

Meade Gen George C Sch

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
General George Meade School		126515001
Address 1		
1600 North 18th Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19121
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Akeere Scott-Mack		
Principal Email		
ascottmack@philasd.org		
Principal Phone Number		Principal Extension
215-400-7310		1220
School Improvement Facilitator Name		School Improvement Facilitator Email
Abdul Musah		amusah@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Akeere Scott-Mack	Principal	Meade	ascottmack@philasd.org
Rachel Clarke	Teacher	Meade	rclarke@philasd.org
Dr. Tony Watlington	Chief School Administrator	SDP	superintendent@philasd.org
Jacob White	Teacher	Meade	jawhite@philasd.org
Jamie Jones	Parent	Meade	jjones7@philasd.org
Eshe Price	District Level Leaders	SDP	eprice@philasd.org
Adam Bergevin	Education Specialist	Meade	abergevin@philasd.org
Matthew Iannetta	Education Specialist	Meade	mfiannetta@philasd.org
Michael McGee	Teacher	Meade	mmcgee2@philasd.org
Tyrone Major	Education Specialist	Meade	tmajor2@philasd.org
Hayley Mcgregor	Education Specialist	Meade	abergergin@philasd.org
Kalisha Gary	Parent	Parent	kalij115@gmail.com
Eileen Gross	District Level Leaders	SDP	egross2@philasd.org
Nancy Beilman	District Level Leaders	SDP	nbeilman@philasd.org
Keysa Lewis-Morris	District Level Leaders	SDP	kqlewis@philasd.org
Rev. John Potter	Community Member	Church	jpotter@aol.com

Vision for Learning

Vision for Learning

At General George Meade School we help students develop the necessary tools to become stronger and more confident in themselves academically, socially, and emotionally. We value the racial and cultural identities of every student and community member. We honor the many pathways students can take in life and support them on their journey. We provide varied experiences that allow students to realize their academic potential. We foster strong critical thinking and decision making skills. We are accountable, open and willing to make changes, and grow. We are a proud community of teachers and learners at Meade School.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 100 for Math for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 76 for ELA/Literature for the 2022-23 school year.
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	15.4% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Math	5.1% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	35.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Science	14.9% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

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

Strengths

Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 47.1% of students with IEPs regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math	Comments/Notable Observations Our school earned an academic growth score of 100 for Math for the 2022-23 school year for Black and economically disadvantaged students.

ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	
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Challenges

Indicator Career Standards Benchmark ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 0.0% of economically disadvantaged students met the Career Standards Benchmark for the 2022-23 school year.
Indicator Regular Attendance ESSA Student Subgroups African-American/Black	Comments/Notable Observations 34.7% of Black/African-American students attended school regularly for the 2022-23 school year, which is a slight decrease in performance from the previous school year.

Summary

Strengths

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

47.1% of students with IEPs regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year.
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.
Our school earned an academic growth score of 76 for ELA/Literature for the 2022-23 school year.
Our school earned an academic growth score of 100 for Math for the 2022-23 school year for Black and economically disadvantaged students.
15.4% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

Challenges

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

0.0% of economically disadvantaged students met the Career Standards Benchmark for the 2022-23 school year.
35.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
14.9% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the percentage of students scoring in the at/above benchmark category increased by 5.1 percentage points from fall to winter.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 16%.

English Language Arts Summary

Strengths

On Star Reading, the percentage of students scoring in the at/above benchmark category increased by 5.1 percentage points from fall to winter.

Challenges

On Star Reading, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 16%.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, the percentage of students scoring in the at/above benchmark category increased by 4.8 percentage points from fall to winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 5%.

Mathematics Summary

Strengths

On Star Math, the percentage of students scoring in the at/above benchmark category increased by 4.8 percentage points from fall to winter.

Challenges

On Star Math, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 5%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	48.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	13.0% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

48.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

13.0% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	14.9% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 14.4 percentage points YOY.

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Student Well-Being Survey	On the SWBS, the adult relationship score is 86.4% in window 2.
Student Well-Being Survey	On the SWBS, 64.8% of students responded in window 2, which is 13.1 percentage points less than window 1.
Student Well-Being Survey	On the SWBS, the peer relationship score is 63.6% in window 2.

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

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

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.

On the SWBS, the adult relationship score is 86.4% in window 2.
14.9% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 14.4 percentage points YOY.

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.

On the SWBS, 64.8% of students responded in window 2, which is 13.1 percentage points less than window 1.

On the SWBS, the peer relationship score is 63.6% in window 2.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, the current EL fall to winter SGP is 64 which is high growth.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Through June 2024, 94.7% of Hispanic/Latino students have zero out-of-school suspensions, an 18.3 percentage point increase YOY.
Black	Through June 2024, 73.8% of Black/African American students have zero out-of-school suspensions, a 6 percentage point decrease YOY.

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 June 2024, 94.7% of Hispanic/Latino students have zero out-of-school suspensions, an 18.3 percentage point increase YOY.
On Star Math, the current EL fall to winter SGP is 64 which is high growth.

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 June 2024, 73.8% of Black/African American students have zero out-of-school suspensions, a 6 percentage point decrease, YOY.

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	Emerging
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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
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	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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?

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

Challenges

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

School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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
47.1% of students with IEPs regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year.	False
Our school earned an academic growth score of 100 for Math for the 2022-23 school year.	False
Our school earned an academic growth score of 76 for ELA/Literature for the 2022-23 school year.	False
On Star Reading, the percentage of students scoring in the at/above benchmark category increased by 5.1 percentage points from fall to winter.	False
On Star Math, the percentage of students scoring in the at/above benchmark category increased by 4.8 percentage points from fall to winter.	False
48.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
15.4% of students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
On the SWBS, the adult relationship score is 86.4% in window 2.	False
14.9% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 14.4 percentage points YOY.	False
Through June 2024, 94.7% of Hispanic/Latino students have zero out-of-school suspensions, an 18.3 percentage point increase YOY.	False
On Star Math, the current EL fall to winter SGP is 64 which is high growth.	False
Our school earned an academic growth score of 100 for Math for the 2022-23 school year for Black and economically disadvantaged students.	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
0.0% of economically disadvantaged students met the Career Standards Benchmark for the 2022-23 school year.	False
35.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	True

14.9% of students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
On Star Reading, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 16%.	True
On Star Math, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 5%.	True
13.0% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
On the SWBS, 64.8% of students responded in window 2, which is 13.1 percentage points less than window 1.	False
Through June 2024, 73.8% of Black/African American students have zero out-of-school suspensions, a 6 percentage point decrease, YOY.	True
On the SWBS, the peer relationship score is 63.6% in window 2.	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.

During data dive from the needs assessments, it is conspicuous that our student performance is significantly below grade level, and economically disadvantaged and female students are performing disproportionately low with higher student incidents. Root Cause analysis makes it abundantly clear that there is a need to build teacher capacity in using data to inform instruction with a stronger schoolwide standard around academic and climate. Additionally, strong parent engagement is needed to support instruction and develop a welcoming environment for all students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
On Star Reading, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 16%.	Due to an increase in enrollment with several students returning to school since COVID-19; student academic gaps, shifts in curriculum and staff absenteeism has made it challenging to reach all learners and close their academic gaps.	True
On Star Math, the percentage of students scoring in the at/above benchmark category has remained about the same year over year at 5%.	Due to an increase in enrollment with several students returning to school since COVID-19; student academic gaps, shifts in curriculum and staff absenteeism has made it challenging to reach all learners and close their academic gaps.	True
35.6% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	Due to middle school students having higher suspension rate, breakdown in adult-student relationships, inconsistencies in PBIS implementation coupled with the lack of support from the truancy agency, their overall attendance has suffered.	True
Through June 2024, 73.8% of Black/African American students have zero out-of-school suspensions, a 6 percentage point decrease, YOY.	Due to the increase in the number of culture staff (increased from 5 to 11 staff), this has contributed to the decline in suspensions, however, the suspension data is still high. Specifically, middle school teachers are struggling to establish relationships and when students are suspended, they return back to school and repeat the same behavior.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a culture of high expectations for success for all students, educators, families, and community members	Leveraging a culture of high expectations for all students, educators, and families will facilitate a shared responsibility for student learning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We can address reading skill gaps and implement the new curriculum if we use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
	We can address math skill gaps and implement the new curriculum if we use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
	We can improve student attendance if we consistently implement an evidence-based system of schoolwide positive behavior interventions and supports.
	We can improve student behavior if we can implement an evidence-based system of schoolwide positive behavior interventions and supports.

Goal Setting

Priority: We can address reading skill gaps and implement the new curriculum if we use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 17.38% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA (Gr. 3-8)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 17.38% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17.38% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 17.38% 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 11.85% of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA (Gr. K-3)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 11.85% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 11.85% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 11.85% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: We can address math skill gaps and implement the new curriculum if we use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			

At least 6.62% of grade 3-8 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Math (Gr. 3-8)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 6.62% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 6.62% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 6.62% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: We can improve student attendance if we consistently implement an evidence-based system of schoolwide positive behavior interventions and supports.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 42.80% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
90%+ Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 52.80% of all students will attend school 90% of days or more in Q1	At least 48.80% of all students will attend school 90% of days or more in Q2	At least 45.80% of all students will attend school 90% of days or more in Q3	At least 42.80% of all students will attend school 90% of days or more in Q4

Priority: We can improve student behavior if we can implement an evidence-based system of schoolwide positive behavior interventions and supports.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 78% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero Out of School Suspensions			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 94% of students will have zero out-of-school suspensions in Q1	At least 89% of students will have zero out-of-school suspensions in Q2	At least 84% of students will have zero out-of-school suspensions in Q3	At least 78% of students will have zero out-of-school suspensions in Q4

Action Plan

Measurable Goals

ELA (Gr. 3-8)	ELA (Gr. K-3)
Math (Gr. 3-8)	90%+ Attendance
Zero Out of School Suspensions	

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

Measurable Goals:
<ul style="list-style-type: none"> At least 17.38% of grade 3-8 students will score proficient/advanced on the ELA PSSA At least 11.85% of grade 3 students will score proficient/advanced on the ELA PSSA At least 6.62% of grade 3-8 students will score proficient/advanced on the Math PSSA

Action Step		Anticipated Start/Completion Date	
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roster Chair	Rosters	No	
Action Step		Anticipated Start/Completion Date	
Designate weekly planning time when PLC facilitators will develop PLC agendas.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Establish a single online location where agendas will be stored for PLC meetings		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Google Drive	No	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities, with an initial focus on the implementation of the new curriculum with integrity and fidelity.		2024-07-01	2025-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	

Action Step		Anticipated Start/Completion Date	
SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.		2024-07-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLs	PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop a system for consistent lesson plan submission and review.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Lesson Plan Template	No	
Action Step		Anticipated Start/Completion Date	
Review lesson plans regularly with a specific focus on looking for evidence of the intellectual prep process which includes lesson annotations.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Lesson Plan Template	No	
Action Step		Anticipated Start/Completion Date	
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with overall case management which includes the implementation of IEP goals and also, differentiation for Tier I instruction.		2024-08-26	2025-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
On a weekly basis, Instructional Leadership Team meets to review observations, walkthroughs, and climate data, norming around practices and to determine 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	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing formative assessments data.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Student Data	No	

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

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

Measurable Goals:
<ul style="list-style-type: none"> At least 78% of students will have zero out-of-school suspensions At least 42.80% of all students will attend school 90% of days or more

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, and (3) actively participating in the student acknowledgement system, (4) Restorative Practices		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Climate Staff	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	Tiered Fidelity Inventory	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>- 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.</p>	<p>- 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.</p>

Action Plan For: Early Warning Intervention and Monitoring System (EWIMS) (<https://www.evidenceforpa.org/strategies/ewims>) Tier 2

Measurable Goals:
<ul style="list-style-type: none"> At least 42.80% of all students will attend school 90% of days or more

Action Step	Anticipated Start/Completion Date

School Implementation of chosen Tier 1 Climate Strategy		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Climate Lead	Refer to the strategy action steps	No	
Action Step		Anticipated Start/Completion Date	
School Implementation of chosen Tier 1 Instructional Strategy		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Lead	Refer to the strategy action steps	No	
Action Step		Anticipated Start/Completion Date	
Document processes and procedures for attendance events and tasks. Processes and procedures have been shared and reviewed with all staff.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	[FINAL] Processes and Procedures for Attendance	No	
Action Step		Anticipated Start/Completion Date	
Communicate attendance policies and procedures to staff, students, and families		2024-08-23	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Handbook, School Website	No	
Action Step		Anticipated Start/Completion Date	
Identify the school's attendance designee(s) and attendance team		2024-07-01	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Based Attendance Designee(s)	No	
Action Step		Anticipated Start/Completion Date	
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)		2024-08-26	2025-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee	PD/Training Information	Yes	
Action Step		Anticipated Start/Completion Date	
Communicate and emphasize the importance of attendance as it relates to student achievement and concerns about absenteeism, including through early, personalized outreach (e.g. Posters, Handouts, Social Media, Back to School Night Presentations, Community Meetings, Report Card Conferences, Daily Phone Calls, Messaging throughout school year)		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Various	No	
Action Step		Anticipated Start/Completion Date	
Establish system to recognize both good and improved student attendance		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	None	No	
Action Step		Anticipated Start/Completion Date	
Regularly scheduled (at minimum monthly) problem solving team meetings/ MTSS meetings are held to review student attendance data and identify celebrations and concerns		2024-08-20	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Team	Action Planning for Attendance Challenges Qlik, Schoolnet, SIS	No	
Action Step		Anticipated Start/Completion Date	
Root cause analysis and qualitative data is utilized to identify and understand root cause(s) of absenteeism/barrier(s) to attendance for students		2024-08-20	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Team	None	No	
Action Step		Anticipated Start/Completion Date	
Actions Steps and interventions which address root cause(s) of absenteeism/barrier(s) to attendance for students are identified,implemented, and also reviewed for effectiveness.		2024-08-20	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

MTSS Team	Qlik, Schoolnet, SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Review requirements, protocol, and tasks for the District's Response to Truancy. Identify person(s) responsible for tasks. Requirements, protocol, and tasks have been shared and reviewed with identified attendance designee(s) and other appropriate staff		2024-08-20	2025-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	[FINAL] Requirements, Protocol, and Tasks for Truancy	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Identify students who reach 3 unexcused absences and generate and send Notice of Truancy to the parent/guardian within ten (10) school days of the student's third unexcused absence in compliance with state law.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS Attendance Report	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Identify students who reach 6 unexcused absences and invite student and parents/guardian to attend a School Attendance Improvement Conference (SAIC).		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS Attendance Report	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] During scheduled SAIC, develop School Attendance Improvement Plan (SAIP) outlining interventions that will be implemented to target and remove barriers to attendance.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Progress monitor SAIP at minimum every 30 days, not to exceed 90 days to determine effectiveness of interventions identified in SAIP		2024-09-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS	No	
Action Step		Anticipated	

		Start/Completion Date	
[Truancy] School team members to finalize (close) SAIP based on progress monitoring. Plans not to exceed 90 days.		2024-09-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS	No	
Action Step		Anticipated Start/Completion Date	
[Truancy] Referrals to truancy court are made, as needed, for students with at minimum 10 or more unexcused absences, after the implementation and progress monitoring and finalization of SAIP has occurred		2024-09-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Designee(s)	SIS, Truancy Referral Form	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- The school systematically monitors attendance rates to identify trends. - The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation.	- Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. - Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance - SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance - Quarterly, the attendance team will review the school's progress toward meeting the attendance goals stated in the school plan with PESO

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Materials & Supplies	<ul style="list-style-type: none"> PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Supplies & Property	1	106
Teacher, Full Time	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Salary	1	82546
Teacher, Full Time	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) 	Benefits	1	52554

) Tier 1			
Teacher,Full Time (.81)	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Salary	1	66825.64434
Teacher,Full Time (.81)	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 	Benefits	1	42545.29566
Total Expenditures				244576.94

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 Early Warning Intervention and Monitoring System (EWIMS) (https://www.evidenceforpa.org/strategies/ewims) Tier 2 	Federally Funded Regular Programs - Salaries	213778.51
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 Early Warning Intervention and Monitoring System (EWIMS) (https://www.evidenceforpa.org/strategies/ewims) Tier 2 	Federally Funded Regular Programs - Benefits	136104.49
Instruction	<ul style="list-style-type: none"> Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3 PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1 Early Warning Intervention and Monitoring System (EWIMS) (https://www.evidenceforpa.org/strategies/ewims) Tier 2 	Federally Funded Regular Programs - Supplies	6807

Total Expenditures	356690
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher-Centered Collaborative Activities (https://www.evidenceforpa.org/strategies/teacher-centered-collaborative-activities) Tier 3	SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.
PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	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
Early Warning Intervention and Monitoring System (EWIMS) (https://www.evidenceforpa.org/strategies/ewims) Tier 2	Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)

PBIS Schools (CURRENT SCHOOLS)

Action Step		
<ul style="list-style-type: none"> Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS 		
Audience		
All Staff		
Topics to be Included		
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual		
Evidence of Learning		
PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Team	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Supporting Student Attendance

Action Step

<ul style="list-style-type: none"> Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.) 		
Audience		
Attendance Team		
Topics to be Included		
SAIPs, Pulling/Analyzing EWI Report, EWI Process		
Evidence of Learning		
Completed SAIPs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Attendance Designee	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Professional Learning Communities (PLCs)

Action Step		
<ul style="list-style-type: none"> SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials. 		
Audience		
School-Based Teacher Leader (SBTL)		
Topics to be Included		
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices		
Evidence of Learning		
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Central Office Staff	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

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

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
Akeere Scott	2024-08-23
School Improvement Facilitator Signature	Date
Abdul Razak Musah	2024-08-22