Philadelphia Learning Academy - West
CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School	AUN/Branch
Philadelphia Learning Academy South	126515001

Address 1		
4300 Westminster Avenue		

Address 2		

City	**State**	**Zip Code**
Philadelphia	PA	19104

Chief School Administrator	**Chief School Administrator Email**
Tony Watlington	superintendent@philasd.org

Principal Name
Darryl Blackwell

Principal Email
dbblackwell@philasd.org

Principal Phone Number	**Principal Extension**
267-254-8315	

School Improvement Facilitator Name	**School Improvement Facilitator Email**
Brandi Hester-Harrell	bhester-harrell@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Darryl Blackwell	Principal	PLA-West	dbblackwell@philasd.org
Theodore Wing	Other	PLA-West	twing@philasd.org
Elena Trietsch	Teacher	PLA-West	etrietsch@philasd.org
Maggie Harbour	Teacher	PLA-West	mharbour@philasd.org
Tina Daniels	Parent	PLA-West Parent	tinacdaniels@gmail.com
Kristin Cooke	Teacher	PLA-West	kacooke@philasd.org
Cari Cantor	District Level Leaders	SDP	ccantor@philasd.org
Morgan Robinson	Student	PLA-West	8420808@philasd.org
Ruth Patterson	Community Member	JAG of PA	ruepatterson@gmail.com
Kevin Maye	Teacher	PLA-West	kmaye@philasd.org
Michael Shore	Teacher	PLA-West	mshore@philasd.org
Tony B. Watlington Sr.	Chief School Administrator	SDP	superintendent@philasd.org

Vision for Learning

We aspire to be a beacon of transformation, empowering students to overcome barriers, discover their passions, and become leaders who shape positive change in their communities.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Four-Year Cohort Graduation Rate	38.5% of students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%).

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	15.6% of students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.
Career Standards Benchmark	10.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

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

Strengths

Indicator / ESSA Student Subgroups	Comments/Notable Observations
Indicator Four-Year Cohort Graduation Rate **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 38.5% of Black students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%).
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator / ESSA Student Subgroups	Comments/Notable Observations
Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 15.5% of Black students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.
Indicator Regular Attendance	**Comments/Notable Observations**

| **ESSA Student Subgroups** | 17.5% of Economically Disadvantaged students regularly attended school for the |
| Economically Disadvantaged | 2022-23 school year, which is an increase in performance from the previous year. |

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.

| 38.5% of students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%). |
| 38.5% of Black students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%). |

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.

| 15.6% of students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year. |
| 10.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target. |
| 15.5% of Black students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year. |
| 17.5% of Economically Disadvantaged students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year. |

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Reading	2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Course Marks - ELA	10.6% of students earned As or Bs in ELA through Q4 of the 2023-24 school year.

English Language Arts Summary

Strengths
| 10.6% of students earned As or Bs in ELA through Q4 of the 2023-24 school year. |

Challenges
| 2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment. |

Mathematics

Data	Comments/Notable Observations
Course Marks - Math	4.4% of students earned As or Bs in Math through Q4 of the 2023-24 school year.
Star Math	0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Mathematics Summary

Strengths
| 4.4% of students earned As or Bs in Math through Q4 of the 2023-24 school year. |

0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	55.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	39.3% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

55.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

39.3% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Four-Year Cohort Graduation Rate	38.5% of students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%).
Career Standards Benchmark	10.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

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	62.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	16.2% 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.

16.2% 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.

62.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, and 0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Equity Considerations

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

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

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Star Reading	2.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Star Math	0.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
Course Marks - Science	51.9% of Economically Disadvantaged students earned As or Bs in Science through Q4 of the 2023-24 school year.

Student Groups by Race/Ethnicity
False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	2.2% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
Black	0.0% of Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
Black	56.3% of Black students earned As or Bs in Science through Q4 of the 2023-24 school 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.

56.3% of Black students earned As or Bs in Science through Q4 of the 2023-24 school year.
51.9% of Economically Disadvantaged students earned As or Bs in Science through Q4 of the 2023-24 school 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.

0.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment.
2.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
2.2% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.
0.0% of Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	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	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
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?

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

Challenges

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

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
38.5% of students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%).	True
38.5% of Black students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%).	False
10.6% of students earned As or Bs in ELA through Q4 of the 2023-24 school year.	False
4.4% of students earned As or Bs in Math through Q4 of the 2023-24 school year.	False
55.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
16.2% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
56.3% of Black students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
51.9% of Economically Disadvantaged students earned As or Bs in Science through Q4 of the 2023-24 school 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
15.6% of students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.	True
10.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
15.5% of Black students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.	False
17.5% of Economically Disadvantaged students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.	False
2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.	False
0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
62.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	False

39.3% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
0.0% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
2.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.	False
2.2% of Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment.	False
0.0% of Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	False
2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, and 0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	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.

Overall, 15.6% of students regularly attended school for the 2022-23 school year, showing an improvement from the previous year. 2.1% of students scored At/Above the Benchmark on the Spring 2024 Star Reading assessment, and 0.0% scored At/Above the Benchmark on the Spring 2024 Star Math assessment.To address these issues, the school will promote and sustain a positive environment focusing on supporting students with mental health challenges and attendance motivation issues to improve regular attendance rates. Systematic, collaborative planning will ensure instruction is coordinated, aligned, and evidence-based, emphasizing improving intervention efforts to enhance ELA and Math proficiency rates.Funding has been allocated for a School Counselor to support these initiatives.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
15.6% of students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.	Student attendance is significantly influenced by multiple factors, including a lack of motivation to attend school, SPED placement issues, mental health challenges like anxiety and depression, inadequate emotional supports, and challenging circumstances at home. These combined factors create significant barriers to regular attendance for students, impacting their overall engagement and academic success.	True
2.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, and 0.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment.	Many students are below grade level in Reading and Math, with varying proficiency levels affecting their mindset towards learning. The absence of additional reading and math intervention classes exacerbates this gap in proficiency.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
38.5% of students graduated in four years in 2022-23, which is a significant increase in performance from the previous year (6.5%).	If we can replicate the processes that have enabled us to make significant gains in our graduation rate, then we can attempt to replicate them in other highly important areas, such as attendance.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on supporting students with mental health challenges and attendance motivation issues, then we will see improvements in our regular attendance rates.
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based with a focus on improving intervention efforts, then we will see improvements in our ELA and Math proficiency rates.

Goal Setting

Priority: If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school with a focus on supporting students with mental health challenges and attendance motivation issues, then we will see improvements in our regular attendance rates.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 10.20% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 20% of all students will attend school 90% of days or more in Q1	At least 17% of all students will attend school 90% of days or more in Q2	At least 14% of all students will attend school 90% of days or more in Q3	At least 10.20% 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 93.2% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Suspensions			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 98% of students will have zero out-of-school suspensions in Q1	At least 96% of students will have zero out-of-school suspensions in Q2	At least 94% of students will have zero out-of-school suspensions in Q3	At least 93.2% 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 with a focus on improving intervention efforts, then we will see improvements in our ELA and Math proficiency rates.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 1.26% of students will score proficient/advanced on the Literature Keystone			
Measurable Goal Nickname (35 Character Max)			
Literature			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 1.26% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 1.26% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 1.26% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 1.68% of students will score proficient/advanced on the Algebra Keystone			

Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 1.68% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q1	At least 1.68% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 1.68% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q4

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
At least 45.3% of students will graduate with their 4-year cohort			
Measurable Goal Nickname (35 Character Max)			
Graduation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 35% of 12th grade students will be on-track for graduation in Q1	At least 38% of 12th grade students will be on-track for graduation in Q2	At least 42% of 12th grade students will be on-track for graduation in Q3	At least 45.3% of 12th grade students will be on-track for graduation in Q4

Action Plan

Measurable Goals

Regular Attendance	Suspensions
Literature	Math
Graduation	

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

Measurable Goals:

- At least 10.20% of all students will attend school 90% of days or more
- At least 93.2% of students will have zero out-of-school suspensions

Action Step		Anticipated Start/Completion Date	
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads		2024-07-01	2024-08-16
Lead Person/Position	**Material/Resources/Supports Needed**	**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		2024-08-20	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		**Anticipated Start/Completion Date**	
Deliver student CR-PBIS kick-off with a focus on reviewing CR-PBIS norms and acknowledgement system		2024-08-26	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		**Anticipated Start/Completion Date**	
Teach/review CR-PBIS behavior norms during first month of school		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS/SEL Teaching Guide	No	
Action Step		**Anticipated Start/Completion Date**	

Solicit student feedback to create a schoolwide calendar of acknowledgements to be shared with all school stakeholders.		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
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**	
Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline		2024-10-01	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	Training PPT , Behavior Flowchart, Guide to Student Discipline	Yes	
Action Step		**Anticipated Start/Completion Date**	
Organize PD for CR-PBIS Team on TIPS		2024-10-01	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	Training PPT, SIS	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	SIS	No	
Action Step		**Anticipated Start/Completion Date**	
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff		2024-10-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	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?**	
Principal	Observation Calendar, Danielson Framework (Domain 2)	No	
Action Step		**Anticipated Start/Completion Date**	
Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, and (3) actively participating in the student acknowledgement system, (4) Restorative Practices		2024-10-01	2025-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Climate Staff	PBIS Manual	No	

Action Step		Anticipated Start/Completion Date	
Deliver CR-PBIS refresher training to students and staff following Winter break		2025-01-06	2025-01-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	PD Calendar, CR-PBIS/SEL Teaching Guides	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?**	
PBIS Team	Tiered Fidelity Inventory	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms.- Adult-student and student-student interactions are positive, caring, and respectful.- Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices.- Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals.- There are clear procedures for reporting and responding to behavioral concerns.- Stakeholders perceive the school as warm, inviting, and safe.	- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress.- Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team.- Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.

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

Measurable Goals:
• At least 45.3% of students will graduate with their 4-year cohort
• At least 1.68% of students will score proficient/advanced on the Algebra Keystone
• At least 1.26% of students will score proficient/advanced on the Literature Keystone

Action Step		Anticipated Start/Completion Date	
Set reasonable and attainable growth targets for both Literature and Algebra Keystones.		2024-06-03	2024-09-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	School Plan	No	
Action Step		**Anticipated Start/Completion Date**	
Identify high yield instructional strategy in ELA and Math to guide the cycle of learning for the 24-25 school year and will be the focus of instructional walkthroughs.		2024-06-03	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Marzano's 9 High Yield Instructional Practices	No	
Action Step		**Anticipated Start/Completion Date**	
For Math instructional strategies, if using IM, align strategies and techniques to Math Language Routines, Instructional Routines, and the Math Activity PLC Tool		2024-06-03	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Principal, AP, and SBTL	Math Language RoutinesInstructional RoutinesMath Activity PLC Tool	No	
Action Step		**Anticipated Start/Completion Date**	
For ELA instructional strategies, if using district curriculum, align strategies and techniques to ELA Instructional Guide Teaching Methods		2024-06-03	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, AP, and SBTL	Teaching Methods	No	
Action Step		**Anticipated Start/Completion Date**	
Identify and train the Instructional Leadership Team (ILT) regarding their roles and expectations to support the cycle of learning (including observations, debriefing, and informal coaching).		2024-08-14	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, AP, and SBTL	ELA CoLMath CoLTraining Materials	No	
Action Step		**Anticipated Start/Completion Date**	
ILT meets and norms on look-fors for high-yield instructional strategy and techniques across departments, on going as necessary throughout the year.		2024-08-14	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA CoLMath CoLTraining Materials	No	
Action Step		**Anticipated Start/Completion Date**	
Train staff on the Cycle of Learning (i.e. defining risk-free adult practice, types of artifacts, etc). and establish PLC goals, vision and norms		2024-09-03	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA CoLMath CoL	Yes	
Action Step		**Anticipated Start/Completion Date**	
Create a calendar of PLC foci for the 24-25 school year, including key dates when relevant data will be available (Star, Keystones, SWBS, etc). Artifacts to be reviewed at key dates should include pre/post unit assessments, student work, samples of diverse learners, etc.		2024-09-03	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and AP	PLC Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
Create a calendar of ILT MTSS Tier 1 meeting dates on a monthly basis, to review timely and relevant data that will impact the CoL, and what will be shared with teachers that impacts their instructional practices and student outcomes.		2024-09-03	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and AP	ILT MTSS Meeting Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
Create a calendar of observations to align with the cycle of learning, ensuring that ILT members are all active observers (including SBTL, SPECM, and EL points).		2024-09-03	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and AP	ELA CoLMath CoLInformal Observation Calendar and Caseload	No	
Action Step		**Anticipated Start/Completion Date**	

Identify articles to embed into the cycle of learning calendar and into the network resource bank. Network teams members can support with this.		2024-09-03	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Network CoL resource bank	No	
Action Step		**Anticipated Start/Completion Date**	
The ILT will facilitate specific training on a high yield instructional strategy every 4-6 weeks (in PLC).		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA CoLMath CoL	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will engage in risk-free adult practice of the instructional practices and techniques every 4-6 weeks, in alignment with the ongoing cycle of learning.		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers	ELA CoLMath CoL	No	
Action Step		**Anticipated Start/Completion Date**	
Staff will engage in an ongoing study, through the use of articles selected by the ILT and relevant and timely data, every 4-6 weeks (in PLC).		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Innovation Network CoL resource bankSDP 24-25 Assessment Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
ILT members will conduct ongoing and consistent observations in alignment with the cycle of learning, utilizing appropriate tools for documenting normed look-fors.		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Informal Observation Calendar and CaseloadELA CoL Look ForsMath CoL Look Fors	No	
Action Step		**Anticipated Start/Completion Date**	
ILT members will meet every two weeks to debrief on observations and plan for informal coaching.		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Informal Observation Calendar and Caseload	No	
Action Step		**Anticipated Start/Completion Date**	
ILT members will engage in the support-coaching-feedback model with all teachers every 4-6 weeks (this may occur in PLC in there are high level trends identified, or, this may occur in a more individualized setting).		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Informal Observation Calendar and Caseload	No	
Action Step		**Anticipated Start/Completion Date**	
ILT members will engage in an MTSS Tier 1 data meeting every 4-6 weeks (depending on when relevant data is available).		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Instructional Leadership Team	ILT MTSS Meeting Calendar	No	
Action Step		**Anticipated Start/Completion Date**	
The ILT will review the progress of the cycle of learning in order to adjust, as necessary, the pacing and content at least quarterly.		2024-11-11	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	ELA CoLMath CoL	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research based practices.• School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning.• 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 and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades). • Systems are in place for educators to develop and share standards-aligned instructional materials and resources.• Teacher teams regularly evaluate the impact of classroom instruction on student learning.• Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction.• Educators continually monitor and adjust instruction and content based on multiple checks for understanding.• Professional learning is focused on building the capacity of staff and other stakeholders to use data for decision-making (e.g., use of data for classroom instructional planning and monitoring of student learning).• Processes and protocols guide and facilitate stakeholders' collection, analysis, review and use of student assessment data.• Lesson plans and observational data show evidence of instructional planning that includes consideration of individual student needs.• Educators exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs.	• The ILT will conduct ongoing informal observations and provide feedback and coaching to staff in a consistent manner at least every 4-6 weeks.• The ILT will review the progress of the cycle of learning in order to adjust, as necessary, the pacing and content at least quarterly.• The network support team will provide ILT with ongoing feedback in order to support cycles of learning at least monthly• The network will debrief at the end of the year to evaluate the approach to determine if it is meeting it's intended outcomes and revise, if necessary, to support improvement in the upcoming year.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
School Counselor (.35)	• PBIS (https://www.evidenceforpa .org/strategies/pbis) Tier 1	Salary	1	29281.47846
School Counselor (.35)	• PBIS (https://www.evidenceforpa .org/strategies/pbis) Tier 1	Benefits	1	18642.38154
Total Expenditures				47923.86

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	• PBIS (https://www.evidenceforpa .org/strategies/pbis) Tier 1 • Teacher-Centered Collaborative Activities (https://www.evidenceforpa .org/strategies/teacher-cente red-collaborative-activities) Tier 3	Federally Funded Regular Programs - Salaries	48580.61
Instruction	• PBIS (https://www.evidenceforpa .org/strategies/pbis) Tier 1 • Teacher-Centered Collaborative Activities (https://www.evidenceforpa .org/strategies/teacher-cente red-collaborative-activities) Tier 3	Federally Funded Regular Programs - Benefits	30929.39
Instruction	• PBIS (https://www.evidenceforpa .org/strategies/pbis) Tier 1 • Teacher-Centered Collaborative Activities	Federally Funded Regular Programs - Supplies	5288

	(https://www.evidenceforpa .org/strategies/teacher-cente red-collaborative-activities) Tier 3			
Total Expenditures				84798

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline
Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3	Train staff on the Cycle of Learning (i.e. defining risk-free adult practice, types of artifacts, etc). and establish PLC goals, vision and norms

Teacher-Centered Collaborative Activities

Action Step		
• Train staff on the Cycle of Learning (i.e. defining risk-free adult practice, types of artifacts, etc). and establish PLC goals, vision and norms		
Audience		
Teachers		
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**
Instructional Leadership Team	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

PBIS

Action Step
• Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline
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
• BoardAffirmationStatement_August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	**Date**
Darryl Blackwell	2024-06-25
School Improvement Facilitator Signature	**Date**
Brandi Hester-Harrell	2024-08-30