

Marshall John Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
John Marshall		School District of Philadelphia
Address 1		
4500 Griscom St		
Address 2		
City	State	Zip Code
Philadelphia	PA	19124
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
William Lawrence		
Principal Email		
wlawrence3@philasd.org		
Principal Phone Number		Principal Extension
2678473275		
School Improvement Facilitator Name		School Improvement Facilitator Email
Joshua Culbertson		jculbertson@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Margaret Lewis	Teacher	John Marshall Elementary	mlmcfadden@philasd.org
David White	Teacher	John Marshall Elementary	dwhite@philasd.org
Azim Jones	Other	John Marshall Elementary	agjones@philasd.org
Joshua Culbertson	District Level Leaders	PhilaSD- Central Office	jculbertson@philasd.org
William Lawrence	Principal	John Marshall School	wlawrence3@philasd.org
Morgan Carey	Community Member	Business partner	careym@bgcphila.org
Jenette Chapman	Parent	Parent	jeeanettechapman66@gmail.com
Shanique Ancrum	Other	John Marshall Elementary	sranrum@philasd.org
Delecia Lee	Other	John Marshall Elementary	dleewalker@philasd.org
Jessica Henson	Other	John Marshall Elementary	jbrowne@philasd.org
Dr. Tony Watlington	Chief School Administrator	PhilaSD- Central Office	superintendent@philasd.org
Boris Ben	Other	John Marshall Elementary	bben@philasd.org
Sean Conley	District Level Leaders	PhilaSD- Network Office	sconley@philasd.org
Layla Batejan	Paraprofessional	John Marshall Elementary	lbatejan@philasd.org
Joanna Lane	Paraprofessional	John Marshall Elementary	jlane2@philasd.org

Vision for Learning

Vision for Learning

At John Marshall School, we are life-long learners who grow and succeed as a community that values diversity. Our greatest resource, our students, receive an equitable, inclusive, and high-quality education that develops successful citizens.

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 (Math, 22-23)	5.6% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (0.8%).
Meeting Annual Academic Growth Expectations (PVAAS) (ELA, 22-23)	Our school earned an academic growth score of 70 for ELA for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) (Math, 22-23)	Our school earned an academic growth score of 72 for Math for the 2022-23 school year.
Regular Attendance (23-24)	45.3% of students attended 90% of days or more as of March 2024, which is an increase of 1.9 points year over year.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23)	11.3% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which demonstrates no substantive change from the previous year (11.2%), and is below the statewide goal and interim target.
Proficient or Advanced on Pennsylvania State Assessments (Science, 22-23)	18.6% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is a decrease in performance from the previous year (25%) and is not meeting the statewide goal or interim target.
Meeting Annual Academic Growth Expectations (PVAAS) (Science, 22-23)	Our school earned an academic growth score of 56 for Science for the 2022-23 school year, which is below the Statewide Average Growth Score of 74.7 and the Statewide Growth Standard of 70.0.
Regular Attendance (22-23)	34.2% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%.
Career Standards Benchmark (22-23)	2.2% of students met the Career Standards Benchmark for the 2022-23 school year, which is an decrease

in performance from the previous year (5.7%) and does not meet the statewide goal or interim target.

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

Strengths

<p>Indicator Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23) ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations 13.2% of Black students were Proficient/Advanced on the 2022-2023 ELA PSSA, compared to 11.3% of students schoolwide.</p>
<p>Indicator Proficient or Advanced on Pennsylvania State Assessments (Math, 22-23) ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations 6.5 of Black students were Proficient/Advanced on the 2022-2023 Math PSSA, compared to 5.6% of students schoolwide.</p>
<p>Indicator Regular Attendance (22-23) ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 41% of Students with IEPs students met the regular attendance threshold (90% of days or more) in 22-23, compared to 34.2% of their peers.</p>

Challenges

<p>Indicator Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23) ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations 9.8% of Hispanic students were Proficient/Advanced on the 2022-2023 ELA PSSA, compared to 11.3% of students schoolwide.</p>
<p>Indicator Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23) ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 3.6% of Students With Disabilities were Proficient/Advanced on the 2022-2023 ELA PSSA, compared to 11.3% of students schoolwide.</p>
<p>Indicator Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23) ESSA Student Subgroups</p>	<p>Comments/Notable Observations 10.1% of Economically Disadvantaged students were Proficient/Advanced on the 2022-2023 ELA PSSA, compared to 11.3% of students schoolwide.</p>

Economically Disadvantaged	
Indicator Proficient or Advanced on Pennsylvania State Assessments (Math, 22-23) ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations 3.6% of Students With Disabilities were Proficient/Advanced on the 2022-2023 Math PSSA, compared to 5.6% of students schoolwide.

Summary

Strengths

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

Our school earned an academic growth score of 70 for ELA for the 2022-23 school year.
Our school earned an academic growth score of 72 for Math for the 2022-23 school year.
45.3% of students attended 90% of days or more as of March 2024, which is an increase of 1.9 points year over year.
5.6% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (0.8%).

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.

11.3% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which demonstrates no substantive change from the previous year (11.2%), and is below the statewide goal and interim target.
18.6% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is a decrease in performance from the previous year (25%) and is not meeting the statewide goal or interim target.
34.2% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading (23-24)	31.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.5 points year over year.
Star Assessment - Reading (23-24)	43.0% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3.9 points year over year.
Star Assessment - Reading (23-24)	Our school had a median SGP (Student Growth Percentile) of 48 from Fall 2023 to Spring 2024 on the Star Reading assessment.

English Language Arts Summary

Strengths

31.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.5 points year over year.
Our school had a median SGP (Student Growth Percentile) of 48 from Fall 2023 to Spring 2024 on the Star Reading assessment.

Challenges

43.0% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3.9 points year over year.
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Mathematics

Data	Comments/Notable Observations
Star Assessment - Math (23-24)	24.3% of students in PSSA-eligible grades scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 16.0 points year over year.
Star Assessment - Math (23-24)	47.0% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of -7.2 points year over year.
Star Assessment - Math (23-24)	Our school had a median SGP (Student Growth Percentile) of 61 from Fall 2023 to Spring 2024 on the Star Math assessment.

Mathematics Summary

Strengths

24.3% of students in PSSA-eligible grades scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 16.0 points year over year.
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Our school had a median SGP (Student Growth Percentile) of 61 from Fall 2023 to Spring 2024 on the Star Math assessment.

Challenges

47.0% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of -7.2 points year over year. While this is a positive sign, it still indicates far too many students who are struggling with on-grade mathematical concepts.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science (23-24)	83.5% of students earned A's or B's in Science through Q3 of the 2023-24 school year.
Course Marks - Science (23-24)	While the percent of students with A's or B's in Science would indicate a high number of students who are proficient in Science, prior years PSSA scores show there is a lack of correlation, indicating work that needs to be completed around norming marks.

Science, Technology, and Engineering Education Summary

Strengths

83.5% of students earned A's or B's in Science through Q3 of the 2023-24 school year.

Challenges

While the percent of students with A's or B's in Science would indicate a high number of students who are proficient in Science, prior years PSSA scores show there is a lack of correlation, indicating work that needs to be completed around norming marks.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance Data (23-24)	3.3% of students are on-track to meet the Career Standards Benchmark for the 2023-24 school year, according to Naviance data, which is an increase of 1.2 points year over year.
Career Standards Benchmark (22-23)	2.2% of students met the Career Standards Benchmark for the 2022-23 school year, which is an decrease in performance from the previous year (5.7%) and does not meet the statewide goal or interim target.
On-Track per Course Marks, Q3 (23-24)	81.1% of students were on-track for promotion as of Q3 or 2023-2024.

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 (23-24)	84.9% of students earned A's or B's in Social Studies through Q3 of the 2023-24 school year.
Course Marks - Social Studies (23-24)	4.4% of students earned D's or F's 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.

3.3% of students are on-track to meet the Career Standards Benchmark for the 2023-24 school year, according to Naviance data, which is an increase of 1.2 points year over year.
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81.1% of students were on-track for promotion as of Q3 or 2023-2024.
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98.6% of students had zero Out of School Suspensions as of March 2024, which is an increase of 4.7 points year over year.

Challenges

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

2.2% of students met the Career Standards Benchmark for the 2022-23 school year, which is an decrease in performance from the previous year (5.7%) and does not meet the statewide goal or interim target.
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Even though 55 students in grades 3-5 are in the Intensive intervention category on the Star Math assessment in Winter 23-24, only 6 students in grades 3-5 have a failing grade in math, indicating a misalignment between course marks and assessments.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Reading (23-24)	Only 3.7% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of -38.0 points year over year.
Star Assessment - Reading (23-24)	77.8% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 2.8 points year over year.
Star Assessment - Math (23-24)	0.0% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment.
Star Assessment - Math (23-24)	60.0% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 7.9 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 (23-24)	16.0% of students with IEP's scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 8.5 points year over year.
Star Assessment - Reading (23-24)	72.0% of students with IEPs scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of -6.5 points year over year.
Star Assessment - Math (23-24)	11.1% of students with IEPs scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.1 points year over year.
Star Assessment - Math (23-24)	74.1% of students with IEPs scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 1.4 points year over year.
Regular Attendance (23-24)	38.6% of students with IEPs attended 90% of days or more as of March 2024, which is an increase of 1.1 points year over year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Reading (22-23)	10.1% of Economically Disadvantaged students were Proficient/Advanced on the ELA PSSA in 22-23, compared to 11.3% of students schoolwide.
Star Math (22-23)	5.9% of Economically Disadvantaged students were Proficient/Advanced on the Math PSSA in 22-23, compared to 5.6% of students schoolwide.
Enrollment (22-23)	94.3% of students at our school are considered Economically Disadvantaged, which indicates a significant proportion of the population. Schoolwide initiatives focused on helping this subgroup will naturally be to the benefit of all students.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	26.3% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of -1.5 points year over year.
Hispanic	26.8% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 22.5 points year over year.
Black	
Black	33.1% of African American students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.5 points year over year.
Black	44.9% of African American students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 5.1 points year over year.

Summary

Strengths

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

24.3% of African American students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 16.0 points year over year.
11.1% of students with IEPs scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.1 points year over year.
11.1% of students with IEPs scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.1 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.

26.8% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 22.5 points year over year.
Only 3.7% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of -38.0 points year over year.
72.0% of students with IEPs scored Intensive Intervention on the Spring 2024 Star Reading assessment; while this is a decrease of -6.5 points year over year, it still represents far too many students who are struggling with grade-level content.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	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?

EP01: Align curricular materials and lesson plans to the PA Standards

EP05: Provide frequent, timely, and systematic feedback and support on instructional practices
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EP03: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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?

EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

EP13: Implement a multi-tiered system of supports for academics and behavior
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our school earned an academic growth score of 70 for ELA for the 2022-23 school year.	False
Our school earned an academic growth score of 72 for Math for the 2022-23 school year.	False
45.3% of students attended 90% of days or more as of March 2024, which is an increase of 1.9 points year over year.	False
31.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.5 points year over year.	False
Our school had a median SGP (Student Growth Percentile) of 48 from Fall 2023 to Spring 2024 on the Star Reading assessment.	False
83.5% of students earned A's or B's in Science through Q3 of the 2023-24 school year.	False
3.3% of students are on-track to meet the Career Standards Benchmark for the 2023-24 school year, according to Naviance data, which is an increase of 1.2 points year over year.	False
EP01: Align curricular materials and lesson plans to the PA Standards	False
24.3% of African American students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 16.0 points year over year.	True
EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	False
24.3% of students in PSSA-eligible grades scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 16.0 points year over year.	False
81.1% of students were on-track for promotion as of Q3 or 2023-2024.	False
11.1% of students with IEPs scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 11.1 points year over year.	False
5.6% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (0.8%).	True
Our school had a median SGP (Student Growth Percentile) of 61 from Fall 2023 to Spring 2024 on the Star Math assessment.	False
98.6% of students had zero Out of School Suspensions as of March 2024, which is an increase of 4.7 points year over year.	False
11.1% of students with IEPs scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an	False

increase of 11.1 points year over year.	
EP03: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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
11.3% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which demonstrates no substantive change from the previous year (11.2%), and is below the statewide goal and interim target.	True
18.6% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is a decrease in performance from the previous year (25%) and is not meeting the statewide goal or interim target.	False
34.2% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%.	True
47.0% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of -7.2 points year over year. While this is a positive sign, it still indicates far too many students who are struggling with on-grade mathematical concepts.	False
2.2% of students met the Career Standards Benchmark for the 2022-23 school year, which is an decrease in performance from the previous year (5.7%) and does not meet the statewide goal or interim target.	False
43.0% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3.9 points year over year.	False
While the percent of students with A's or B's in Science would indicate a high number of students who are proficient in Science, prior years PSSA scores show there is a lack of correlation, indicating work that needs to be completed around norming marks.	False
EP13: Implement a multi-tiered system of supports for academics and behavior	False
26.8% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 22.5 points year over year.	False
Only 3.7% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of -38.0 points year over year.	False
EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
72.0% of students with IEPs scored Intensive Intervention on the Spring 2024 Star Reading assessment; while this is a	False

decrease of -6.5 points year over year, it still represents far too many students who are struggling with grade-level content.	
Even though 55 students in grades 3-5 are in the Intensive intervention category on the Star Math assessment in Winter 23-24, only 6 students in grades 3-5 have a failing grade in math, indicating a misalignment between course marks and assessments.	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
11.3% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which demonstrates no substantive change from the previous year (11.2%), and is below the statewide goal and interim target.	The release of a new ELA curriculum across the entire district provides an opportunity for us to get back to basics around what's missing in our ELA content instruction.	True
34.2% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%.	Teachers don't stress attendance because there is a lack of rigor in our grading rubrics. Students can still miss many days yet receive high marks on a report card, and maybe even on individual assignments and tests.	True
Even though 55 students in grades 3-5 are in the Intensive intervention category on the Star Math assessment in Winter 23-24, only 6 students in grades 3-5 have a failing grade in math, indicating a misalignment between course marks and assessments.	Because we don't have ATIs providing feedback around lesson preparation, we have solely utilized feedback from our Principal and AP around this, but it needs to be a focus for our entire ILT.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
24.3% of African American students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 16.0 points year over year.	
5.6% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (0.8%).	Our implementation of a new Math curriculum is starting to show positive signs, and needs to be continued with fidelity for the next year.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can dedicate ourselves to the implementation of a new ELA curriculum with fidelity.
	If we implement a multi-tiered system of supports for academics and behavior, and ensure that attendance is a factor in our marks while increasing the rigor of our report cards and assessments, we will be able to boost student attendance and convey

	the importance of being in-school and on-task for students (and their families).
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can norm around the standards and expectations for Math, we will increase the fidelity of assignment marks and course mark alignment to normed assessments and the rigor of Math instruction.

Goal Setting

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can dedicate ourselves to the implementation of a new ELA curriculum with fidelity.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 16.58% of grade 3-5 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1: ELA, Grades 3-5			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 16.58% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 16.58% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 16.58% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 16.58% students in grades 3-5 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 22.88% of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 2: ELA, Grades K-3			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 22.88% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 22.88% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 22.88% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 22.88% 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 implement a multi-tiered system of supports for academics and behavior, and ensure that attendance is a factor in our marks while increasing the rigor of our report cards and assessments, we will be able to boost student attendance and convey the importance of being in-school and on-task for students (and their families).

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 44.20% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
90%+ Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 54% of all students will attend school 90% of days or more in Q1.	At least 50% of all students will attend school 90% of days or more in Q2.	At least 47% of all students will attend school 90% of days or more in Q3.	At least 44.20% 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 Out of School Suspension Goal			
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 95% 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: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we can norm around the standards and expectations for Math, we will increase the fidelity of assignment marks and course mark alignment to normed assessments and the rigor of Math instruction.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 11.94% of grade 3-5 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3: Math, Grades 3-5			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 11.94% students in grades 3-5 will score at or above grade-	At least 11.94% students in grades 3-5 will score at or above grade-	At least 11.94% students in grades 3-5 will score at or above grade-	At least 11.94% students in grades 3-5 will score at or above grade-

level on the District's within-year math assessment in Q1	level on the District's within-year math assessment in Q2	level on the District's within-year math assessment in Q3	level on the District's within-year math assessment in Q4
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Action Plan

Measurable Goals

Board Goal 1: ELA, Grades 3-5	Board Goal 2: ELA, Grades K-3
90%+ Attendance Goal	Zero Out of School Suspension Goal
Board Goal 3: Math, Grades 3-5	

Action Plan For: Professional Learning Communities (PLCs)

Measurable Goals:
<ul style="list-style-type: none"> At least 16.58% of grade 3-5 students will score proficient/advanced on the ELA PSSA At least 11.94% of grade 3-5 students will score proficient/advanced on the Math PSSA At least 22.88% of grade 3 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Designate weekly planning time when PLC facilitators will develop PLC agendas. (Revisit in first part of year to ensure alignment with the new ELA curriculum, particularly around dedicated study time.)		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Continue to utilize a single online location where agendas will be stored for PLC meetings		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Google Drive	No	
Action Step		Anticipated Start/Completion Date	
Norm around gradebook expectations with teachers, ensuring they are clear on what types of assignments and assessments should be utilized, and the expectations of rigor for grading.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Leadership Team	Summer professional development	Yes	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with a focus on teachers modeling and practicing in PLC, so that teachers aren't simply emulating the lesson modeled in the PLC but are learning how to utilize those strategies and apply them to a lesson they plan themselves.		2024-07-01	2025-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with a focus on Small Group Instruction and providing strategic intervention to students who are struggling while making sure the small group work applies for students who are mastering the content (e.g. open-ended questions, enrichment).		2024-07-01	2025-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.		2024-07-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLs	PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Determine a schedule to regularly visit classrooms, utilizing Network look-fors, to ensure that lessons are being implemented with fidelity and rigor.		2024-07-01	2025-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	

Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing the lessons which were not prepared during the PLC, ensuring that teachers gain more independence and capacity to utilize strategies, not just emulate lessons which were rehearsed.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Student Data	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly academic MTSS meetings, with a focus on students in need of Tier II/III intervention.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Student Data	No	
Action Step		Anticipated Start/Completion Date	
Ensure that PLCs have a focus on MTSS data (e.g. what's working, which groups should students need to be in for additional support).		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Student Data	No	
Action Step		Anticipated Start/Completion Date	
Conduct regular reviews of gradebook to ensure teachers are aligned with expectations and rigor.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Gradebook	No	

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

regular times to meet and discuss effective instructional practices.	session, teachers will complete a survey about the quality and relevance of the material and delivery.
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Action Plan For: ELA Curriculum

Measurable Goals:
<ul style="list-style-type: none"> • At least 16.58% of grade 3-5 students will score proficient/advanced on the ELA PSSA • At least 22.88% of grade 3 students will score proficient/advanced on the ELA PSSA

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 teaching writing as it relates to ELA instruction (e.g. not just giving writing tasks).		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 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 and Network-created look-fors.		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 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		2024-08-26	2025-06-

that respond to identified student needs in order to ensure students at all levels can access grade-level content.			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	

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: Relationships First Tiers 2 and 3: Care Team

Measurable Goals:
<ul style="list-style-type: none"> • At least 95% of students will have zero out-of-school suspensions • At least 44.20% of all students will attend school 90% of days or more

Action Step	Anticipated Start/Completion Date	
School leadership designates the Care Team, who is responsible for school-wide restorative progressive discipline.	2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

Principal	Staff availability	No	
Action Step		Anticipated Start/Completion Date	
Care Team and other leadership team members create a classroom managed behaviors vs office referral flow chart, aligned with RF values, and the SDP Equity Framework, while incorporating Supportive Environments.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, RF Lead	Flow Chart, SDP Equity Framework	No	
Action Step		Anticipated Start/Completion Date	
Care Team and other leadership team members create a restorative progressive discipline system for classroom-managed behaviors, ensuring that Restorative Conversations (RCs) are used by all staff prior to generating an office referral.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, RF Lead	Progress Discipline System Document	No	
Action Step		Anticipated Start/Completion Date	
Working with RF Coach, school leadership ensures that all staff members are fully trained in RCs.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, RF Lead	RF Coach, Summer Summit, Back to School Day PD, Beyond the School Day PD	Yes	
Action Step		Anticipated Start/Completion Date	
Tier 2/3 MTSS team identifies several members who will respond to Care Calls. These individuals will establish a schedule for responding to Care Calls.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
RF Lead, RF Coach	Tier 2/3 MTSS Guidelines	No	
Action Step		Anticipated Start/Completion Date	
Leadership works with RF Coach to train care team in RCs and the Care Call process.		2024-09-15	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, RF Lead	RF Coach, PD Calendar, Beyond the School Day PD	Yes	
Action Step		Anticipated Start/Completion Date	

Leadership works with RF coach to train the care team in Harm and Healing Circles (HHCs), Circles of Support and Accountability (COSAs), and Welcome Circles (WCs).		2024-09-15	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, RF Lead, RF Coach	RF Coach, PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Care Call responders delineate which members will be responsible for specific strategies (HHC, COSA, WC).		2024-09-15	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Care Call Responder Team members	RF Coach	No	
Action Step		Anticipated Start/Completion Date	
RF Coach trains Care Call responders in other restorative alternatives to suspension, aimed at (1) teaching the student an important lesson, and/or (2) beautifying the school, and/or (3) restoring harm that the student caused.		2024-09-15	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
RF Lead, RF Coach	RF Coach, PD Calendar, Beyond the School Day PD	Yes	
Action Step		Anticipated Start/Completion Date	
Once trained, Care Call Team is utilized in trained methods (HHC, COSA, WC) as alternative to suspension.		2025-01-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Care Call Responder Team members	Tracker	No	
Action Step		Anticipated Start/Completion Date	
RF lead and RF coach work with the Care Team to review qualitative and quantitative data sources as well as information from debrief circles, conversations, and participation with care call/intervention providers to assess the quality of interventions and plan for new interventions		2025-01-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
RF Lead, RF Coach	Tracker, SIS, Qlik	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Adult-student and student-student interactions are positive, caring,	- During first four months of school year, every fourth week, RF Care Team

and respectful. - Leadership and staff are provided continuous professional development to develop and sustain RF practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - Stakeholders perceive the school as warm, inviting, and safe.	with RF Coach conduct debrief for all staff, and develop support plan for next cycle. - All Restorative Conversations (RCs,) Harm and Healing Circles (HHCs), Circles of Support and Accountability (COSAs), and Welcome Circles (WCs) are logged in a tracker and trends are reviewed monthly by the RF Care Team.
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Action Plan For: Supporting Student Attendance

Measurable Goals:
<ul style="list-style-type: none"> At least 44.20% of all students will attend school 90% of days or more

Action Step		Anticipated Start/Completion Date	
Document processes and procedures for attendance events and tasks. Processes and procedures have been shared and reviewed with all staff. Automated message is sent home every absence.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	[FINAL] Processes and Procedures for Attendance	No	
Action Step		Anticipated Start/Completion Date	
Communicate attendance policies and procedures to staff, students, and families. Create family friendly handouts, posters and banners, social media and website to publicize the policy.		2024-08-23	2024-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Handbook, School Website	No	
Action Step		Anticipated Start/Completion Date	
Identify the school's attendance designee(s) and attendance team.		2024-07-01	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Based Attendance Designee(s)	No	

Action Step		Anticipated Start/Completion Date	
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	PD/Training Information	Yes	
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, Community Meetings, Report Card Conferences, Daily Phone Calls, Messaging throughout school year).		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Posters, Handouts, Social Media, Back to School Night Presentations, Community Meetings, Report Card Conferences, Daily Phone Calls	No	
Action Step		Anticipated Start/Completion Date	
Establish system to recognize both good and improved student attendance. Utilize SAIP/attendance improvement plans and measurable goals within the month to qualify students for attendance incentives.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	SAIP plans	No	
Action Step		Anticipated Start/Completion Date	
Create a system for parent incentives for attendance (e.g. raffles, gift cards) throughout the year.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Parent incentives for attendance	No	
Action Step		Anticipated Start/Completion Date	
Regularly scheduled (at minimum monthly) problem solving team meetings/ MTSS meetings are held to review student		2024-08-	2025-06-

attendance data and identify celebrations and concerns		20	12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS/ Attendance Team	Action Planning for Attendance Challenges, Qlik, 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?	
MTSS/ Attendance Team	MTSS meetings, Qlik, Schoolnet, SIS	No	
Action Step		Anticipated Start/Completion Date	
Actions Steps and interventions which address root cause(s) of absenteeism/barrier(s) to attendance for students are identified, implemented, and also reviewed for effectiveness.		2024-08-20	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS/ Attendance Team	Qlik, Schoolnet, SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Review requirements, protocol, and tasks for the District's Response to Truancy. Identify person(s) responsible for tasks. Requirements, protocol, and tasks have been shared and reviewed with identified attendance designee(s) and other appropriate staff		2024-08-20	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	[FINAL] Requirements, Protocol, and Tasks for Truancy	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Identify students who reach 3 unexcused absences and generate and send Notice of Truancy to the parent/guardian within ten (10) school days of the student's third unexcused absence in compliance with state law.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS Attendance Report	No	
Action Step		Anticipated Start/Completion Date	

		Date	
[Truancy] Identify students who reach 6 unexcused absences and invite student and parents/guardian to attend a School Attendance Improvement Conference (SAIC).		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS Attendance Report	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] During scheduled SAIC, develop School Attendance Improvement Plan (SAIP) outlining interventions that will be implemented to target and remove barriers to attendance.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Progress monitor SAIP at minimum every 30 days, not to exceed 90 days to determine effectiveness of interventions identified in SAIP		2024-09-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] School team members to finalize (close) SAIP based on progress monitoring. Plans not to exceed 90 days.		2024-09-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Referrals to truancy court are made, as needed, for students with at minimum 10 or more unexcused absences, after the implementation and progress monitoring and finalization of SAIP has occurred		2024-09-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS, Truancy Referral Form	No	
Action Step		Anticipated	

		Start/Completion Date	
Use the Interim Report Card window for first notification to families with students who have a high number of absences via a supplement to the Interim Report Card which discusses absences, tardies, and expected next steps.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Classroom Teachers	school-created Google form for interim reports	No	
Action Step		Anticipated Start/Completion Date	
Attendance Team meets bi-weekly to determine if attendance conferences with families would serve to promote student attendance.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SAIP plans	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- The school systematically monitors attendance rates to identify trends. - The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation.	- 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

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"> Professional Learning Communities (PLCs) ELA Curriculum Relationships First Tiers 2 and 3: Care Team Supporting Student Attendance 	Federally Funded Regular Programs - Salaries	215141.65
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) ELA Curriculum Relationships First Tiers 2 and 3: Care Team Supporting Student Attendance 	Federally Funded Regular Programs - Benefits	136972.35
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) ELA Curriculum Relationships First Tiers 2 and 3: Care Team Supporting Student Attendance 	Federally Funded Regular Programs - Supplies	538

Total Expenditures	352652
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities (PLCs)	Norm around gradebook expectations with teachers, ensuring they are clear on what types of assignments and assessments should be utilized, and the expectations of rigor for grading.
Professional Learning Communities (PLCs)	SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.
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 teaching writing as it relates to ELA instruction (e.g. not just giving writing tasks).
Relationships First Tiers 2 and 3: Care Team	Working with RF Coach, school leadership ensures that all staff members are fully trained in RCs.
Relationships First Tiers 2 and 3: Care Team	Leadership works with RF Coach to train care team in RCs and the Care Call process.
Relationships First Tiers 2 and 3: Care Team	Leadership works with RF coach to train the care team in Harm and Healing Circles (HHCs), Circles of Support and Accountability (COSAs), and Welcome Circles (WCs).
Relationships First Tiers 2 and 3: Care Team	RF Coach trains Care Call responders in other restorative alternatives to suspension, aimed at (1) teaching the student an important lesson, and/or (2) beautifying the school, and/or (3) restoring harm that the student caused.
Supporting Student Attendance	Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)

Professional Learning Communities (PLCs)

Action Step
<ul style="list-style-type: none"> Norm around gradebook expectations with teachers, ensuring they are clear on what types of assignments and assessments should be utilized, and the expectations of rigor for grading. SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.
Audience
School-Based Teacher Leader (SBTL)
Topics to be Included
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices
Evidence of Learning

PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Central Office Staff	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning • 3a: Communicating with Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

ELA Framework

Action Step		
<ul style="list-style-type: none"> • Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. • Develop plan for school-based PD time that focuses on improving teacher practice in teaching writing as it relates to ELA instruction (e.g. not just giving writing tasks). 		
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	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 3a: Communicating with Students • 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Restorative Practices (Relationships First)

Action Step		
<ul style="list-style-type: none"> • Working with RF Coach, school leadership ensures that all staff members are fully trained in RCs. • Leadership works with RF Coach to train care team in RCs and the Care Call process. • Leadership works with RF coach to train the care team in Harm and Healing Circles (HHCs), Circles of Support and Accountability (COSAs), and Welcome Circles (WCs). • RF Coach trains Care Call responders in other restorative alternatives to suspension, aimed at (1) teaching the student an important lesson, and/or (2) beautifying the school, and/or (3) restoring harm that the student caused. 		
Audience		
All Staff		
Topics to be Included		
Community Building Circles, Restorative Conversations, SDP Equity Framework, Student Well-Being Survey, Social Emotional Learning		
Evidence of Learning		
Student Well-Being Survey Data, Walkthrough Rubric and Notes, Utilization of multiple Tier 2/3 care strategies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Climate Lead	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 3a: Communicating with Students• 3c: Engaging Students in Learning• 1b: Demonstrating Knowledge of Students• 3e: Demonstrating Flexibility and Responsiveness• 2a: Creating an Environment of Respect and Rapport• 4c: Communicating with Families• 2b: Establishing a Culture for Learning• 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">BoardAffirmationStatement_August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
William Lawrence	2024-08-30
School Improvement Facilitator Signature	Date