

Lingelbach Anna L Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Anna Lane Lingelbach Elementary School		126515001
Address 1		
6340 Wayne Avenue		
Address 2		
City	State	Zip Code
Philadelphia	Pennsylvania	19144
Chief School Administrator		Chief School Administrator Email
Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Lisa Waddell		
Principal Email		
limatthews@philasd.org		
Principal Phone Number		Principal Extension
215-4003630		
School Improvement Facilitator Name		School Improvement Facilitator Email
Zoë Ehrenberg		zehrenberg@philasd.org

Vision for Learning

Vision for Learning

The vision of Lingelbach Elementary School is to assure that every student who enters will leave on grade level or above in all content subjects. Learning will be enhanced through the use of environmental studies, the arts, and technology in a clean and safe environment. In achieving this, students will be able to enter the high school of their choice for further preparation for college and/or career.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 89.0 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 100 for Math for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	72.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	39.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Math	19.4% of students scored proficient/advanced on the Math PSSA 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	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups African-American/Black	Black students at our school earned an academic growth score of 100 for Math for the 2022-23 school year.
Indicator	Comments/Notable Observations
ESSA Student Subgroups	

Challenges

Indicator	Comments/Notable Observations
Regular Attendance ESSA Student Subgroups African-American/Black	69.8% of Black students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator	Comments/Notable Observations
Regular Attendance ESSA Student Subgroups Economically Disadvantaged	68.2% of economically disadvantaged students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

Indicator Regular Attendance ESSA Student Subgroups English Learners	Comments/Notable Observations 60% of English Language Learners regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 68.9% of students with disabilities regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

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 89.0 for ELA/Literature for the 2022-23 school year.
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Our school earned an academic growth score of 100 for Math for the 2022-23 school year.

Challenges

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

72.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

39.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
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19.4% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	47.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year.
Star Assessment - Reading	26.8% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 1.2% year over year.

English Language Arts Summary

Strengths

47.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year.

Challenges

26.8% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 1.2% year over year.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	27.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.
Star Assessment - Math	30.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.3% points year over year.

Mathematics Summary

Strengths

27.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.

Challenges

30.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.3% points year over year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	20.3% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	79.8% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

79.8% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

20.3% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	85.7% 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	81.5% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks- Social Studies	2.6% of students earned Ds or Fs 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.

81.5% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.

2.6% of students earned Ds or Fs 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.

85.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment- Math	52.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 22.6% year over year.
Star Assessment- Reading	20% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 14.4% year over year.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment- Reading	36.3% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.2% year over year.
Star Assessment- Math	23.6% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 7.6% year over year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment- Reading	72.7% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3.9% year over year.
Star Assessment- Math	68.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.1% year over year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	80.4% of White students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.9% year over year.
White	7.7% of White students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.

Black	33.5% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.4% year over year.
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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.

36.3% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.2% year over year.
23.6% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 7.6% year over year.
52.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 22.6% year over year.
20% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 14.4% year over year.
80.4% of White students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.9% 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.

72.7% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3.9% year over year.
68.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.1% year over year.
7.7% of White students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.
33.5% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.4% year over year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

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

EP06: 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?

EP04: Identify and address individual student learning needs

EP13: Implement a multi-tiered system of supports for academics and behavior

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 89.0 for ELA/Literature for the 2022-23 school year.	False
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.	False
47.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year.	False
27.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.	True
79.8% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	False
36.3% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.2% year over year.	False
23.6% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 7.6% year over year.	False
81.5% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
2.6% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
52.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 22.6% year over year.	False
20% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 14.4% year over year.	False
80.4% of White students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.9% year over year.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
72.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	True
39.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	True

19.4% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
26.8% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 1.2% year over year.	False
30.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.3% points year over year.	False
EP04: Identify and address individual student learning needs	False
EP13: Implement a multi-tiered system of supports for academics and behavior	False
85.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
20.3% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.	False
72.7% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 3.9% year over year.	False
68.1% of Students with Disabilities scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.1% year over year.	False
7.7% of White students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.	False
33.5% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.4% year over year.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
72.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	This attendance concern is in part because there is a lack of clear messaging to families about attendance. What is needed is both specific points of contact from teachers, as well as general community messaging about the impact of attendance on academic performance.	True
39.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	This academic concern is in part because teachers are not sufficiently trained on how to teach each standard to their specific grade level. Teachers need more support with fostering grade-appropriate conceptual understanding.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
27.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 3.9% year over year.	If we take what we learned from effectively fostering student growth in math and apply it to other academic areas, we are likely to improve student outcomes in the 24-25 SY.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to improve student attendance.
	If we identify and address individual student learning needs, we will be better positioned to improve rates of proficiency in ELA.

Goal Setting

Priority: If we identify and address individual student learning needs, we will be better positioned to improve rates of proficiency in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 44% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 36% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 44% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 60% of grade 3 students will score proficient/advanced on the ELA PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 2			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 46% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 53% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 53% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 60% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 22% of grade 3-8 students will score proficient/advanced on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 19% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 19% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to improve student attendance.

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 78% of all students will attend school 90% of days or more.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 83% of all students will attend school 90% of days or more in Q1	At least 81% of all students will attend school 90% of days or more in Q2	At least 78% of all students will attend school 90% of days or more in Q3	At least 78% 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 98% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero OSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 99% of students will have zero out-of-school suspensions in Q1	At least 99% of students will have zero out-of-school suspensions in Q2	At least 98% of students will have zero out-of-school suspensions in Q3	At least 98% of students will have zero out-of-school suspensions in Q4

Action Plan

Measurable Goals

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

Action Plan For: ELA Curriculum

Measurable Goals:
<ul style="list-style-type: none"> At least 22% of grade 3-8 students will score proficient/advanced on the Math PSSA. At least 60% of grade 3 students will score proficient/advanced on the ELA PSSA. At least 44% of grade 3-8 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in improving student writing and develop teachers' understanding of grade-specific standards.		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	2025-03-01
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	2025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide	No	
Action Step		Anticipated Start/Completion Date	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Observation Schedule, Implementation Support Guidance Document	No	
Action Step		Anticipated Start/Completion Date	

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 students with IEPs and English Language Learners.		2024-08-26	2024-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
Action Step		Anticipated Start/Completion Date	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
Action Step		Anticipated Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on student writing.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	

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

Action Plan For: Positive Behavioral Interventions & Supports

Measurable Goals:

- At least 98% of students will have zero out-of-school suspensions
- At least 78% of all students will attend school 90% of days or more.

Action Step		Anticipated Start/Completion Date	
Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.		2024-07-01	2024-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Rolling Agenda, Calendar, Manual	No	
Action Step		Anticipated Start/Completion Date	
Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-20	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes	
Action Step		Anticipated Start/Completion Date	
Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school		2024-08-26	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
Action Step		Anticipated Start/Completion Date	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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,		2024-10-01	2025-06-12

admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Climate Lead	CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk		2025-03-01	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	No	

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

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• ELA Curriculum• Positive Behavioral Interventions & Supports	Federally Funded Regular Programs - Supplies	5815
Instruction	<ul style="list-style-type: none">• ELA Curriculum• Positive Behavioral Interventions & Supports	Federally Funded Regular Programs - Salaries	157200.52
Instruction	<ul style="list-style-type: none">• ELA Curriculum• Positive Behavioral Interventions & Supports	Federally Funded Regular Programs - Benefits	100083.48
Total Expenditures			263099

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Curriculum	Develop plan for school-based PD time that focuses on improving teacher practice in improving student writing and develop teachers' understanding of grade-specific standards.
Positive Behavioral Interventions & Supports	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

ELA Curriculum

Action Step		
<ul style="list-style-type: none"> Develop plan for school-based PD time that focuses on improving teacher practice in improving student writing and develop teachers' understanding of grade-specific standards. 		
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	
This Step Meets the Requirements of State Required Trainings	

PBIS Schools (CURRENT SCHOOLS)

Action Step		
<ul style="list-style-type: none"> Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS 		
Audience		
All Staff		
Topics to be Included		
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual		
Evidence of Learning		
PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
Lead Person/Position	Anticipated Start	Anticipated Completion

PBIS Team	2024-08-20	2025-06-12
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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
Lisa Waddell	2024-08-28
School Improvement Facilitator Signature	Date
Zoe Ehrenberg	2024-07-08