Profile and Plan Essentials

School		AUN/Branch
John Hancock Demonstration Elementary School		126515001
Address 1		
3700 Morrell Avenue		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19114
Chief School Administrator		**Chief School Administrator Email**
Dr. Tony B. Watlington		superintendent@philasd.org
Principal Name		
Melissa Bragg		
Principal Email		
mbragg@philasd.org		
Principal Phone Number		**Principal Extension**
215-400-3120		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Kanika Watkins		kwatkins@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Melissa Bragg	Principal	John Hancock Demonstration Schools	mbragg@philasd.org
Christopher Oswald	Other	John Hancock Demonstration Schools	ceoswald@philasd.org
Kevin Kelly	Other	John Hancock Demonstration Schools	kmkelly@philasd.org
Sandy Vaughan	Other	John Hancock Demonstration Schools	sacoleman@philasd.org
Christina Pisa	Teacher	John Hancock Demonstration Schools	capisa@philasd.org
Kristen Rebuck	Other	John Hancock Demonstration Schools	krebuck@philasd.org
Stacy Schwab	Other	John Hancock Demonstration Schools	sschwab@philasd.org
Karen Masino	Parent	Parent	kmasino40@gmail.com
Ruth Quigley	Community Member	Morrell Park Community Member	ruthlessq@verizon.net
Kanika Watkins	District Level Leaders	School Improvement Planning	kwatkins@philasd.org
Megan Fiorentino	Other	John Hancock Demonstration Schools	mfiorentino@philasd.org
Selina Lynch	Teacher	John Hancock Demonstration Schools	smlynch@philasd.org
Jennifer Lukach	Other	John Hancock Demonstration Schools	jtdevine@philasd.org
Dr. Tony B. Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org

Vision for Learning

Vision for Learning

Vision:Hancock/LaBrum aspires to create productive global minded citizens by providing an inclusive safe student centered learning environment where learners are empowered and held accountable for demonstrating meaningful learning and understanding through inquiry driven project based learning opportunities in a culture of care.

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
Proficient or Advanced on Pennsylvania State Assessments - Math	30.9% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 100.0 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 90.8 for Math for the 2022-23 school year
Meeting Annual Academic Growth Expectations (PVAAS) - Science	Our school earned an academic growth score of 75.5 for Science for the 2022-23 school year.
English Language Growth and Attainment	48.3% of students met their English Language and Growth Attainment targets, which is an increase in performance from the previous year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	87.8% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.
Career Standards Benchmark	86.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	48.9% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Science	56.8% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.

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

Strengths

Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Our Economically Disadvantaged students earned an academic growth score of 100.0 for ELA/Literature for the 2022-23 school year.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator	**Comments/Notable Observations**

ESSA Student Subgroups	

Challenges

Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 43.6% of Hispanic students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet 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.

30.9% 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 100.0 for ELA/Literature for the 2022-23 school year.
Our school earned an academic growth score of 75.5 for Science for the 2022-23 school year.
48.3% of students met their English Language and Growth Attainment targets, which is an increase in performance from the previous year.
Our Economically Disadvantaged students earned an academic growth score of 100.0 for ELA/Literature for the 2022-23 school year.

Challenges

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

86.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
87.8% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.
43.6% of Hispanic students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	42.2% of students scored below Benchmark on the Winter 2024 Star Reading Assessment
Star Assessment - Reading	48.8% students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.0% points year over year

English Language Arts Summary

Strengths

48.8% students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.0% points year over year

Challenges

42.2% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Reading Assessment.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	34.1% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Math Assessment.
Star Assessment - Math	33.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 2.7% points year over year.

Mathematics Summary

Strengths

33.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 2.7% points year over year.

Challenges

34.1% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Math Assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	81.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	3.2% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

81.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

3.2% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance - Local College and Career Readiness	93.5%of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year.
Naviance - Local College and Career Readiness	2.7% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks - Social Studies	3.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	83.7% of students earned As or Bs 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.

93.5%of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year.
83.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.

Challenges

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

2.7% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year.
3.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
96.7% of students have zero out of school suspensions and 76.5% of students attended school 90% of days as of the end of Q2 in SY23-24.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Reading	20.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.1% points year over year.
Star Assessment - Math	32.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.5% points year over year.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Reading	20.0% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.8% points year over year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment - Reading	45.2% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.0% points year over year.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

32.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.5% points year over year.

45.2% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.0% points year over year.

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.

20.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.1% points year over year.
20.0% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.8% points year over year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Emerging

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically (EP 11)

Identify professional learning needs through analysis of a variety of data (EP 04)

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 (EP 02)
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices (EP 03)
Implement an evidence-based system of schoolwide positive behavior interventions and supports (EP 12)

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
30.9% 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 100.0 for ELA/Literature for the 2022-23 school year.	True
Our school earned an academic growth score of 75.5 for Science for the 2022-23 school year.	False
48.3% of students met their English Language and Growth Attainment targets, which is an increase in performance from the previous year.	False
Our Economically Disadvantaged students earned an academic growth score of 100.0 for ELA/Literature for the 2022-23 school year.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically (EP 11)	False
Identify professional learning needs through analysis of a variety of data (EP 04)	False
48.8% students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.0% points year over year	False
33.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 2.7% points year over year.	False
81.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
93.5%of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year.	False
83.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
32.3% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.5% points year over year.	False
45.2% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.0% points year over year.	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
86.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
87.8% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.	False

43.6% of Hispanic students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.	False
42.2% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Reading Assessment.	True
34.1% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Math Assessment.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based (EP 02)	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices (EP 03)	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports (EP 12)	False
3.2% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
2.7% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year.	False
3.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
20.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.1% points year over year.	False
20.0% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.8% points year over year.	False
96.7% of students have zero out of school suspensions and 76.5% of students attended school 90% of days as of the end of Q2 in SY23-24.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
42.2% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Reading Assessment.	There is a need for intentional PLC and PD sessions facilitated by Special Education and English Learner Teachers to provide strategies and best practices for differentiating our new standards aligned evidence based ELA curriculum in order to provide all learners including students with extensive learning gaps, students with IEPs and English Learners access points to the new ELA curriculum.	True
34.1% of students scored either Strategic Intervention or Intensive Intervention on the Winter 2024 Star Math Assessment.	There is a need for intentional PLC and PD sessions facilitated by Special Education and English Learner Teachers to provide strategies and best practices for differentiating our newly adopted standards aligned evidence based Math curriculum in order to provide all learners including students with extensive learning gaps, students with IEPs and English Learners access points to the new Math curriculum.	True
96.7% of students have zero out of school suspensions and 76.5% of students attended school 90% of days as of the end of Q2 in SY23-24.	There is a need to improve Attendance systems, outreach efforts and School culture to create an environment that is more welcoming, supportive and safe in which students can thrive socially, emotionally, intellectually, and physically	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our school earned an academic growth score of 100.0 for ELA/Literature for the 2022-23 school year.	An emphasis has been placed on instilling a growth mindset in both staff and students by administration in addition to providing opportunities for collaboration through consistent PLCs and intentional coaching focused on improving ELA instruction.

Priority Challenges

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

	implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
	If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self-development ratings content, decrease the school problem behaviors and increase attendance and student engagement.

Goal Setting

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

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 55.88% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 55.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 55.88% 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 55.88% 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 60.58% of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Early Literacy Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 60.58% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 60.58% 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 60.58% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

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

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 34.64% of grade 3-8 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

At least 34.64% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 34.64% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 34.64% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

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

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 78.10% 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 95.00% 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 98.00% of students will have zero out-of-school suspensions in Q1.	At least 97.00% 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 95.00% of students will have zero out-of-school suspensions in Q4.

Action Plan

Measurable Goals

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

Action Plan For: Standards-Aligned Units of Instruction

Measurable Goals:

- At least 60.58% of grade 3 students will score proficient/advanced on the ELA PSSA
- At least 55.88% of grade 3-8 students will score proficient/advanced on the ELA PSSA
- At least 34.64% of grade 3-8 students will score proficient/advanced on the Math PSSA

Action Step		**Anticipated Start/Completion Date**	
Align the school's schedule to expectations for ELA and Math instructional minutes.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	ELA and Math Instructional Guide, Master Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate.		2024-07-01	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PL Calendar	Yes	
Action Step		**Anticipated Start/Completion Date**	
Develop plan for school-based PD time that focuses on improving teacher practice in analyzing student data to inform the intellectual prep process as it relates to delivering ELA and Math instruction.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	PL Calendar	Yes	
Action Step		**Anticipated Start/Completion Date**	
Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals.		2024-08-26	2024-11-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA and Math 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 and Math 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 and Math content-specific pedagogy in 8-10 week cycles.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Utilize SDP coaching and feedback model to deliver structured support		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Assistant Principal	Coaching Logs	No	
Action Step		**Anticipated Start/Completion Date**	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
Action Step		**Anticipated Start/Completion Date**	
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	Star 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 student discourse.		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA and Math 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 and Math 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, Supportive Service Assistant	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 annotating lessons		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: Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

Measurable Goals:

- At least 95.00% of students will have zero out-of-school suspensions
- At least 74.10% 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**	
Regularly scheduled (at minimum monthly) problem solving team meetings/ MTSS meetings are held to review student attendance data and identify celebrations and concerns		2024-08-20	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselor, MTSS/ Attendance Team	Action Planning for Attendance ChallengesQlik, SchoolNet, SIS	No	
Action Step		**Anticipated Start/Completion Date**	
Root cause analysis and qualitative data is utilized to identify and understand root cause(s) of absenteeism/barrier(s) to attendance for students		2024-08-20	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselor, MTSS/ Attendance Team	Action Planning for Attendance ChallengesQlik, SchoolNet, SIS	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?**	
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**	
Communicate and emphasize the importance of attendance as it relates to student achievement and concerns about absenteeism, including through early, personalized outreach (e.g. Posters, Handouts, Social Media, Back to School Night Presentations,		2024-08-26	2025-06-12

Community Meetings, Report Card Conferences, Daily Phone Calls, Messaging throughout school year)			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselor, MTSS/ Attendance Team	Office of Attendance and Truancy Resources	No	
Action Step		**Anticipated Start/Completion Date**	
Establish system to recognize both good and improved student attendance		2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Counselor, MTSS/ Attendance Team	Office of Attendance and Truancy Resources	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?**	
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)	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, (3) actively participating in the student acknowledgement system, and (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, 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.	Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance Quarterly, the attendance team will review the school's progress toward meeting the attendance goals stated in the school plan with PESO Monthly, CR-PBIS team 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	• Standards-Aligned Units of Instruction • Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)	Federally Funded Regular Programs - Supplies	1074	
Instruction	• Standards-Aligned Units of Instruction • Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)	Federally Funded Regular Programs - Professional & Technical Services	12000	
Instruction	• Standards-Aligned Units of Instruction • Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)	Federally Funded Regular Programs - Salaries	291282.03	
Instruction	• Standards-Aligned Units of Instruction • Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)	Federally Funded Regular Programs - Benefits	185447.97	
Total Expenditures				489804

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Aligned Units of Instruction	Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate.
Standards-Aligned Units of Instruction	Develop plan for school-based PD time that focuses on improving teacher practice in analyzing student data to inform the intellectual prep process as it relates to delivering ELA and Math instruction.
Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

ELA and Math Framework

Action Step		
• Identify all required ELA and Math PL opportunities that focus on training teachers to implement core instructional resources for ELA and Math and ensure teachers have the opportunity to participate. • Develop plan for school-based PD time that focuses on improving teacher practice in analyzing student data to inform the intellectual prep process as it relates to delivering ELA and Math instruction.		
Audience		
Math and ELA Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

Learning Format

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

PBIS Schools (CURRENT SCHOOLS)

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	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Melissa Bragg	2024-08-13
School Improvement Facilitator Signature	**Date**
Kanika Watkins	2024-08-29