

Moffet John Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
John Moffet Elementary		126515001
Address 1		
127 W Oxford Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19122
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Rodney Johnson		
Principal Email		
rjohnson8@philasd.org		
Principal Phone Number		Principal Extension
215.400.7390		
School Improvement Facilitator Name		School Improvement Facilitator Email
Eshe Price		eprice@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rodney Johnson	Principal	John Moffet	rjohnson8@philasd.org
Dr. Tony Watlington	Chief School Administrator	SDP	superintendent@philasd.org
Carly Switaj	Teacher	John Moffet	cbgardy@philasd.org
Amy Canary	Parent	Parent	freelancer06@gmail.com
Megan Zor	Education Specialist	John Moffet	mzor@philasd.org
Eshe Price	District Level Leaders	SDP	eprice@philasd.org
Elizabeth Gomez	Education Specialist	John Moffet	egomez@philasd.org
Marrissa Almeter	Education Specialist	John Moffet	malmeter@philasd.org
Hillary Henwood	Teacher	John Moffet	hhhenwood@philasd.org
Nieria Jackson	Community Member	Lailia	castianeira@cooknsolo.com
Elmario Clayton	Education Specialist	SDP	eclayton@philasd.org
Nancy Beilman	Education Specialist	SDP	nbeilman@philasd.org
Eileen Gross	Education Specialist	SDP	egross2@philasd.org
Estafana Ramos	Education Specialist	SDP	eramos@philasd.org

Vision for Learning

Vision for Learning

Every child at John Moffet Elementary School will learn to his or her full potential. This is a vision communicated to and shared by all stakeholders, including students, parents, teachers, administrators, and the community. A continuous process that involves ongoing monitoring and assessment and modifications as needed of both student work and instructional practices will be employed to maintain this vision and to make it a tangible reality.

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	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	45.0% 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.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - Mathematics	28.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is a small increase in performance from the previous year but is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Science	66.7% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Regular Attendance	69.7% 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.

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

Strengths

Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature ESSA Student Subgroups African-American/Black	Comments/Notable Observations 44.4% of Black/African American 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.
Indicator	Comments/Notable Observations

Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature ESSA Student Subgroups Students with Disabilities	20.0% of Black/African American 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.
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Challenges

Indicator Regular Attendance ESSA Student Subgroups Hispanic	Comments/Notable Observations 64.1% of Hispanic 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.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

45.0% 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.
44.4% of Black/African American 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.
20.0% of Black/African American 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.

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.

28.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is a small increase in performance from the previous year but is not meeting the statewide goal or interim target.
64.1% of Hispanic 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.

69.7% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the fall to winter schoolwide SGP is 52 which is typical growth.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 37.1% of students scored in the intensive/strategic intervention benchmark category in the winter.

English Language Arts Summary

Strengths

On Star Reading, the fall to winter schoolwide SGP is 52 which is typical growth.

Challenges

On Star Reading, 37.1% of students scored in the intensive/strategic intervention benchmark category in the winter.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, only 26% of students scored in the at/above benchmark category in the winter 1.
Star Assessment - Math - 2023-24 - Winter	On Star Math, the percentage of students scoring the intensive intervention benchmark decreased from 26.1% in the fall to 16.3% in the winter.

Mathematics Summary

Strengths

On Star Math, the percentage of students scoring the intensive intervention benchmark decreased from 26.1% in the fall to 16.3% in the winter.

Challenges

On Star Math, only 26% of students scored in the at/above benchmark category in the winter 1.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	2% of students earned Ds or Fs in Science through Q3 of the 2023-24 school year.
Course Marks - Science	97.0% of students earned As or Bs in Science through Q3 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

97.0% of students earned As or Bs in Science through Q3 of the 2023-24 school year.

Challenges

2% of students earned Ds or Fs in Science through Q3 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	17.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Student Well-Being Survey	On the Student Well-Being Survey, the relationship score for peer relationships is 59.9% for students with IEPs 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	95.6% of students earned As or Bs in Social Studies through Q3 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.

95.6% of students earned As or Bs in Social Studies through Q3 of the 2023-24 school year.
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Challenges

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

On the Student Well-Being Survey, the relationship score for peer relationships is 59.9% for students with IEPs in window 2.
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17.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
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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 - 2023-24 - Winter	On Star Math, 47.4% of English learners scored in the at/above benchmark category in the spring, a 7.4 percentage point increase, YOY.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 55.8% of students with IEPs scored in the intensive intervention benchmark category in the winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, SPED students represent 23.8% of the tested student population but only 2.9 scored in the at/above benchmark category in winter 1.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Attendance	Through June 2024, 17.0% of economically disadvantaged students are chronically truant, a 15.3 percentage point decrease, YOY.
Star Reading	48.7% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.9 points year-over-year.
Star Math	30.9% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 7.9 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	On Star Reading, disproportionality is present with Black/African American students who represent 24.8% of the tested student population. Still, only 17.3% of students scored in the at/above benchmark category, for a difference of 7.49.
Black	On Star Math, Black/African American students represent 26.9% of the tested student population but only 5.9% scored in the at/above benchmark category in winter 1.

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, African American/Black students had the highest relationship score in adult-student relationships at 90.1% in window 1.
In Star Reading, Black/African American students have a fall-to-winter SGP of 67 which is high growth in the winter.
Through June 2024, 17.0% of economically disadvantaged students are chronically truant, a 15.3 percentage point decrease, YOY.
On Star Math, 47.4% of English learners scored in the at/above benchmark category in the spring, a 7.4 percentage point increase, YOY.

Challenges

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

On Star Reading, 55.8% of students with IEPs scored in the intensive intervention benchmark category in the winter.
On Star Math, SPED students represent 23.8% of the tested student population but only 2.9 scored in the at/above benchmark category in winter 1.
On Star Math, Black/African American students represent 26.9% of the tested student population but only 5.9% scored in the at/above benchmark category in winter 1.

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

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	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary

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	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?

Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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
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
45.0% 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
44.4% of Black/African American 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
20.0% of Black/African American 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
On Star Reading, the fall to winter schoolwide SGP is 52 which is typical growth.	False
On Star Math, the percentage of students scoring the intensive intervention benchmark decreased from 26.1% in the fall to 16.3% in the winter.	False
Align curricular materials and lesson plans to the PA Standards	True
97.0% of students earned As or Bs in Science through Q3 of the 2023-24 school year.	False
95.6% of students earned As or Bs in Social Studies through Q3 of the 2023-24 school year.	False
On the SWBS, African American/Black students had the highest relationship score in adult-student relationships at 90.1% in window 1.	False
Through June 2024, 17.0% of economically disadvantaged students are chronically truant, a 15.3 percentage point decrease, YOY.	False
On Star Math, 47.4% of English learners scored in the at/above benchmark category in the spring, a 7.4 percentage point increase, YOY.	False
In Star Reading, Black/African American students have a fall-to-winter SGP of 67 which is high growth in the winter.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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
28.4% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is a small increase in performance from the previous year but is not meeting the statewide goal or interim target.	False

64.1% of Hispanic 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
69.7% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
On Star Reading, 37.1% of students scored in the intensive/strategic intervention benchmark category in the winter.	False
On Star Math, only 26% of students scored in the at/above benchmark category in the winter 1.	False
Identify and address individual student learning needs	False
2% of students earned Ds or Fs in Science through Q3 of the 2023-24 school year.	False
On the Student Well-Being Survey, the relationship score for peer relationships is 59.9% for students with IEPs in window 2.	False
17.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
On Star Reading, 55.8% of students with IEPs scored in the intensive intervention benchmark category in the winter.	True
On Star Math, SPED students represent 23.8% of the tested student population but only 2.9 scored in the at/above benchmark category in winter 1.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
On Star Math, Black/African American students represent 26.9% of the tested student population but only 5.9% scored in the at/above benchmark category in winter 1.	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
64.1% of Hispanic 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.	Students live outside of the catchment, but we are in communication with families about attendance policies and following attendance protocols.	True
On Star Reading, 55.8% of students with IEPs scored in the intensive intervention benchmark category in the winter.	Students are being serviced during Tier I instructional time because there is only 1 person in the building providing learning support for all students with IEPs. The result is the loss of instructional time for students with IEPs.	True
On Star Math, SPED students represent 23.8% of the tested student population but only 2.9 scored in the at/above benchmark category in winter 1.	The I/E block is being cut into because teachers are struggling with the pacing of the new IM curriculum. The result is that students are not receiving adequate time to address skill gaps and extend their learning.	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 to facilitate rigorous instruction

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement an evidence-based system of schoolwide positive behavior interventionists and support, then we can communicate with families about attendance expectations, policies, and support.
	If we identify and address individual student learning needs, then we can address reading skill gaps.
	If we identify and address individual student learning needs, then we can address math skill gaps.

Goal Setting

Priority: If we implement an evidence-based system of schoolwide positive behavior interventionists and support, then we can communicate with families about attendance expectations, policies, and support.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 74.10% 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 84.10% of all students will attend school 90% of days or more in Q1	At least 80.10% of all students will attend school 90% of days or more in Q2	At least 77.10% of all students will attend school 90% of days or more in Q3	At least 74.10% 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 99.20% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero Out of School Suspensions			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 99.20% of students will have zero out-of-school suspensions in Q1	At least 99.20% of students will have zero out-of-school suspensions in Q2	At least 99.20% of students will have zero out-of-school suspensions in Q3	At least 99.20% of students will have zero out-of-school suspensions in Q4

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

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 45.42% of grade 3-5 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 45.42% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in	At least 45.42% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in	No data - trimester assessment calendar	At least 45.42% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in

Q1	Q2		Q4
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Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 62.28% 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 62.28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 62.28% 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 62.28% 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 identify and address individual student learning needs, then we can address math skill gaps.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 32.54% of grade 3-5 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 32.54% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 32.54% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 32.54% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

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

Action Plan For: Engaging instructional teams in developing Math standards-aligned units of instruction.
<https://files.eric.ed.gov/fulltext/ED593306.pdf> (pgs 6-7)) Tier 2

Measurable Goals:
<ul style="list-style-type: none"> At least 32.54% of grade 3-5 students will score proficient/advanced on the Math PSSA At least 62.28% of grade 3 students will score proficient/advanced on the ELA PSSA At least 45.42% of grade 3-5 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to expectations for Math instructional minutes as stated in the Mathematics Instructional Guide.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Mathematics Instructional Guide, Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify all required Math PL opportunities that focus on training teachers to implement core instructional resources for 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 Talk Moves to push more discourse on student learning as it relates to 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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies.		2024-08-26	2025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics 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 Math content-specific pedagogy in 8-10 week cycles.		2024-08-26	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
Action Step		Anticipated Start/Completion Date	
Utilize SDP coaching and feedback model to deliver structured support		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
Action Step		Anticipated Start/Completion Date	

Administer Star Assessment during district windows and analyze data to support progress monitoring decisions		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Star Assessment	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on content knowledge and student engagement to increase overall students performance in at/above on STAR and PSSA		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Mathematics Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
Action Step		Anticipated Start/Completion Date	
Consistently implement small group instruction to support targeted skill development throughout the school day		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Student Data, Lesson Plans	No	
Action Step		Anticipated Start/Completion Date	
Implement benchmark assessments tied to Math Curriculum and analyze data to support decision-making around Tier I instruction and		2024-10-	2025-06-

skill-specific support for individual students		01	12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Benchmark Assessments	No	
Action Step		Anticipated Start/Completion Date	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
Action Step		Anticipated Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Math curriculum, with a specific focus on using STAR data to inform professional development and afterschool Wednesday's teaching practice sessions.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - After each unit, students will be assessed using benchmark tests. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule.

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

Measurable Goals:
<ul style="list-style-type: none"> At least 74.10% of all students will attend school 90% of days or more At least 99.20% of students will have zero out-of-school suspensions

Action Step	Anticipated
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		Start/Completion Date	
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads		2024-07-01	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities	No	
Action Step		Anticipated Start/Completion Date	
Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.		2024-07-01	2024-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Rolling Agenda, Calendar, Manual	No	
Action Step		Anticipated Start/Completion Date	
Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-02	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes	
Action Step		Anticipated Start/Completion Date	
Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-20	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS 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	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion	

		Date	
Roster and implement Daily Community Meetings (at least 90 minutes a week)		2024-10-01	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?	
Administration/CR-PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
Action Step		Anticipated Start/Completion Date	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	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?	
CR-PBIS 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Supplies	4709
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Salaries	128029.55
Instruction	<ul style="list-style-type: none"> Engaging instructional teams in developing Math standards-aligned units of instruction. (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Federally Funded Regular Programs - Benefits	81511.45
Total Expenditures			214250

Professional Development

Professional Development Action Steps

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

Math Framework

Action Step		
<ul style="list-style-type: none"> Identify all required Math PL opportunities that focus on training teachers to implement core instructional resources for Math and ensure teachers have the opportunity to participate. Develop plan for school-based PD time that focuses on improving teacher practice in Talk Moves to push more discourse on student learning as it relates to Math instruction. 		
Audience		
Math Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

Learning Format

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

PBIS 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.	2025-01-11
Building Principal Signature	Date
Rodney Johnson	2025-01-10
School Improvement Facilitator Signature	Date