**Fanny Jackson Coppin Sch**  
TSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Fanny Jackson Coppin Sch | | 126515001 |
| **Address 1** | | |
| 1213 S 12th St | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19147 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr Tony B Watlington Sr | | superintendent@philasd.org |
| **Principal Name** | | |
| Kelly Espinosa | | |
| **Principal Email** | | |
| kespinosa@philasd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 215-400-7970 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Sean Carr | | scarr@philasd.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Kelly Espinosa | Principal | Fanny Jackson Coppin | kespinosa@philasd.org |
| Melanie Pena | Teacher | Fanny Jackson Coppin | mchern@philasd.org |
| Sean Carr | District Level Leaders | Planning and Evidence-Based Supports | scarr@philasd.org |
| Maria DiFlorio | Teacher | Fanny Jackson Coppin | mdiflorio@philasd.org |
| Michael Lane | Community Member | Steak 'Em Up | steakemup@comcast.net |
| Dr. Tony Watlington | Chief School Administrator | The School District of Philadelphia | superintendent@philasd.org |
| Marc Levinson | Teacher | Fanny Jackson Coppin | mlevinson@philasd.org |
| Michael Matteo | Teacher | Fanny Jackson Coppin | mmatteo@philasd.org |
| Tiffany Storti | Teacher | Fanny Jackson Coppin | tstorti@philasd.org |
| Katie Grosh | Parent | Fanny Jackson Coppin | katie.grosh@gmail.com |
| Kara Ziai | Other | Fanny Jackson Coppin | kziai@philasd.org |
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# Vision for Learning

**Vision for Learning**

All Coppin students have the ability to achieve rigorous academic and social expectations through high-quality teaching that taps on multiple intelligences, real-world connections, and inquiry in a 21st Century learning environment. We will foster self-resiliency and autonomy to actualize leadership so that every student has the ability to empathize, respect, and function collaboratively with others to become contributing members of a global society.

# Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments - ELA | 62.2% of students scored proficient or advanced on the ELA PSSA. |
| Proficient or Advanced on Pennsylvania State Assessments - Math | 48.3% of students scored proficient or advanced on the Math PSSA. |
| Meeting Annual Academic Growth Expectations - ELA | All student group exceeds the standard demonstrating growth for ELA (AGI: 100). |
| Meeting Annual Academic Growth Expectations - Math | All student group exceeds the standard demonstrating growth for Math (AGI: 98.2). |
| Regular Attendance | 85.9% of students attended 90% of days or more. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| English Language Growth and Attainment | All student group did not meet the interim goal/improvement target for English Language Growth and Attainment (32.5%) |
| Career Standards Benchmark | All student group did not meet the performance standard (79.1%). |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments - ELA  **ESSA Student Subgroups**  Asian (not Hispanic) | **Comments/Notable Observations**  82.9% of Asian students scored proficient or advanced on the ELA PSSA. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments - Math  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  72.2% of White students scored proficient or advanced on the Math PSSA. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  55.1% of Black students attended 90% of days or more. |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  79.4% of economically disadvantaged students attended 90% of days or more. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments - Math  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  20.5% of students with IEPs scored proficient or advanced on the Math PSSA. |

## 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.

|  |
| --- |
| 62.2% of students scored proficient or advanced on the ELA PSSA. |
| 48.3% of students scored proficient or advanced on the Math PSSA. |
| All student group exceeds the standard demonstrating growth for ELA (AGI: 100). |
| All student group exceeds the standard demonstrating growth for Math (AGI: 98.2). |
| 85.9% of students attended 90% of days or more. |

### 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.

|  |
| --- |
| All student group did not meet the interim goal/improvement target for English Language Growth and Attainment (32.5%) |
| All student group did not meet the performance standard (79.1%). |
| 55.1% of Black students attended 90% of days or more. |
| 79.4% of economically disadvantaged students attended 90% of days or more. |
| 20.5% of students with IEPs scored proficient or advanced on the Math PSSA. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star | Between Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above' according to the Star Reading and Early Literacy assessments increased from 61.1% to 69.3%. |
| Star | Between Fall and Winter of the 23-24 school year, we had a median SGP of 64.5 according to the Star Reading and Early Literacy assessments. This indicates high growth. |
| Star | Between Fall and Winter of the 23-24 school year, Grade 7 had a median SGP of 38 according to the Star Reading assessment. This indicates low growth. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Between Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above' according to the Star Reading and Early Literacy assessments increased from 61.1% to 69.3%. |
| Between Fall and Winter of the 23-24 school year, we had a median SGP of 64.5 according to the Star Reading and Early Literacy assessments. This indicates high growth. |

### Challenges

|  |
| --- |
| Between Fall and Winter of the 23-24 school year, Grade 7 had a median SGP of 38 according to the Star Reading assessment. This indicates low growth. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star | Between Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above' according to the Star Math assessment increased from 42.1% to 52.8%. |
| Star | Between Fall and Winter of the 23-24 school year, we had a median SGP of 60.5 according to the Star Math assessment. This indicates high growth. |
| Star | Between Fall and Winter of the 23-24 school year, Grade 3 had a median SGP of 45 according to the Star Math assessment. This growth is lower than the schoolwide growth. |

## Mathematics Summary

### Strengths

|  |
| --- |
| Between Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above' according to the Star Math assessment increased from 42.1% to 52.8%. |
| Between Fall and Winter of the 23-24 school year, we had a median SGP of 60.5 according to the Star Math assessment. This indicates high growth. |

### Challenges

|  |
| --- |
| Between Fall and Winter of the 23-24 school year, Grade 3 had a median SGP of 45 according to the Star Math assessment. This growth is lower than the schoolwide growth. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks | Through Q3 of the 23-24 school year, 91.1% of students received an A or B in Science. |
| Course Marks | Through Q3 of the 23-24 school year, 8.9% of students received a C, D, or F in Science. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| Through Q3 of the 23-24 school year, 91.1% of students received an A or B in Science. |

### Challenges

|  |
| --- |
| Through Q3 of the 23-24 school year, 8.9% of students received a C, D, or F in Science. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Standards Benchmark | 79.1% of students met the career standards benchmark. |
| Career Standards Benchmark | Through May 2024, 95.5% of all Grade 8 students are on track to meet 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 | 86.1% of students received an A or B in Social Studies through Q3 of the 23-24 school year. |
| Course Marks | 13.9% of students received a C, D, or F in Social Studies through Q3 of the 23-24 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.

|  |
| --- |
| Through May 2024, 95.5% of all Grade 8 students are on track to meet the Future Ready Index standard. |
| 86.1% of students received an A or B in Social Studies through Q3 of the 23-24 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.

|  |
| --- |
| 79.1% of students met the career standards benchmark. |
| 13.9% of students received a C, D, or F in Social Studies through Q3 of the 23-24 school year. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through January 2024, 90.6% 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, 76.4% of students with IEPs attended 90% of days or more. This is much lower than the schoolwide rate. |
| Zero OSS | Our students with IEPS are disproportionately overrepresented among those who receive referrals through January 2024. While they make 10% of the population, they account for 100% or suspensions. |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through May 2024, 82.6% of economically disadvantaged students attended 90% of days or more. This is below the schoolwide rate. |
|  |  |
|  |  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Black | Through January 2024, 67.1% of Black/African American students attended 90% of days or more. This is much lower than the schoolwide rate. |
| Black | Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 7 had a median SGP of 17 according to the Star Math assessment. This is much lower than the grade's median SGP of 38. |
| Black | Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 5 had a median SGP of 25 according to the Star Math assessment. This is much lower than the grade's median SGP of 56.5. |
| Hispanic | 38.3% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is flat year-over-year. |
| Hispanic | 29.2% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a 2.4 point increase year-over-year. |

## Summary

### Strengths

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

|  |
| --- |
| Through January 2024, 90.6% of English Learners attended 90% of days or more. |
| Through May 2024, 82.6% of economically disadvantaged students attended 90% of days or more. This is below the schoolwide rate. |
| 29.2% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a 2.4 point increase 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.

|  |
| --- |
| Through January 2024, 67.1% of Black/African American students attended 90% of days or more. This is much lower than the schoolwide rate. |
| Through January 2024, 76.4% of students with IEPs attended 90% of days or more. This is much lower than the schoolwide rate. |
| Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 7 had a median SGP of 17 according to the Star Math assessment. This is much lower than the grade's median SGP of 38. |
| Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 5 had a median SGP of 25 according to the Star Math assessment. This is much lower than the grade's median SGP of 56.5. |
| Our students with IEPS are disproportionately overrepresented among those who receive referrals through January 2024. While they make 10% of the population, they account for 100% or suspensions. |

# 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 | Operational |
| 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 | Emerging |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | 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 |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |

# 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 |
| 62.2% of students scored proficient or advanced on the ELA PSSA. | False |
| 48.3% of students scored proficient or advanced on the Math PSSA. | False |
| All student group exceeds the standard demonstrating growth for ELA (AGI: 100). | True |
| All student group exceeds the standard demonstrating growth for Math (AGI: 98.2). | False |
| 85.9% of students attended 90% of days or more. | False |
| Between Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above' according to the Star Reading and Early Literacy assessments increased from 61.1% to 69.3%. | False |
| Between Fall and Winter of the 23-24 school year, we had a median SGP of 64.5 according to the Star Reading and Early Literacy assessments. This indicates high growth. | False |
| Between Fall and Winter of the 23-24 school year, the rate of students who scored 'At/Above' according to the Star Math assessment increased from 42.1% to 52.8%. | False |
| Between Fall and Winter of the 23-24 school year, we had a median SGP of 60.5 according to the Star Math assessment. This indicates high growth. | False |
| 29.2% of Hispanic/Latino students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a 2.4 point increase year-over-year. | False |
| Align curricular materials and lesson plans to the PA Standards | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices | False |
| Through Q3 of the 23-24 school year, 91.1% of students received an A or B in Science. | False |
| Through May 2024, 95.5% of all Grade 8 students are on track to meet the Future Ready Index standard. | False |
| 86.1% of students received an A or B in Social Studies through Q3 of the 23-24 school year. | False |
| Through January 2024, 90.6% of English Learners attended 90% of days or more. | False |
| Through May 2024, 82.6% of economically disadvantaged students attended 90% of days or more. This is below the schoolwide rate. | 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 |
| All student group did not meet the interim goal/improvement target for English Language Growth and Attainment (32.5%) | False |
| All student group did not meet the performance standard (79.1%). | False |
| 55.1% of Black students attended 90% of days or more. | True |
| 79.4% of economically disadvantaged students attended 90% of days or more. | False |
| 20.5% of students with IEPs scored proficient or advanced on the Math PSSA. | False |
| Between Fall and Winter of the 23-24 school year, Grade 7 had a median SGP of 38 according to the Star Reading assessment. This indicates low growth. | True |
| Between Fall and Winter of the 23-24 school year, Grade 3 had a median SGP of 45 according to the Star Math assessment. This growth is lower than the schoolwide growth. | False |
| Through Q3 of the 23-24 school year, 8.9% of students received a C, D, or F in Science. | False |
| 79.1% of students met the career standards benchmark. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |
| 13.9% of students received a C, D, or F in Social Studies through Q3 of the 23-24 school year. | False |
| Through January 2024, 67.1% of Black/African American students attended 90% of days or more. This is much lower than the schoolwide rate. | False |
| Through January 2024, 76.4% of students with IEPs attended 90% of days or more. This is much lower than the schoolwide rate. | False |
| Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 7 had a median SGP of 17 according to the Star Math assessment. This is much lower than the grade's median SGP of 38. | True |
| Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 5 had a median SGP of 25 according to the Star Math assessment. This is much lower than the grade's median SGP of 56.5. | False |
| Our students with IEPS are disproportionately overrepresented among those who receive referrals through January 2024. While they make 10% of the population, they account for 100% or suspensions. | 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** |
| 55.1% of Black students attended 90% of days or more. | We see disproportionality in our attendance data because we need a designated member of the leadership team to develop and maintain systems of attendance supports and interventions. | True |
| Between Fall and Winter of the 23-24 school year, Grade 7 had a median SGP of 38 according to the Star Reading assessment. This indicates low growth. | We need to maintain our fully released leadership team in order to facilitate regularly schedule PLC for all instructional staff. | True |
| Between Fall and Winter of the 23-24 school year, Black/African American students in Grade 7 had a median SGP of 17 according to the Star Math assessment. This is much lower than the grade's median SGP of 38. | We need to maintain our fully released leadership team in order to facilitate regularly schedule PLC for all instructional staff. | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| All student group exceeds the standard demonstrating growth for ELA (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 implement an evidence-based system of schoolwide positive behavior interventions and supports, we will develop and maintain systems of attendance supports and interventions. |
|  | In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will facilitate regularly scheduled PLC for all instructional staff. |

# Goal Setting

## Priority: In our efforts to implement an evidence-based system of schoolwide positive behavior interventions and supports, we will develop and maintain systems of attendance supports and interventions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 91.9% 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 91.9% of all students will attend school 90% of days or more in Q1 | At least 91.9% of all students will attend school 90% of days or more in Q2 | At least 91.9% of all students will attend school 90% of days or more in Q3 | At least 91.9% 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 facilitate regularly scheduled PLC for all instructional staff.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 67.2% 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 58.8% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 63% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 63% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 67.2% 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 72.2% 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 67.6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 69.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 69.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 72.2% 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 50% 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 40.7% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1 | At least 45.4% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2 | At least 45.4% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3 | At least 50% students in grades 3-8 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 50% of grade 3-8 students will score proficient/advanced on the Math PSSA * At least 72.2% of grade 3 students will score proficient/advanced on the ELA PSSA * At least 67.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA | | | |

|  |  |  |  |
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| **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. | | 2023-07-01 | 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 the new ELA curriculum and meeting the individual needs of all students as it relates to ELA instruction. | | 2023-07-01 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | PL Calendar | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals. | | 2024-08-26 | 2024-11-15 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | ELA Instructional Guide | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies. | | 2024-08-26 | 2024-03-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | ELA Instructional Guide | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | Observation Schedule, Coaching Schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize SDP coaching and feedback model to deliver structured support | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal and SBTL | Coaching Logs | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal and SBTL | 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 identifying and meeting the individual needs of students. | | 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 |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan PLC sessions that prioritize instruction that supports students with constructed responses and TDAs. | | 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: Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 91.9% 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** | |
| Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads | | 2024-07-01 | 2024-08-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | CR-PBIS/TIPS Team Member Roles & Responsibilities | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings. | | 2024-07-01 | 2024-08-20 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Rolling Agenda, Calendar, Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS | | 2024-08-20 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school | | 2024-08-26 | 2024-09-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Roster and implement Daily Community Meetings (at least 90 minutes a week) | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Rosters, CR-PBIS/SEL Teaching Guides. CM App | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Document ALL referrals (Major & Minor) into SIS only | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers/Staff | SIS | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed) | | 2024-10-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin. / CR-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?** |  |
| Administrative Team | Observation Calendar, Danielson Framework (Domain 2) | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Student Climate Staff | CR-PBIS Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk | | 2025-03-01 | 2025-03-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team, CR-PBIS Coach | Tiered Fidelity Inventory | No |  |

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

# Expenditure Tables

## School Improvement Set Aside Grant

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

## Schoolwide Title 1 Funding Allocation

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

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * ELA Curriculum * Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) | Federally Funded Regular Programs - Supplies | 4570 |
| Instruction | * ELA Curriculum * Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) | Federally Funded Regular Programs - Salaries | 130804.10 |
| Instruction | * ELA Curriculum * Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) | Federally Funded Regular Programs - Benefits | 83277.90 |
|  |  |  |  |
| Total Expenditures | | | | 218652 |

# 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 the new ELA curriculum and meeting the individual needs of all students as it relates to ELA instruction. |
| Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) | Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS |

## ELA Framework

|  |  |  |
| --- | --- | --- |
| **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 the new ELA curriculum and meeting the individual needs of all students 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** | |
| * 1c: Setting Instructional Outcomes * 1f: Designing Student Assessments * 1e: Designing Coherent Instruction * 1b: Demonstrating Knowledge of Students * 1d: Demonstrating Knowledge of Resources * 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## PBIS

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS | | |
| **Audience** | | |
| All Staff | | |
| **Topics to be Included** | | |
| Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual | | |
| **Evidence of Learning** | | |
| PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| PBIS Team | 2024-08-20 | 2025-06-12 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 2e: Organizing Physical Space * 2b: Establishing a Culture for Learning * 2a: Creating an Environment of Respect and Rapport * 2c: Managing Classroom Procedures * 2d: Managing Student Behavior | |
| **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. | 2025-01-02 |
| **Building Principal Signature** | **Date** |
| Kelly Espinosa | 2025-01-02 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |