Sharswood George Sch
TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Sharswood George Sch		126515001
Address 1		
2300 S 2nd St		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19148
Chief School Administrator		**Chief School Administrator Email**
Dr Tony B Watlington Sr		superintendent@philasd.org
Principal Name		
Leigh McLinden		
Principal Email		
lamayoros@philasd.org		
Principal Phone Number		**Principal Extension**
215-400-8270		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Sean Carr		scarr@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Christina Pierandozzi	Teacher	George W. Sharswood	cpierandozzi@philasd.org
Sean Carr	District Level Leaders	Planning and Evidence-Based Supports	scarr@philasd.org
Dr. Tony Watlington	Chief School Administrator	The School District of Philadelphia	superintendent@philasd.org
Leigh McLinden	Principal	George W. Sharswood	lamayoros@philasd.org
Jenna Maleterri	Teacher	George W. Sharswood	jmaleterri@philasd.org
Kathleen Prete	Teacher	George W. Sharswood	ksantilli@philasd.org
Darian Bagley	Other	George W. Sharswood	dbagley@philasd.org
Lindsay Ponzel	Teacher	George W. Sharswood	leliasoph@philasd.org
Dai To	Other	George W. Sharswood	dto@philasd.org
Laura Okidi	Parent	George W. Sharswood	lokidi@gmail.com
Rachel Dettrey	Community Member	Goldenberg Group	rdettrey@goldenberggroup.com

Vision for Learning

Vision for Learning

Sharswood's family will encourage students to work together to become responsible and respectful citizens while achieving high expectations and acceptance of all!

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	All student group exceeds the standard demonstrating growth for ELA (AGI: 100)
Meeting Annual Academic Growth Expectations (PVAAS) - Math	All student group exceeds the standard demonstrating growth for Math (AGI: 100)

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	51.2% of students attended 90% of days or more.
Proficient or Advanced on Pennsylvania State Assessments - ELA	38.4% of students scored proficient or advanced on the ELA PSSA.
Proficient or Advanced on Pennsylvania State Assessments - Math	18.5% of students scored proficient or advanced on the Math PSSA.

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

Strengths

Indicator Regular Attendance **ESSA Student Subgroups** Asian (not Hispanic)	**Comments/Notable Observations** 81.5% of Asian students attended 90% of days or more.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA **ESSA Student Subgroups** White	**Comments/Notable Observations** White student group exceeds the standard demonstrating growth for ELA (AGI: 99)
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100)

Challenges

Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 23.9% of Black students attended 90% of days or more.
Indicator Regular Attendance **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 38% of students with disabilities attended 90% of days or more.

Indicator Regular Attendance **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 48.1% of Hispanic students attended 90% of days or more.
Indicator English Language Growth and Attainment **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** 25% of English Learners met the growth and attainment 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.

All student group exceeds the standard demonstrating growth for ELA (AGI: 100)
All student group exceeds the standard demonstrating growth for Math (AGI: 100)
81.5% of Asian students attended 90% of days or more.
White student group exceeds the standard demonstrating growth for ELA (AGI: 99)
Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100)

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.

51.2% of students attended 90% of days or more.
38.4% of students scored proficient or advanced on the ELA PSSA.
18.5% of students scored proficient or advanced on the Math PSSA.
23.9% of Black students attended 90% of days or more.
38% of students with disabilities attended 90% of days or more.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star	Through Winter 23-24, 94.1% of students in Grade 1 scored 'At/Above' or 'On Watch' according to the Star Reading and Early Literacy assessments.
Star	Between Fall and Winter 23-24, Grade 6 had a median SGP of 71 and Grade 7 had a median SGP of 62.5 according to the Star Reading assessment.
Star	Between Fall and Winter 23-24, Grade 3 had a median SGP of 32 according to the Star Reading assessment.

English Language Arts Summary

Strengths

Through Winter 23-24, 94.1% of students in Grade 1 scored 'At/Above' or 'On Watch' according to the Star Reading and Early Literacy assessments.
Between Fall and Winter 23-24, Grade 6 had a median SGP of 71 and Grade 7 had a median SGP of 62.5 according to the Star Reading assessment.

Challenges

Between Fall and Winter 23-24, Grade 3 had a median SGP of 32 according to the Star Reading assessment.

Mathematics

Data	Comments/Notable Observations
Star	Between Fall-Winter 23-24, our median SGP of 63 according to the Star Math assessment indicates high growth.
Star	Between Fall and Winter 23-24, Grade 6 had a median SGP of 81.5 according to the Star Math assessment.
Star	Through Winter 23-24, 62.9% of students in Grade 5 scored 'Intensive' or 'Strategic' according to the Star Math assessment.

Mathematics Summary

Strengths

Between Fall-Winter 23-24, our median SGP of 63 according to the Star Math assessment indicates high growth.
Between Fall and Winter 23-24, Grade 6 had a median SGP of 81.5 according to the Star Math assessment.

Challenges

Through Winter 23-24, 62.9% of students in Grade 5 scored 'Intensive' or 'Strategic' according to the Star Math assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks	Through Q3 of the 23-24 school year, 73.3% of students received an A or B in Science.
Course Marks	Through Q3 of the 23-24 school year, 26.7% of students received a C or D in Science.

Science, Technology, and Engineering Education Summary

Strengths

Through Q3 of the 23-24 school year, 73.3% of students received an A or B in Science.

Challenges

Through Q3 of the 23-24 school year, 26.7% of students received a C or D in Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	1% of students met the career standards benchmark
Career Standards Benchmark	Through May 2024, 41.7% of students are on track to meet the Future Ready Index Standard. This is substantially higher than the previous 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	Through Q3 of the 23-24 school year, 73.9% of students received an A or B in Social Studies.
Course Marks	Through Q3 of the 23-24 school year, 26.1% of students received a C, D, or F in Social Studies.

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.

Through May 2024, 41.7% of students are on track to meet the Future Ready Index Standard. This is substantially higher than the previous year.
Through Q3 of the 23-24 school year, 73.9% of students received an A or B in Social Studies.

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.

1% of students met the career standards benchmark
Through Q3 of the 23-24 school year, 26.1% of students received a C, D, or F in Social Studies.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 72.2% of English Learners attended 90% of days or more.

Students with Disabilities

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

Data	Comments/Notable Observations
Regular Attendance	56.5% of students with IEPs attended 90% of days or more through January 2024.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 61.5% of economically disadvantaged students attended 90% of days or more.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	47.2% of Black/African American students attended 90% of days or more through January 2024.
Black	Between Fall and Winter 23-24, Black/African American students had a median SGP of 55 according to the Star Reading and Early Literacy assessments.
Hispanic	Between Fall and Winter 23-24, Hispanic/Latino students had a median SGP of 44 according to the Star Reading and Early Literacy assessments.
Black	Between Fall and Winter 23-24, Black/African American students had a median SGP of 62.5 according to the Star Math assessment.

White	Between Fall and Winter 23-24, White students had a median SGP of 69 according to the Star Math assessment.
Black	Through Winter 23-24, Black/African American students are disproportionately underrepresented among those who scored 'At/Above' according to the Star Math assessment. While they make up 11% of participants, they account for 3.5% of those who score 'At/Above'.

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.

Between Fall and Winter 23-24, Black/African American students had a median SGP of 55 according to the Star Reading and Early Literacy assessments.
Between Fall and Winter 23-24, Black/African American students had a median SGP of 62.5 according to the Star Math assessment.
Between Fall and Winter 23-24, White students had a median SGP of 69 according to the Star Math assessment.
Through May 2024, 72.2% of English Learners attended 90% of days or more.

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.

56.5% of students with IEPs attended 90% of days or more through January 2024.
47.2% of Black/African American students attended 90% of days or more through January 2024.
Between Fall and Winter 23-24, Hispanic/Latino students had a median SGP of 44 according to the Star Reading and Early Literacy assessments.
Through Winter 23-24, Black/African American students are disproportionately underrepresented among those who scored 'At/Above' according to the Star Math assessment. While they make up 11% of participants, they account for 3.5% of those who score 'At/Above'.
Through May 2024, 61.5% of economically disadvantaged students attended 90% of days or more.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

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

Identify professional learning needs through analysis of a variety of data

Foster a culture of high expectations for success for all students, educators, families, and community members

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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
All student group exceeds the standard demonstrating growth for ELA (AGI: 100)	True
All student group exceeds the standard demonstrating growth for Math (AGI: 100)	False
81.5% of Asian students attended 90% of days or more.	False
White student group exceeds the standard demonstrating growth for ELA (AGI: 99)	False
Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100)	False
Through Winter 23-24, 94.1% of students in Grade 1 scored 'At/Above' or 'On Watch' according to the Star Reading and Early Literacy assessments.	False
Between Fall and Winter 23-24, Grade 6 had a median SGP of 71 and Grade 7 had a median SGP of 62.5 according to the Star Reading assessment.	False
Between Fall-Winter 23-24, our median SGP of 63 according to the Star Math assessment indicates high growth.	False
Between Fall and Winter 23-24, Grade 6 had a median SGP of 81.5 according to the Star Math assessment.	False
Through Q3 of the 23-24 school year, 73.3% of students received an A or B in Science.	False
Identify professional learning needs through analysis of a variety of data	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Through May 2024, 41.7% of students are on track to meet the Future Ready Index Standard. This is substantially higher than the previous year.	False
Through Q3 of the 23-24 school year, 73.9% of students received an A or B in Social Studies.	False
Between Fall and Winter 23-24, Black/African American students had a median SGP of 55 according to the Star Reading and Early Literacy assessments.	False
Between Fall and Winter 23-24, Black/African American students had a median SGP of 62.5 according to the Star Math assessment.	False
Between Fall and Winter 23-24, White students had a median SGP of 69 according to the Star Math assessment.	False
Through May 2024, 72.2% of English Learners attended 90% of days or more.	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
51.2% of students attended 90% of days or more.	True
38.4% of students scored proficient or advanced on the ELA PSSA.	True
18.5% of students scored proficient or advanced on the Math PSSA.	True
23.9% of Black students attended 90% of days or more.	False

38% of students with disabilities attended 90% of days or more.	False
Between Fall and Winter 23-24, Grade 3 had a median SGP of 32 according to the Star Reading assessment.	False
Through Winter 23-24, 62.9% of students in Grade 5 scored 'Intensive' or 'Strategic' according to the Star Math assessment.	False
Through Q3 of the 23-24 school year, 26.7% of students received a C or D in Science.	False
1% of students met the career standards benchmark	False
Through Q3 of the 23-24 school year, 26.1% of students received a C, D, or F in Social Studies.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
56.5% of students with IEPs attended 90% of days or more through January 2024.	False
47.2% of Black/African American students attended 90% of days or more through January 2024.	False
Between Fall and Winter 23-24, Hispanic/Latino students had a median SGP of 44 according to the Star Reading and Early Literacy assessments.	False
Through Winter 23-24, Black/African American students are disproportionately underrepresented among those who scored 'At/Above' according to the Star Math assessment. While they make up 11% of participants, they account for 3.5% of those who score 'At/Above'.	False
Through May 2024, 61.5% of economically disadvantaged students attended 90% of days or more.	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
51.2% of students attended 90% of days or more.	We need to better identify specific students with intensive attendance needs and provide targeted interventions.	True
38.4% of students scored proficient or advanced on the ELA PSSA.	We need to provide supports and strategies to scaffold for students who lack foundational reading skills or have additional language learning support.	True
18.5% of students scored proficient or advanced on the Math PSSA.	We need to to provide appropriate support alongside strategic deployment of our learning support teachers and resources to address the wide-range of student needs.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student group exceeds the standard demonstrating growth for ELA (AGI: 100)	We need to build upon this growth to ensure higher proficiency for all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In our efforts to implement an evidence-based system of schoolwide positive behavior interventions and supports, we will identify specific students with intensive attendance needs and provide targeted interventions.
	In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will provide supports and strategies to scaffold for students who lack foundational reading skills or have additional language learning support.

Goal Setting

Priority: In our efforts to implement an evidence-based system of schoolwide positive behavior interventions and supports, we will identify specific students with intensive attendance needs and provide targeted interventions.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 67.1% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 67.1% of all students will attend school 90% of days or more in Q1	At least 67.1% of all students will attend school 90% of days or more in Q2	At least 67.1% of all students will attend school 90% of days or more in Q3	At least 67.1% 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 95% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero OSS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 98% of students will have zero out-of-school suspensions in Q1	At least 97% of students will have zero out-of-school suspensions in Q2	At least 96% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4

Priority: In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will provide supports and strategies to scaffold for students who lack foundational reading skills or have additional language learning support.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 43.4% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 29.4% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 36.4% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 36.4% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 43.4% 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 48.3% of grade 3 students will score proficient/advanced on the ELA PSSA

Measurable Goal Nickname (35 Character Max)			
Board Goal 2			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 33.7% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 41% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 41% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 48.3% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 23.5% of grade 3-8 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 10% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 16.8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 16.8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 23.5% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

Regular Attendance	Zero OSS
Board Goal 1	Board Goal 2
Board Goal 3	

Action Plan For: ELA Curriculum

Measurable Goals:

- At least 95% of students will have zero out-of-school suspensions
- At least 67.1% of all students will attend school 90% of days or more

Action Step		**Anticipated Start/Completion Date**	
Align the school's schedule to expectations for ELA instructional minutes.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	ELA Instructional Guide, Master Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.		2024-07-01	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PL Calendar	Yes	
Action Step		**Anticipated Start/Completion Date**	
Develop plan for school-based PD time that focuses on improving teacher practice in the new curriculum as it relates to ELA 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	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	2024-03-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA Instructional Guide	No	
Action Step		**Anticipated Start/Completion Date**	
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Utilize SDP coaching and feedback model to deliver structured support		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	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	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 writing.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
Action Step		**Anticipated Start/Completion Date**	
Consistently implement small group instruction to support targeted skill development throughout the school day		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	Student Data, Lesson Plans	No	
Action Step		**Anticipated Start/Completion Date**	
Implement benchmark assessments tied to ELA Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students		2024-10-01	2025-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Benchmark Assessments	No	
Action Step		**Anticipated Start/Completion Date**	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on in-lesson data collection.		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	

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

Action Plan For: PBIS

Measurable Goals:
• At least 95% of students will have zero out-of-school suspensions • At least 67.1% of all students will attend school 90% of days or more

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

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Rolling Agenda, Calendar, Manual	No	
Action Step		**Anticipated Start/Completion Date**	
Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-20	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 student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school		2024-08-26	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		**Anticipated Start/Completion Date**	
Roster and implement Daily Community Meetings (at least 90 minutes a week)		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	No	
Action Step		**Anticipated Start/Completion Date**	
Document ALL referrals (Major & Minor) into SIS only		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers/Staff	SIS	No	
Action Step		**Anticipated Start/Completion Date**	
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin. / CR-PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
Action Step		**Anticipated Start/Completion Date**	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	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,		2024-10-01	2025-06-12

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			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Student Climate Staff	CR-PBIS Manual	No	
Action Step		**Anticipated Start/Completion Date**	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk		2025-03-01	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms.- Adult-student and student-student interactions are positive, caring, and respectful.- Leadership and staff are provided continuous professional development to 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.	- 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	• ELA Curriculum • PBIS	Federally Funded Regular Programs - Supplies	5899	
Instruction	• ELA Curriculum • PBIS	Federally Funded Regular Programs - Salaries	168668.99	
Instruction	• ELA Curriculum • PBIS	Federally Funded Regular Programs - Benefits	107385.01	
Total Expenditures				281953

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Curriculum	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.
ELA Curriculum	Develop plan for school-based PD time that focuses on improving teacher practice in the new curriculum as it relates to ELA instruction.
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 Curriculum

Action Step

- Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.
- Develop plan for school-based PD time that focuses on improving teacher practice in the new curriculum as it relates to ELA instruction.

Audience

ELA Teachers

Topics to be Included

Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure

Evidence of Learning

Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data

Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly

Observation and Practice Framework Met in this Plan

- 1f: Designing Student Assessments
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources

This Step Meets the Requirements of State Required Trainings

PBIS

Action Step

- 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	
• 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 2e: Organizing Physical Space	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• BoardAffirmationStatement_August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	**Date**
Leigh McLinden	2024-08-27
School Improvement Facilitator Signature	**Date**
Sean Carr	2024-08-26