**Jenks Abram Sch**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Jenks Abram Sch | | 126515001 |
| **Address 1** | | |
| 2501 S 13th St | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19148 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr Tony B Watlington Sr | | superintendent@philasd.org |
| **Principal Name** | | |
| Siouda Douglas | | |
| **Principal Email** | | |
| schestnut@philasd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 215-400-8240 | | 0 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Sean Carr | | scarr@philasd.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Siouda Douglas | Principal | Abram S. Jenks | schestnut@philasd.org |
| Cindy Pinto | Teacher | Abram S. Jenks | cpinto@philasd.org |
| Jennifer Rossoni | Teacher | Abram S. Jenks | jditomasso@philasd.org |
| Milica Stipanicic | Other | Abram S. Jenks | mmsmiljanic@philasd.org |
| Sean Carr | District Level Leaders | Planning and Evidence-Based Supports | scarr@philasd.org |
| Dr. Tony Watlington | Chief School Administrator | The School District of Philadelphia | superintendent@philasd.org |
| Abbie Bascome | Teacher | Abram S. Jenks | abascome@philasd.org |
| Christiana Uy | Parent | Abram S. Jenks | christiana.uy@preit.com |
| Melissa Collins | Teacher | Abram S. Jenks | mschwartz2@philasd.org |
| Justine Schwartz | Teacher | Abram S. Jenks | jkschwartz@philasd.org |
| Decor Burgess | Community Member | Under Armor Rise Flag Football | southphilly@uariseflag.com |
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# Vision for Learning

**Vision for Learning**

A.S. Jenks is a school community that strives for excellence and celebrates diversity.

# 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 | 62.7% of students scored proficient or advanced on the Math PSSA. |
| Meeting Annual Academic Growth Expectations (PVAAS) - Math | All student group exceeds the standard demonstrating growth for Math (AGI: 100). |
| Regular Attendance | 82.3% of students attended 90% of days or more. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments - ELA | 60.8% of students scored proficient or advanced on the ELA PSSA. |
| English Language Growth and Attainment | All student group did not meet interim goal/improvement target (27% English Language Growth and Attainment). |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  Asian (not Hispanic) | **Comments/Notable Observations**  97.4% of Asian students attended 90% of days or more. |
| **Indicator**  Meeting Annual Academic Growth Expectations (PVAAS) - Math  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  Economically disadvantaged student group exceeds the standard demonstrating growth for Math (AGI: 100). |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  71.9% of Hispanic students attended 90% of days or more. |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  74.7% of White students attended 90% of days or more. |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  60% of students with disabilities attended 90% of days or more. |

## 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.

|  |
| --- |
| 62.7% of students scored proficient or advanced on the Math PSSA. |
| All student group exceeds the standard demonstrating growth for Math (AGI: 100). |
| 82.3% of students attended 90% of days or more. |
| 97.4% of Asian students attended 90% of days or more. |
| Economically disadvantaged student group exceeds the standard demonstrating growth for Math (AGI: 100). |

### Challenges

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

|  |
| --- |
| 60.8% of students scored proficient or advanced on the ELA PSSA. |
| All student group did not meet interim goal/improvement target (27% English Language Growth and Attainment). |
| 71.9% of Hispanic students attended 90% of days or more. |
| 74.7% of White students attended 90% of days or more. |
| 60% of students with disabilities attended 90% of days or more. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star | Between the Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Reading and Early Literacy assessments increased from 60.6% to 76.7%. |
| Star | Through Winter 23-24, 38.5% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Reading assessment. |
| Star | Through Winter 23-24, students in Grade 1 had a median SGP of 45 according to the Star Reading and Early Literacy assessments. This is the lowest growth of any grade schoolwide. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Between the Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Reading and Early Literacy assessments increased from 60.6% to 76.7%. |

### Challenges

|  |
| --- |
| Through Winter 23-24, 38.5% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Reading assessment. |
| Through Winter 23-24, students in Grade 1 had a median SGP of 45 according to the Star Reading and Early Literacy assessments. This is the lowest growth of any grade schoolwide. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star | Between the Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 43.9% to 58%. |
| Star | Through Winter 23-24, 100% of students in Grade 3 scored 'At/Above' or 'On Watch' according to the Star Math assessment. |
| Star | Through Winter 23-24, 25.9% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Math assessment. |

## Mathematics Summary

### Strengths

|  |
| --- |
| Between the Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 43.9% to 58%. |
| Through Winter 23-24, 100% of students in Grade 3 scored 'At/Above' or 'On Watch' according to the Star Math assessment. |

### Challenges

|  |
| --- |
| Through Winter 23-24, 25.9% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Math assessment. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks | Through Q3 of the 23-24 school year, 95% of students at Jenks received an A or B in Science. |
| Course Marks | Through Q3 of the 23-24 school year, 5% of students received a C in Science. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| Through Q3 of the 23-24 school year, 95% of students at Jenks received an A or B in Science. |

### Challenges

|  |
| --- |
| Through Q3 of the 23-24 school year, 5% of students received a C in Science. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Standards Benchmark | 20% of students met the career standards benchmark |
| Career Standards Benchmark | Through May 2024, 66.7% of Grade 5 students are on track for the Future Ready Index standard. |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks | Through Q3 of the 23-24 school year, 95.8% of students received an A or B in Social Studies. |
| Course Marks | Through Q3 of the 23-24 school year, 4.2% of students received a C in Social Studies. |

## Summary

### Strengths

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

|  |
| --- |
| Through May 2024, 66.7% of Grade 5 students are on track for the Future Ready Index standard. |
| Through Q3 of the 23-24 school year, 95.8% of students received an A or B in Social Studies. |

### Challenges

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

|  |
| --- |
| 20% of students met the career standards benchmark |
| Through Q3 of the 23-24 school year, 4.2% of students received a C in Social Studies. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through January 2024, 94.3% of English Learners attended 90% of days or more. |
|  |  |
|  |  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through January 2024, 78.6% of students with IEPs attended 90% of days or more. |
|  |  |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through May 2024, 83.5% of students who are economically disadvantaged attended 90% of days or more. This is 4.2% points higher than May 2023. |
|  |  |
|  |  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic | Through January 2024, 86.7% of Hispanic/Latino students attended 90% of days or more. This is an increase of 10% points from October 2024, when that student group was the lowest attending by race/ethnicity. |
| White | Through January 2024, 79.2% of White students attended 90% of days or more. This is the lowest rate for any student group by race/ethnicity. |
| Hispanic | Through Winter 23-24, 66.7% of Hispanic/Latino students scored 'At/Above' according to the Star Reading and Early Literacy assessments. This is below the schoolwide rate. |
| Black | Through Winter 23-24, 67.6% of Black/African American students scored 'At/Above' according to the Star Reading and Early Literacy assessments. This is below the schoolwide rate. |
| Hispanic | Through Winter 23-24, 30.8% of Hispanic/Latino students scored 'At/Above' according to the Star Math assessment. This is below the schoolwide rate. |
| Black | Through Winter 23-24, 42.9% of Black/African American students scored 'At/Above' according to the Star Math assessment. This is below the schoolwide rate. |

## 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.

|  |
| --- |
| Through January 2024, 94.3% of English Learners attended 90% of days or more. |
| Through January 2024, 86.7% of Hispanic/Latino students attended 90% of days or more. This is an increase of 10% points from October 2024, when that student group was the lowest attending by race/ethnicity. |
| Through May 2024, 83.5% of students who are economically disadvantaged attended 90% of days or more. This is 4.2% points higher than May 2023. |
|  |
|  |

### 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.

|  |
| --- |
| Through January 2024, 79.2% of White students attended 90% of days or more. This is the lowest rate for any student group by race/ethnicity. |
| Through January 2024, 78.6% of students with IEPs attended 90% of days or more. |
| Through Winter 23-24, 66.7% of Hispanic/Latino students scored 'At/Above' according to the Star Reading and Early Literacy assessments. This is below the schoolwide rate. |
| Through Winter 23-24, 67.6% of Black/African American students scored 'At/Above' according to the Star Reading and Early Literacy assessments. This is below the schoolwide rate. |
| Through Winter 23-24, 30.8% of Hispanic/Latino students scored 'At/Above' according to the Star Math assessment. This is below the schoolwide rate. |

# 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 | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

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

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | 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 | Operational |
| 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 | Operational |

## Foster Quality Professional Learning

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

## Summary

### Strengths

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

|  |
| --- |
| Align curricular materials and lesson plans to the PA Standards |
| Provide frequent, timely, and systematic feedback and support on 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?

|  |
| --- |
| 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 |
| 62.7% of students scored proficient or advanced on the Math PSSA. | False |
| All student group exceeds the standard demonstrating growth for Math (AGI: 100). | True |
| 82.3% of students attended 90% of days or more. | False |
| 97.4% of Asian students attended 90% of days or more. | False |
| Economically disadvantaged student group exceeds the standard demonstrating growth for Math (AGI: 100). | False |
| Align curricular materials and lesson plans to the PA Standards | False |
| Between the Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Reading and Early Literacy assessments increased from 60.6% to 76.7%. | False |
| Between the Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 43.9% to 58%. | False |
| Through Winter 23-24, 100% of students in Grade 3 scored 'At/Above' or 'On Watch' according to the Star Math assessment. | False |
| Through Q3 of the 23-24 school year, 95% of students at Jenks received an A or B in Science. | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices | False |
| Through May 2024, 66.7% of Grade 5 students are on track for the Future Ready Index standard. | False |
| Through Q3 of the 23-24 school year, 95.8% of students received an A or B in Social Studies. | False |
| Through January 2024, 94.3% of English Learners attended 90% of days or more. | False |
| Through January 2024, 86.7% of Hispanic/Latino students attended 90% of days or more. This is an increase of 10% points from October 2024, when that student group was the lowest attending by race/ethnicity. | False |
| Through May 2024, 83.5% of students who are economically disadvantaged attended 90% of days or more. This is 4.2% points higher than May 2023. | 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 |
| 60.8% of students scored proficient or advanced on the ELA PSSA. | True |
| All student group did not meet interim goal/improvement target (27% English Language Growth and Attainment). | False |
| 71.9% of Hispanic students attended 90% of days or more. | False |
| 74.7% of White students attended 90% of days or more. | False |
| 60% of students with disabilities attended 90% of days or more. | True |
| Through Winter 23-24, 38.5% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Reading assessment. | False |
| Through Winter 23-24, students in Grade 1 had a median SGP of 45 according to the Star Reading and Early Literacy assessments. This is the lowest growth of any grade schoolwide. | False |
| Through Winter 23-24, 25.9% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Math assessment. | True |
| Through Q3 of the 23-24 school year, 5% of students received a C in Science. | False |
| 20% of students met the career standards benchmark | 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 |
| Through Q3 of the 23-24 school year, 4.2% of students received a C in Social Studies. | False |
| Through January 2024, 79.2% of White students attended 90% of days or more. This is the lowest rate for any student group by race/ethnicity. | False |
| Through January 2024, 78.6% of students with IEPs attended 90% of days or more. | False |
| Through Winter 23-24, 66.7% of Hispanic/Latino students scored 'At/Above' according to the Star Reading and Early Literacy assessments. This is below the schoolwide rate. | False |
| Through Winter 23-24, 67.6% of Black/African American students scored 'At/Above' according to the Star Reading and Early Literacy assessments. This is below the schoolwide rate. | False |
| Through Winter 23-24, 30.8% of Hispanic/Latino students scored 'At/Above' according to the Star Math assessment. This is below the schoolwide rate. | 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** |
| 60.8% of students scored proficient or advanced on the ELA PSSA. | We see below average foundational skills when Kindergarteners enter Jenks. To address this, we need to maintain our current number of Kindergarten classes and provide appropriate support. | False |
| 60% of students with disabilities attended 90% of days or more. | We see different student groups with lower attendance because we need to provide more communication and support for targeted families around the importance of regular attendance and its impacts on student outcomes. | True |
| Through Winter 23-24, 25.9% of students in Grade 5 scored 'Strategic Intervention' or 'Intensive Intervention' according to the Star Math assessment. | We see lower proficiency in Grade 5 math because we need to further develop systems for targeted coaching and collaborative planning during PLC. | True |

## Analyzing Strengths

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

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will provide more communication and support for targeted families around the importance of regular attendance and its impacts on student outcomes. |
|  | In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will further develop systems for targeted coaching and collaborative planning during PLC. |

# Goal Setting

## Priority: In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will provide more communication and support for targeted families around the importance of regular attendance and its impacts on student outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 88.7% 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 88.7% of all students will attend school 90% of days or more in Q1 | At least 88.7% of all students will attend school 90% of days or more in Q2 | At least 88.7% of all students will attend school 90% of days or more in Q3 | At least 88.7% of all students will attend school 90% of days or more in Q4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| School climate and culture | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 95% of students will have zero out-of-school suspensions | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Zero OSS | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 98% of students will have zero out-of-school suspensions in Q1 | At least 97% of students will have zero out-of-school suspensions in Q2 | At least 96% of students will have zero out-of-school suspensions in Q3 | At least 95% of students will have zero out-of-school suspensions in Q4 |

## Priority: In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will further develop systems for targeted coaching and collaborative planning during PLC.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 74.2% of grade 3-5 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 52.8% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 63.5% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 63.5% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 74.2% 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 73.8% 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 64.8% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 69.3% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 69.3% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 73.8% 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 67.7% of grade 3-5 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 43.9% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1 | At least 55.8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2 | At least 55.8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3 | At least 67.7% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4 |

# Action Plan

## Measurable Goals

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

## Action Plan For: ELA Curriculum

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 67.7% of grade 3-5 students will score proficient/advanced on the Math PSSA * At least 73.8% of grade 3 students will score proficient/advanced on the ELA PSSA * At least 74.2% of grade 3-5 students will score proficient/advanced on the ELA PSSA | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Align the school's schedule to expectations for ELA instructional minutes. | | 2024-07-01 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | ELA Instructional Guide, Master Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. | | 2024-07-01 | 2025-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | PL Calendar | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop plan for school-based PD time that focuses on improving teacher practice in phonics, shared-reading, and the new curriculum as it relates to ELA instruction. | | 2024-07-01 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | PL Calendar | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals. | | 2024-08-26 | 2024-11-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | ELA Instructional Guide | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies. | | 2024-08-26 | 2024-03-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | ELA Instructional Guide | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Schedule, Coaching Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize SDP coaching and feedback model to deliver structured support | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Coaching Logs | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Observation Schedule, Implementation Support Guidance Document | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer Star Assessment during district windows and analyze data to support progress monitoring decisions | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Star Assessment | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on implementing the new curriculum. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | ELA Instructional Guide, PLC Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | ELA Instructional Guide, PLC Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Benchmark Assessments, Star, Online Adaptive Programs, Student Work | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Consistently implement small group instruction to support targeted skill development throughout the school day | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Student Data, Lesson Plans | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement benchmark assessments tied to ELA Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Benchmark Assessments | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Data, Student Data, PLC Agendas, PD Calendar | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on in-lesson data collection. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Data, Student Data, PLC Agendas, PD Calendar | No |  |

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| --- | --- |
| **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: School-Wide SEL

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 88.7% of all students will attend school 90% of days or more * At least 95% of students will have zero out-of-school suspensions | | | |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; Community Meeting implementation; releasing SEL-MTSS team 3 half-days per year for planning) | | 2024-05-01 | 2024-06-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | PD Schedule | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| School leadership creates staff PD calendar (including Community Meeting implementation, Supportive Environments through Foundational SEL as needed). | | 2024-06-28 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | PD Calendar | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| School leadership recruits school community members to form a culturally-responsive SEL-MTSS team and appoint an SEL Lead. (This step includes establishing a team meeting schedule and identifying data sources that will be used each month) | | 2024-06-28 | 2024-10-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | MTSS Tier I Teaming Guidelines | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team completes Baseline Assessment of SEL Indicators for the school | | 2024-08-26 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Baseline SEL Indicators Assessment | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | PD Schedule, PD Materials | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team develops or refines the shared vision for schoolwide SEL to guide planning and implementation. | | 2024-08-26 | 2024-12-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | SEL Vision | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team uses baseline SEL Assessment to identify community strengths and areas of growth (includes short-term SMARTIE goals) | | 2024-08-26 | 2024-12-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | SMARTIE Goals Worksheet | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team will create a calendar of Tier I programming based on baseline SEL assessment and data review. | | 2024-08-25 | 2024-12-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Sample Tier I programming calendar | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Based on Baseline assessment, provide Foundational learning opportunities to staff (includes Student Climate Staff) during Supportive Environments professional learning. | | 2024-08-26 | 2025-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Supportive Environments Professional Learning Slide Decks | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team will create a plan for data collection and review cycles that include Student Well-being Survey data Windows and SW SEL implementation rubric. | | 2024-08-26 | 2024-12-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Schoolwide SEL Implementation Rubric | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Teachers will 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?** |  |
| All staff | CM App | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team will create a plan for how they will engage and involve Caregivers in schoolwide SEL implementation | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Modes of engagement | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS team completes the Schoolwide SEL Implementation Rubric mid-year and end of year to track school’s progress toward full-scale implementation. | | 2025-01-06 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Schoolwide SEL Implementation Rubric | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Prior to each SEL-MTSS Meeting; Leads will prepare data (collect and have initial analysis or plan to analyze) to present in the meeting. | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| SEL-MTSS Team will analyze and prepare data to be shared with stakeholders. | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | QlikBAM, Monthly Data Snapshot | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SEL-MTSS team will present data to stakeholders in accordance with the plans laid out in the calendar planning action step. | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SEL-MTSS team will collect feedback from stakeholders during data presentation. | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Feedback | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The SEL-MTSS team will review all data and feedback to plan appropriate interventions for areas of growth identified during the baseline assessments. | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Data and Feedback | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Based on data cycles, the SEL-MTSS team should work with school leadership to create an aligned budget for SEL resources, professional learning, and staffing to support the sustainability of SEL efforts. | | 2024-11-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SEL-MTSS team | Budget | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| - Adult-student and student-student interactions are positive, caring, and respectful. - Stakeholders perceive the school as warm, inviting, and safe. | -Complete the Schoolwide SEL Implementation Rubric to consider the school’s progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year. -SEL-MTSS team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below. |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * ELA Curriculum * School-Wide SEL | Federally Funded Regular Programs - Supplies | 4789 |
| Instruction | * ELA Curriculum * School-Wide SEL | Federally Funded Regular Programs - Salaries | 124315.28 |
| Instruction | * ELA Curriculum * School-Wide SEL | Federally Funded Regular Programs - Benefits | 79146.72 |
|  |  |  |  |
| Total Expenditures | | | | 208251 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| ELA Curriculum | Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. |
| ELA Curriculum | Develop plan for school-based PD time that focuses on improving teacher practice in phonics, shared-reading, and the new curriculum as it relates to ELA instruction. |
| School-Wide SEL | School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; Community Meeting implementation; releasing SEL-MTSS team 3 half-days per year for planning) |
| School-Wide SEL | Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year |
| School-Wide SEL | Based on Baseline assessment, provide Foundational learning opportunities to staff (includes Student Climate Staff) during Supportive Environments professional learning. |

## ELA Curriculum

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

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1e: Designing Coherent Instruction * 1c: Setting Instructional Outcomes * 1f: Designing Student Assessments * 1a: Demonstrating Knowledge of Content and Pedagogy * 1b: Demonstrating Knowledge of Students * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## SEL

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; Community Meeting implementation; releasing SEL-MTSS team 3 half-days per year for planning) * Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year * Based on Baseline assessment, provide Foundational learning opportunities to staff (includes Student Climate Staff) during Supportive Environments professional learning. | | |
| **Audience** | | |
| SEL Team | | |
| **Topics to be Included** | | |
| Community Meetings, Student Well-Being Survey, SEL Strategies | | |
| **Evidence of Learning** | | |
| Student Well-Being Survey Data, Observations of Community Meetings | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| SEL Lead | 2024-08-20 | 2025-06-12 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| * 2e: Organizing Physical Space * 2d: Managing Student Behavior * 2c: Managing Classroom Procedures * 2a: Creating an Environment of Respect and Rapport * 2b: Establishing a Culture for Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Siouda Douglas | 2024-08-27 |
| **School Improvement Facilitator Signature** | **Date** |
| Sean Carr | 2024-08-26 |