

Spruance Gilbert Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Gilbert Spruance School		126515001
Address 1		
6401 Horrocks Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19114
Chief School Administrator		Chief School Administrator Email
Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Patricia Garnica Cimorelli		
Principal Email		
pgarniacimorelli@philasd.org		
Principal Phone Number		Principal Extension
(215) 400-3290		x1280
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Eshe Price		eprice@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Patricia Garnica-Cimorelli	Principal	Spruance	pgarnicacimorelli@philasd.org
Karen Holman	Teacher	Spruance	krholman@philasd.org
Danielle Murray	Other	Spruance	damurray@philasd.org
Dr. Eshe Price	District Level Leaders	School District of Philadelphia	eprice@philasd.org
Angeline Crawford	Parent	Spruance Parent	angelinecrawford@gmail.com
Chris Lashley	Community Member	Phi Beta Sigma Fraternity	clashley87@gmail.com
Sonia Thorton	Other	Spruance	smthorton@philasd.org
Kenneth Christy	Other	Spruance	kchristy@philasd.org
Dr. Tony Watlington	Chief School Administrator	SDP	superintendent@philasd.org
Jessica Kearney	Teacher	Spruance	kgarnett@philasd.org

Vision for Learning

Vision for Learning

With high expectations and in a safe environment we believe that Spruance students can achieve and become life-long learners. The Spruance School is dedicated to excellence. Spruance is a teaching and learning community. Instruction is child-centered and developmentally appropriate. All students are afforded the opportunity to achieve to their full potential in order to become life long learners and responsible members of the community. Emphasis is placed on the involvement of staff, parents, children and community as partners in education. Our students are prepared to be successful and productive human beings.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA	Our school earned an academic growth score of 74 for ELA for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 99 for Math for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	63.5% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Career Standards Benchmark	65.9% 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
ESSA Student Subgroups	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Economically Disadvantaged, English	Comments/Notable Observations Our school earned an academic growth score of 94 for Math for the 2022-23 school year economically disadvantaged students and English learners.

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

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Our school earned an academic growth score of 69 for Math for the 2022-23 school year for students with disabilities.
Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations 24.0% of multi-racial 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.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our school earned an academic growth score of 94 for Math for the 2022-23 school year economically disadvantaged students and English learners.
10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Our school earned an academic growth score of 74 for ELA for the 2022-23 school year.
Our school earned an academic growth score of 99 for Math for the 2022-23 school year.

Challenges

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

63.5% 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.

65.9% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Our school earned an academic growth score of 69 for Math for the 2022-23 school year for students with disabilities.

24.0% of multi-racial 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.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the percentage of students scoring in the at/above benchmark category increased from 18.8% in the fall to 25.9%.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 46% of students scored in the intensive intervention benchmark category in the winter.

English Language Arts Summary

Strengths

On Star Reading, the percentage of students scoring in the at/above benchmark category increased from 18.8% in the fall to 25.9%.

Challenges

On Star Reading, 46% of students scored in the intensive intervention benchmark category in the winter.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, 15.4% of students scored at/above benchmark category in the winter, which is an increase of 1.5% year over year.
Star Assessment - Math - 2023-24 - Winter	On Star Math, 36.7% of students scored in the intensive intervention benchmark category in the winter.

Mathematics Summary

Strengths

On Star Math, 15.4% of students scored at/above benchmark category in the winter, which is an increase of 1.5% year over year.

Challenges

On Star Math, 36.7% of students scored in the intensive intervention benchmark category in the winter.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	72.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Course Marks - Science	9.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.
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Science, Technology, and Engineering Education Summary

Strengths

72.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

9.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark/Naviance	77.2% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 22.6 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, 42% of multi-racial students strongly disagree or disagree with "Students at school understand who I am" in window 2.
Student Well-Being Survey	On the SWBS, 81.6% of students agree or strongly agree with "Adults from my school really try to get to know me" in window 2.

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Course Marks - Social Studies	73% of students earned As or Bs in Social Studies courses through Q4 of the 2023-24 school year.
Course Marks - Social Studies	10.1% 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.

77.2% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 22.6 percentage points YOY.
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73% of students earned As or Bs in Social Studies courses through Q4 of the 2023-24 school year.
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On the SWBS, 81.6% of students agree or strongly agree with "Adults from my school really try to get to know me" in window 2.

Challenges

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

10.1% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
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On the SWBS, 42% of multi-racial students strongly disagree or disagree with "Students at school understand who I really am" in window 2.

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
Student Well-Being Survey	On the SWBS, 80.7% of students with IEPs agree or strongly agree that "I have close friends at school" in window 2.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	On Star Reading, disproportionality is present with the Hispanic/Latino group which represents 45.9% of the tested

	population but only 29.8% are scoring in the at/above benchmark category, which is a difference of 16.09 in the winter.
Hispanic	On Star Math, disproportionality is present with the Hispanic/Latino student group which represents 40% of the tested population but only 26% are scoring at/above benchmark category, which is a difference of 14 in the winter.
Black	On the SWBS, 87.6% of African American students agree or strongly agree with "Adults from my school show me they care about me" in window 2.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

On the SWBS, 87.6% of African American students agree or strongly agree with "Adults from my school show me they care about me" in window 2.
On the SWBS, 80.7% of students with IEPs agree or strongly agree that "I have close friends at school" in window 2.

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, disproportionality is present with the Hispanic/Latino student group which represents 40% of the tested population but only 26% are scoring at/above benchmark category, which is a difference of 14 in the winter.
On Star Reading, disproportionality is present with the Hispanic/Latino group which represents 45.9% of the tested population but only 29.8% are scoring in the at/above benchmark category, which is a difference of 16.09 in the winter.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

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

Align curricular materials and lesson plans to the PA Standards

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify and address individual student learning needs
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Implement an evidence-based system of schoolwide positive behavior interventions and supports.
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Provide frequent, timely, and systematic feedback and support on 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
Our school earned an academic growth score of 94 for Math for the 2022-23 school year economically disadvantaged students and English learners.	False
10.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
Our school earned an academic growth score of 74 for ELA for the 2022-23 school year.	False
Our school earned an academic growth score of 99 for Math for the 2022-23 school year.	False
On Star Reading, the percentage of students scoring in the at/above benchmark category increased from 18.8% in the fall to 25.9%.	False
On the SWBS, 80.7% of students with IEPs agree or strongly agree that "I have close friends at school" in window 2.	False
On the SWBS, 87.6% of African American students agree or strongly agree with "Adults from my school show me they care about me" in window 2.	False
Align curricular materials and lesson plans to the PA Standards	True
On Star Math, 15.4% of students scored at/above benchmark category in the winter, which is an increase of 1.5% year over year.	False
72.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
77.2% of students are on track to meet the Future Ready Standard as of Q4, which is an increase of 22.6 percentage points YOY.	False
73% of students earned As or Bs in Social Studies courses through Q4 of the 2023-24 school year.	False
On the SWBS, 81.6% of students agree or strongly agree with "Adults from my school really try to get to know me" in window 2.	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
63.5% 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
65.9% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
Our school earned an academic growth score of 69 for Math for the 2022-23 school year for students with disabilities.	False
24.0% of multi-racial 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
On Star Reading, 46% of students scored in the intensive intervention benchmark category in the winter.	True
Identify and address individual student learning needs	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
On Star Math, disproportionality is present with the Hispanic/Latino student group which represents 40% of the tested population but only 26% are scoring at/above benchmark category, which is a difference of 14 in the winter.	False
On Star Math, 36.7% of students scored in the intensive intervention benchmark category in the winter.	True
9.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
10.1% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
On the SWBS, 42% of multi-racial students strongly disagree or disagree with "Students at school understand who I really am" in window 2.	False
On Star Reading, disproportionality is present with the Hispanic/Latino group which represents 45.9% of the tested population but only 29.8% are scoring in the at/above benchmark category, which is a difference of 16.09 in the winter.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	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
63.5% 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.	Some actions need to occur to effectively stay on top of the documentation and respond to chronic truancy. This includes contacting parents, data mining, and searching for students who are no longer attending. Therefore, personnel such as counselors and a SISLE to manage the responsibilities of student attendance.	True
On Star Reading, 46% of students scored in the intensive intervention benchmark category in the winter.	Spruance only has 1 interventionist to serve a large student population in need of ELA support. Despite teachers' efforts with skills based instruction during SGI, an additional intervention would best support student growth in ELA. Lastly, continued time is needed to focus on SGI.	True
On Star Math, 36.7% of students scored in the intensive intervention benchmark category in the winter.	Teachers are still digesting the new math IM curriculum and need continued intense support with planning, implementation, and pacing. Therefore, there is a need for additional personnel via SBTLs and APs to provide adequate instructional support and coaching to support teachers as they transition from teacher-led instruction to problem-based instruction.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards	Leveraging aligning curricular materials and lesson plans to the PA standards will facilitate rigorous instruction.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, then we can better document truancy which includes contacting parents about student attendance.
	We can spend more time focused on small group instruction if we identify and address individual student learning needs.
	We can provide frequent, timely, and systematic feedback and support on instructional practices to better coach

	teachers as they transition from teacher-led to problem-based instruction.
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Goal Setting

Priority: If we implement an evidence-based system of schoolwide positive behavior interventions and supports, then we can better document truancy which includes contacting parents about student attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 68.5% 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 78.5% of all students will attend school 90% of days or more in Q1	At least 74.5% of all students will attend school 90% of days or more in Q2	At least 71.5% of all students will attend school 90% of days or more in Q3	At least 68.5% of all students will attend school 90% of days or more in Q4

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 98.40% 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 98.40% of students will have zero out-of-school suspensions in Q1	At least 98.40% of students will have zero out-of-school suspensions in Q2	At least 98.40% of students will have zero out-of-school suspensions in Q3	At least 98.40% of students will have zero out-of-school suspensions in Q4

Priority: We can spend more time focused on small group instruction if we identify and address individual student learning needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 28.12% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA (Gr. 3-8)			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 28.12% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 28.12% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 28.12% 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 35.58% 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 35.58% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35.58% 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 35.58% 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 provide frequent, timely, and systematic feedback and support on instructional practices to better coach teachers as they transition from teacher-led to problem-based instruction.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 17.34% 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 17.34% students in grades 3-8 will score at or above grade-level on the District's within-year math	At least 17.34% students in grades 3-8 will score at or above grade-level on the District's within-year math	No data - trimester assessment calendar	At least 17.34% students in grades 3-8 will score at or above grade-level on the District's within-year math

assessment in Q1	assessment in Q2		assessment in Q4
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Action Plan

Measurable Goals

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

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

Measurable Goals:
<ul style="list-style-type: none"> At least 17.34% of grade 3-8 students will score proficient/advanced on the Math PSSA At least 35.58% of grade 3 students will score proficient/advanced on the ELA PSSA At least 28.12% of grade 3-8 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	2023-08-23
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 planning and implementing as it relates to the ELA curriculum.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PL Calendar	Yes	
Action Step		Anticipated	

		Start/Completion Date	
Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals.		2024-08-26	2024-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies.		2024-08-26	2024-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
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 Principals	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 Principals	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	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Star Assessment	No	
Action Step		Anticipated	

		Start/Completion Date	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge.		2024-08-26	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. - School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. - Teachers have regular times to meet and discuss effective instructional practices.	- Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. - Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented look-fors. - After each PLC session, teachers will complete a survey about the quality and relevance of the material and delivery.

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

Measurable Goals:
<ul style="list-style-type: none"> • At least 68.5% of all students will attend school 90% of days or more • At least 98.40% 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,	2024-07- 2024-08-

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.		01	20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Rolling Agenda, Calendar, Manual	No	
Action Step		Anticipated Start/Completion Date	
Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-02	2024-08-23
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	
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?	
CRPBIS	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/CRPBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
Action Step		Anticipated Start/Completion Date	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	2025-06-12
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	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Climate Staff	CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk		2025-03-01	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CRPBIS Team	Tiered Fidelity Inventory	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 progress toward meeting behavioral goals will be evaluated.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Supplies	22017
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Salaries	643175.87
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Benefits	409485.13
Total Expenditures			1074678

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3	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.
Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3	Develop plan for school-based PD time that focuses on improving teacher practice in planning and implementing as it relates to the ELA curriculum.

Professional Learning Communities (PLCs)

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 planning and implementing as it relates to the ELA curriculum. 		
Audience		
School-Based Teacher Leader (SBTL)		
Topics to be Included		
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices		
Evidence of Learning		
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Central Office Staff	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)

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
Patricia Garnica-Cimorelli	2024-08-27
School Improvement Facilitator Signature	Date
Eshe Price	2024-07-19