
<b>Address 1</b>		
11061 Knights Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19154
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Tony B. Watlington		superintendent@philasd.org
<b>Principal Name</b>		
Jennifer Scanlan		
<b>Principal Email</b>		
jtornielli@philasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
215-400-3060		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Kanika Watkins		kwatkins@philasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Scanlan	Principal	FitzPatrick School	jtornielli@philasd.org
Amy Gottesman	Teacher	FitzPatrick School	abgottesman@philasd.org
Erin Christy	Teacher	FitzPatrick School	echristy@philasd.org
Joan Simmons	Other	FitzPatrick School	jsimmoms@philasd.org
Kelly Kilpatrick	Parent	FitzPatrick Home and School	connorchloe1422@gmail.com
Kathleen Zach	Community Member	FitzPatrick Home and School	amdlezach@gmail.com
Nishay Nelson	Other	FitzPatrick School	niharris@philasd.org
Kanika Watkins	District Level Leaders	School District of Philadelphia	kwatkins@philasd.org
Dr. Tony B. Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Megan Dungan	Teacher	Fitzpatrick	mdoherty@philasd.org
Christine Moan	Teacher	Fitzpatrick	cmoan@philasd.org
Aurelio Tellado	Other	Fitzpatrick	atellado@philasd.org
Kristy McGuigan	Other	Fitzpatrick	kmcguigan@philasd.org

## Vision for Learning

### **Vision for Learning**

The FitzPatrick Community will be a trusting and nurturing environment where everyone feels a sense of belonging, feels a sense of purpose, and is free from labels. There will be a connection between students, staff, and parents where every voice is heard. A commitment to showing respect and being culturally responsive in order to ensure everyone has access to resources so that all needs are being met.

## Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 91.7 for Math for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Science	Our school earned an academic growth score of 70.0 for Science for the 2022-23 school year.
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	43.4% of students scored proficient/advanced on the ELA 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 - Math	23.6% 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.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 89.0 for ELA/Literature for the 2022-23 school year.

### Challenges

Indicator	Comments/Notable Observations
Regular Attendance	76.4% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.
Career Standards Benchmark	81.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

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

### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature <b>ESSA Student Subgroups</b>	Our English Learners earned an academic growth score of 98.0 for ELA/Literature for the 2022-23 school year.

English Learners	
<b>Indicator</b> Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Our student with disabilities earned an academic growth score of 70.0 for ELA/Literature for the 2022-23 school year.

### Challenges

<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> 4.7% of students with disabilities proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.
<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> 27.6% of English Learners scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet 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.

43.4% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
23.6% 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 70.0 for Science for the 2022-23 school year.
Our student with disabilities earned an academic growth score of 70.0 for ELA/Literature for the 2022-23 school year.
Our English Learners earned an academic growth score of 98.0 for ELA/Literature 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.

81.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
27.6% of English Learners scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide

goal or interim target.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	37.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1.1% points year over year.
Star Assessment - Reading	67.2% of students scored Intensive Intervention on the Winter 2024 Star Reading assessment, which is an increase of 4 points year over year.

### English Language Arts Summary

#### Strengths

37.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1.1% points year over year.

#### Challenges

67.2% of students scored Intensive Intervention on the Winter Star Reading assessment, which is an increase of 4 points year over year.

### Mathematics

Data	Comments/Notable Observations
Star Assessments - Math	21.7% of students scored At/Above Benchmark on the Winter 2024 Star Math assessment, which is a decrease of 6.1 points year over year (albeit there was an increase of 8 points from fall to winter).
Star Assessments - Math	Our students earned a median Student Growth Score of 58.3% on the Spring 2024 Star Math Assessment, which meets the standard Student Growth Score of 50
Star Assessments - Math	28.9% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 0.1% points year over year.

### Mathematics Summary

#### Strengths

Our students earned a median Student Growth Score of 58.3% on the Spring 2024 Star Math Assessment, which meets the standard Student Growth Score of 50

#### Challenges

21.7% of students scored At/Above Benchmark on the Winter 2024 Star Math assessment, which is a decrease of 6.1 points year over year (albeit there was an increase of 8 points from fall to winter).



## Science, Technology, and Engineering Education

<b>Data</b>	<b>Comments/Notable Observations</b>
Course Marks - Science	73.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	4.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

## Science, Technology, and Engineering Education Summary

### Strengths

73.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

### Challenges

4.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Naviance - Local College and Career Readiness	95.3% of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year.
Naviance - Local College and Career Readiness	2.2% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year.

### 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	73.0% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	4.6% 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.

95.3% of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year.
73.0% 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.

2.2% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year.
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4.6% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
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97.8% of students have zero out of school suspensions and 68.4% of students attended school 90% of days as of the end of Q2 in SY23-24.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Star Assessment - Math	26.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 6.1% points year over year.
Star Assessment - Reading	15.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 3.6% points year over year.

### Students with Disabilities

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

Data	Comments/Notable Observations
Star Reading	12.2% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.3% points year over year.
Star Math	10.2% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.5% points year over year.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Reading	33.8% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.2% points year over year
Star Math	27.3% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 1.5% points year over year.

## Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	32.7% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.8% points year over year.
Black	21.3% of Black students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 0.3% year over year.
Asian	35.1% of Asian students scored At/Above Benchmark on the 23-24 SY Spring Star Reading Assessment, which is an increase of 0.7% from the 23-24 SY Fall Star Reading Assessment.
Asian	50.0% of Asian students scored At/Above Benchmark on the 23-24 SY Spring Star Math Assessment, which is an increase of 12.2% from the 23-24 SY Fall Star Math Assessment.
Hispanic	
Hispanic	31.1% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 5.5% year over year.
White	26.5% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 5.7% year over year.
White	42.6% of White students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 1.4% year over year.
2 or More Races	30.4% of White students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is a decrease of 3.1% year over year.
2 or More Races	50.0% of 2 or More Races students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 18.3% 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.

50.0% of 2 or More Races students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 18.3% year over year.
26.5% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an increase of 5.7% year over year.
10.2% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.5% points year

over year.

33.8% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.2% points year over year

35.1% of Asian students scored At/Above Benchmark on the 23-24 SY Spring Star Reading Assessment, which is an increase of 0.7% from the 23-24 SY Fall Star Reading Assessment.

### 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.

15.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 3.6% points year over year.

32.7% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.8% points year over year.

30.4% of White students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is a decrease of 3.1% year over 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	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	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	Emerging
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?

As a school, we use a collaborative process to analyze data in order to monitor student data with content area teachers, grade level teachers, SBTL and Principal monitoring data and adjusting practices as needed.

As a school, we are developing a culture of high expectations for our entire school community.

As a school we have an established system of collaborative planning to ensure that instruction is aligned that includes: Common planning time, PLC topics based on IPP and curriculum engine, lesson plan collection.

As a school, we are working to develop a robust system of identifying professional learning needs through the analysis of a variety of data sources.

### 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?

EP 01: Align curricular materials and lesson plans to the PA Standards

EP 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports



## 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
43.4% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
23.6% 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 70.0 for Science for the 2022-23 school year.	False
Our student with disabilities earned an academic growth score of 70.0 for ELA/Literature for the 2022-23 school year.	False
Our English Learners earned an academic growth score of 98.0 for ELA/Literature for the 2022-23 school year.	False
37.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1.1% points year over year.	True
73.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
Our students earned a median Student Growth Score of 58.3% on the Spring 2024 Star Math Assessment, which meets the standard Student Growth Score of 50	False
95.3% of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year.	False
As a school, we use a collaborative process to analyze data in order to monitor student data with content area teachers, grade level teachers, SBTL and Principal monitoring data and adjusting practices as needed.	False
As a school, we are developing a culture of high expectations for our entire school community.	False
As a school we have an established system of collaborative planning to ensure that instruction is aligned that includes: Common planning time, PLC topics based on IPP and curriculum engine, lesson plan collection.	False
As a school, we are working to develop a robust system of identifying professional learning needs through the analysis of a variety of data sources.	False
73.0% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
50.0% of 2 or More Races students scored At/Above Benchmark on the Spring 2024 Star Reading Assessment, which is an increase of 18.3% year over year.	False
26.5% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is an	False

increase of 5.7% year over year.	
10.2% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 5.5% points year over year.	False
33.8% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.2% points year over year	False
35.1% of Asian students scored At/Above Benchmark on the 23-24 SY Spring Star Reading Assessment, which is an increase of 0.7% from the 23-24 SY Fall Star Reading Assessment.	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
81.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
27.6% of English Learners scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.	False
67.2% of students scored Intensive Intervention on the Winter Star Reading assessment, which is an increase of 4 points year over year.	True
21.7% of students scored At/Above Benchmark on the Winter 2024 Star Math assessment, which is a decrease of 6.1 points year over year (albeit there was an increase of 8 points from fall to winter).	True
4.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
EP 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
EP 01: Align curricular materials and lesson plans to the PA Standards	False
2.2% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year.	False
4.6% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
30.4% of White students scored At/Above Benchmark on the Spring 2024 Star Math Assessment, which is a decrease of 3.1% year over year.	False
97.8% of students have zero out of school suspensions and 68.4% of students attended school 90% of days as of the end of Q2 in SY23-24.	True
15.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 3.6% points year over year.	False
32.7% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.8% points year over 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
21.7% of students scored At/Above Benchmark on the Winter 2024 Star Math assessment, which is a decrease of 6.1 points year over year (albeit there was an increase of 8 points from fall to winter).	PLCs need to be utilized to provide more consistent systems of coaching, model appropriate coaching feedback in order to better support our teachers to implement the Math framework.	True
67.2% of students scored Intensive Intervention on the Winter Star Reading assessment, which is an increase of 4 points year over year.	PLCs need to be utilized to provide more consistent systems of coaching, model appropriate coaching feedback in order to better support our teachers to implement the ELA framework.	True
97.8% of students have zero out of school suspensions and 68.4% of students attended school 90% of days as of the end of Q2 in SY23-24.	There is a need for additional parent engagement as well as social emotional learning in support of both students and staff to address the challenges students are facing which cause attendance concerns.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
37.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1.1% points year over year.	An emphasis has been placed on instilling a growth mindset in both staff and students by administration in addition to providing opportunities for collaboration through consistent PLCs and intentional coaching focused on improving ELA instruction.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we schedule time for structured collaborative planning and coaching to build the capacity of teachers to utilize the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction is coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
	If we schedule time for structured collaborative planning and coaching to build the capacity of teachers to utilize the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction is coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.

	<p>If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self-development ratings content, decrease the school problem behaviors and increase attendance and student engagement.</p>
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## Goal Setting

Priority: If we schedule time for structured collaborative planning and coaching to build the capacity of teachers to utilize the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction is coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 45.02% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Proficiency			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 45.02% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 45.02% 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 45.02% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 43.55% of grade 3 students will score proficient/advanced on the ELA PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Early Literacy Proficiency			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 43.55% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 43.55% of 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 43.55% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: If we schedule time for structured collaborative planning and coaching to build the capacity of teachers to utilize the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction is coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 28.34% of grade 3-8 students will score proficient/advanced on the Math PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Proficiency			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 28.34% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 28.34% 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 28.34% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self-development ratings content, decrease the school problem behaviors and increase attendance and student engagement.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 65.90% of all students will attend school 90% of days or more			
<b>Measurable Goal Nickname (35 Character Max)</b>			
90% Attendance Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 75.90% of all students will attend school 90% of days or more in Q1.	At least 71.90% of all students will attend school 90% of days or more in Q2.	At least 67.90% of all students will attend school 90% of days or more in Q3.	At least 65.90% of all students will attend school 90% of days or more in Q4.

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 96.10% of students will have zero out-of-school suspensions			

<b>Measurable Goal Nickname (35 Character Max)</b>			
Zero OSS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 99.10% of students will have zero out-of-school suspensions in Q1.	At least 98.10% of students will have zero out-of-school suspensions in Q2.	At least 97.10% of students will have zero out-of-school suspensions in Q3.	At least 96.10% of students will have zero out-of-school suspensions in Q4.



## Action Plan

### Measurable Goals

ELA Proficiency	Math Proficiency
Early Literacy Proficiency	90% Attendance Goal
Zero OSS	

### Action Plan For: Standards-Aligned Units of Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>At least 43.55% of grade 3 students will score proficient/advanced on the ELA PSSA</li> <li>At least 45.02% of grade 3-8 students will score proficient/advanced on the ELA PSSA</li> <li>At least 28.34% of grade 3-8 students will score proficient/advanced on the Math PSSA</li> </ul>

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to expectations for ELA and Math instructional minutes.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	ELA and Math 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 Math 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 analyzing student data to inform the intellectual prep process as it relates to delivering rigorous standards aligned ELA and Math 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

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA and Math Instructional Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA and Math Instructional Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Utilize SDP coaching and feedback model to deliver structured support		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Coaching Logs	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Star Assessment	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and		2024-08-26	2025-06-

culturally and linguistically relevant instructional practices and materials, with a specific focus on student discourse.			12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA and Math Instructional Guide, PLC Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA and Math Instructional Guide, PLC Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Consistently implement small group instruction to support targeted skill development throughout the school day		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Supportive Service Assistant, Teachers	Student Data, Lesson Plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Benchmark Assessments	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on annotating lessons		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate Workshops and Family Literacy Night and Math Night, to equip families with best practices and strategies to support their learner in core academic content areas and support to complete homework assignments.		2024-11-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELA SBTL, Math SBTL, SPECM, Counselor	Literacy and Math Resources	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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: Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>At least 96.10% of students will have zero out-of-school suspensions</li> <li>At least 65.90% of all students will attend school 90% of days or more</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Rolling Agenda, Calendar, Manual	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
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
<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	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Regularly scheduled (at minimum monthly) problem solving team meetings/ MTSS meetings are held to review student attendance data and identify celebrations and concerns		2024-08-20	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Counselor, MTSS/ Attendance Team	Action Planning for Attendance Challenges Qlik, SchoolNet, SIS	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Root cause analysis and qualitative data is utilized to identify and understand root cause(s) of absenteeism/barrier(s) to attendance for students		2024-08-20	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Counselor, MTSS/ Attendance Team	Action Planning for Attendance Challenges Qlik, SchoolNet, SIS	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-	2025-06-

		26	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>	
Communicate and emphasize the importance of attendance as it relates to student achievement and concerns about absenteeism, including through early, personalized outreach (e.g. Posters, Handouts, Social Media, Back to School Night Presentations, Community Meetings, Report Card Conferences, Daily Phone Calls, Messaging throughout school year)		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Counselor, MTSS/ Attendance Team	Office of Attendance and Truancy Resources	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Establish system to recognize both good and improved student attendance		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Counselor, MTSS/ Attendance Team	Office of Attendance and Truancy Resources	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 toolkit, 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, (3) actively participating in the student acknowledgement system, and (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	2025-03-31
<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>
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.	Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance Quarterly, the attendance team will review the school's progress toward meeting the attendance goals stated in the school plan with PESO Monthly, CR-PBIS team

	<p>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 progress toward meeting behavioral goals will be evaluated</p>
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## 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>Standards-Aligned Units of Instruction</li> <li>Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)</li> </ul>	Federally Funded Regular Programs - Supplies	10582
Instruction	<ul style="list-style-type: none"> <li>Standards-Aligned Units of Instruction</li> <li>Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)</li> </ul>	Federally Funded Regular Programs - Salaries	320887.42
Instruction	<ul style="list-style-type: none"> <li>Standards-Aligned Units of Instruction</li> <li>Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)</li> </ul>	Federally Funded Regular Programs - Benefits	204296.58
Total Expenditures			535766



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Aligned Units of Instruction	Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate.
Standards-Aligned Units of Instruction	Develop plan for school-based PD time that focuses on improving teacher practice in analyzing student data to inform the intellectual prep process as it relates to delivering rigorous standards aligned ELA and Math instruction.
Culturally Responsive Positive Behavior Interventions and Supports (CR-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 and Math Framework

Action Step		
<ul style="list-style-type: none"> <li>Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate.</li> <li>Develop plan for school-based PD time that focuses on improving teacher practice in analyzing student data to inform the intellectual prep process as it relates to delivering rigorous standards aligned ELA and Math instruction.</li> </ul>		
Audience		
ELA and Math Teacher		
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 Schools (CURRENT SCHOOLS)

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>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</li> </ul>		
<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>	

## 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.	2025-01-11
Building Principal Signature	Date
Jennifer Scanlan	2025-01-10
School Improvement Facilitator Signature	Date