

Decatur Stephen Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Stephen Decatur School		126515001
Address 1		
3500 Academy Road		
Address 2		
City	State	Zip Code
Philadelphia	PA	19154
Chief School Administrator		Chief School Administrator Email
Dr. Tony B. Watlington		superintendent@philasd.org
Principal Name		
Douglas Strobel		
Principal Email		
dstrobel@philasd.org		
Principal Phone Number		Principal Extension
215-400-3050		
School Improvement Facilitator Name		School Improvement Facilitator Email
Kanika Watkins		kwatkins@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Douglas Strobel	Principal	Stephen Decatur	dstrobel@philasd.org
Jeannine Goetz	Other	Stephen Decatur	jbeck@philasd.org
Dominic McAllister	Teacher	Stephen Decatur	dmcallister@philasd.org
Theresa Nolan Mazzarella	Teacher	Stephen Decatur	tnolanmazzarella@philasd.org
Kristen Blizzard	Other	Stephen Decatur	krclark@philasd.org
Ashley Kong	Parent	Home and School	ashblaze25@yahoo.com
Elena Rece	Community Member	Vetri Community Partnership	elena@vetricommunity.org
Kanika Watkins	District Level Leaders	School District of Philadelphia	kwatkins@philasd.org
Lekha Ravi	District Level Leaders	School District of Philadelphia	lravi@philasd.org
Dr. Tony B. Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Anna Zawistowska	Teacher	Stephen Decatur	azawistowska@philasd.org
Jennifer Meisel-Jarema	Teacher	Stephen Decatur	jmmeisel@philasd.org
Rick Asman	Teacher	Stephen Decatur	rasman@philasd.org
Kim McKie	Teacher	Stephen Decatur	kmmckie@philasd.org
Jennifer Berry	Teacher	Stephen Decatur	jsberry@philasd.org

Vision for Learning

Vision for Learning

The Stephen Decatur School will provide quality instruction through a collaborative effort to ensure ALL students graduate from eighth grade ready for high school and beyond. We will grow as leaders continuously aspiring to achieve our greatest potential and establishing the collaborative, nurturing environment necessary to affect positive change while influencing a better world for all.

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/Literature	54.1% 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	37.0% 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.
Proficient or Advanced on Pennsylvania State Assessments - Science	62.4% 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.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 78.0 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 95.8 for Math for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	82.9% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.
Career Standards Benchmark	75.9% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

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

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature ESSA Student Subgroups English Learners	Our English Learners earned an academic growth score of 79.0 for ELA/Literature for the 2022-23 school year.

Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Our students with disabilities earned an academic growth score of 85.0 for ELA/Literature for the 2022-23 school year.
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Challenges

Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature ESSA Student Subgroups English Learners	Comments/Notable Observations 43.3% of English Learner scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

54.1% 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.
37.0% 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.
62.4% 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.
Our English Learners earned an academic growth score of 79.0 for ELA/Literature for the 2022-23 school year.
Our students with disabilities earned an academic growth score of 85.0 for ELA/Literature for the 2022-23 school year.

Challenges

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

82.9% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.
43.3% of English Learner scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	Overall ELA Proficient/Advanced has remained relatively stagnant in the last 5 years, excluding data from 2020-2021 (52% in 16-17, 54.1% in 17-18, 54.8% in 18-19, 53.2% in 2021-22, 54.8% in 22-23).
Star Assessment - Reading	Our students earned a median Student Growth Score of 52.0 on the Spring 2024 Star Reading Assessment, which meets the standard Student Growth Score of 50
Star Assessment - Reading	52.8% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.6% points year over year.

English Language Arts Summary

Strengths

Our students earned a median Student Growth Score of 52.0 on the Spring 2024 Star Reading Assessment, which meets the standard Student Growth Score of 50

Challenges

Overall ELA Proficient/Advanced has remained relatively stagnant in the last 5 years, excluding data from 2020-2021 (52% in 16-17, 54.1% in 17-18, 54.8% in 18-19, 53.2% in 2021-22, 54.8% in 22-23)
52.8% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.6% points year over year.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	While K-8 Star Math scores rose from 19.3% to 27.8% (+8.5% from Fall 23 to Winter 24), current projections show 30.8% of students will score Proficient/Advanced, a 4.9% decrease against 22-23 PSSA.
Star Assessment - Math	Our students earned a median Student Growth Score of 67.0 on the Spring 2024 Star Math Assessment, which meets the standard Student Growth Score of 50
Star Assessment - Math	36.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.3% points year over year.

Mathematics Summary

Strengths

Our students earned a median Student Growth Score of 67.0 on the Spring 2024 Star Math Assessment, which meets the standard Student Growth Score of 50
36.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.3% points year over year.

Challenges

While K-8 Star Math scores rose from 19.3% to 27.8% (+8.5% from Fall 23 to Winter 24), current projections show 30.8% of students will score Proficient/Advanced, a 4.9% decrease against 22-23 PSSA.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Course Marks	1.7% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.
Course Marks - Course Marks	90.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year

Science, Technology, and Engineering Education Summary

Strengths

90.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year

Challenges

1.7% 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 - Local College and Career Readiness	92.6% of students have completed assigned Naviance tasks and are on track to meet the Career Standards Benchmark for the 2023-24 school year
Naviance - Local College and Career Readiness	2.9% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks - Social Studies	84.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	2.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Summary

Strengths

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

84.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.

Challenges

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

2.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

75.6% of students attending school 90% or better and 99.1% of students have zero out of school suspensions as of the end of Q2 in SY23-24.

2.9% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Reading	32.6% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% points year over year
Star Assessment - Math	23.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 0.6% points year over year.
Star Assessment - Reading	32.6% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year but below the All-Student group performance of 52.8%

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Reading	16.1% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.3% points year over year.
Star Assessment - Math	11.5% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 4.2% points year over year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment - Math	34.1% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.9% points year over year.

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Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	51.9% of Asian Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 37.0%.
Asian	43.9% of Asian Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 29.4%
White	37.9% of White Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 20.1%.
White	56.9% of White Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 42.4%
Black	Multiracial students make up 7.6% of the student population, but receive 21% of the suspensions, a disproportionality we intend to address.
Black	29.1% of Black Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 13.9%.
Hispanic	45.4% of Hispanic Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 35.4%.
Hispanic	27.7% of Hispanic Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 11.6%.
2 or More Races	40.4% of 2 or More Races Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 22.0%.
2 or More Races	62.5% of 2 or More Races Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 44.6%.

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.

62.5% of 2 or More Races Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 44.6%.

51.9% of Asian Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 37.0%.
37.9% of White Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 20.1%.
45.9% of Black Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 28.8%.
45.4% of Hispanic Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 35.4%.

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.

16.1% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.3% points year over year.
34.1% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a minimal increase of 0.9% points year over year.
32.6% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year but below the All Student group performance of 52.8%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Provide frequent, timely, and systematic feedback and support on instructional practices
Implement a multi-tiered system of supports for academics and behavior

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?

Identify and address individual student learning needs (EP 04)
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based (EP 02)
Implement an evidence-based system of schoolwide positive behavior interventions and supports (EP 12)
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically (EP 11)

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
54.1% 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
37.0% 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.	False
62.4% 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
Our English Learners earned an academic growth score of 79.0 for ELA/Literature for the 2022-23 school year.	False
Our students with disabilities earned an academic growth score of 85.0 for ELA/Literature for the 2022-23 school year.	False
Our students earned a median Student Growth Score of 52.0 on the Spring 2024 Star Reading Assessment, which meets the standard Student Growth Score of 50	True
51.9% of Asian Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 37.0%.	False
37.9% of White Students scored At/Above Benchmark on the 2023-24 SY Spring Star Math Assessment, which is an increase from Fall 2023-24 SY performance of 20.1%.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Implement a multi-tiered system of supports for academics and behavior	False
84.3% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
62.5% of 2 or More Races Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 44.6%.	False
Our students earned a median Student Growth Score of 67.0 on the Spring 2024 Star Math Assessment, which meets the standard Student Growth Score of 50	False
36.0% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.3% points year over year.	False

90.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year	False
45.9% of Black Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 28.8%.	False
45.4% of Hispanic Students scored At/Above Benchmark on the 2023-24 SY Spring Star Reading Assessment, which is an increase from Fall 2023-24 SY performance of 35.4%.	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
82.9% of students regularly attended school for the 2021-22 school year, which does not meet the statewide goal or interim target.	False
43.3% of English Learner scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which does not meet the statewide goal or interim target.	False
Overall ELA Proficient/Advanced has remained relatively stagnant in the last 5 years, excluding data from 2020-2021 (52% in 16-17, 54.1% in 17-18, 54.8% in 18-19, 53.2% in 2021-22, 54.8% in 22-23)	True
52.8% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.6% points year over year.	False
While K-8 Star Math scores rose from 19.3% to 27.8% (+8.5% from Fall 23 to Winter 24), current projections show 30.8% of students will score Proficient/Advanced, a 4.9% decrease against 22-23 PSSA.	True
1.7% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
32.6% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year but below the All Student group performance of 52.8%	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically (EP 11)	False
34.1% of students considered economically disadvantaged scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a minimal increase of 0.9% points year over year.	False
16.1% of students with disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.3% points year over year.	False
Identify and address individual student learning needs (EP 04)	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based (EP 02)	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports (EP 12)	False
2.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
75.6% of students attending school 90% or better and 99.1% of students have zero out of school suspensions as of the end of Q2 in SY23-24.	True

2.9% of students have not completed assigned Naviance tasks and are not on track to meet the Career Standards Benchmark for the 2023-24 school year	False
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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
Overall ELA Proficient/Advanced has remained relatively stagnant in the last 5 years, excluding data from 2020-2021 (52% in 16-17, 54.1% in 17-18, 54.8% in 18-19, 53.2% in 2021-22, 54.8% in 22-23)	Teachers require thorough professional development or coaching aligned to the new EL curriculum in order to improve ELA proficiency and student engagement.	True
While K-8 Star Math scores rose from 19.3% to 27.8% (+8.5% from Fall 23 to Winter 24), current projections show 30.8% of students will score Proficient/Advanced, a 4.9% decrease against 22-23 PSSA.	Teachers are not utilizing the IPP to make sure that all lessons are meeting the needs of a diverse population of students, especially at the lowest tier.	True
75.6% of students attending school 90% or better and 99.1% of students have zero out of school suspensions as of the end of Q2 in SY23-24.	Students, Families, & Staff require school wide Attendance incentives & policies that promote/motivate students to regularly attend school, while focusing on specific groups requiring added supports.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our students earned a median Student Growth Score of 52.0 on the Spring 2024 Star Reading Assessment, which meets the standard Student Growth Score of 50	An emphasis has been placed on instilling a growth mindset in both staff and students by administration in addition to providing opportunities for collaboration through consistent PLCs and intentional coaching focused on improving ELA instruction.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use collaborative data analysis, planning and coaching to build the capacity of teachers to utilize student level data along with the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction will be differentiated, coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
	If we use collaborative data analysis, planning and coaching to build the capacity of teachers to utilize student level data along with the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction will be differentiated, coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.
	If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self development ratings content, decrease the school problem behaviors and increase engagement.

Goal Setting

Priority: If we use collaborative data analysis, planning and coaching to build the capacity of teachers to utilize student level data along with the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction will be differentiated, coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 56.32% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 56.32% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 56.32% 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 56.32% 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 58.08% of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Early Literacy Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 58.08% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 58.08% of 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 58.08% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: If we use collaborative data analysis, planning and coaching to build the capacity of teachers to utilize student level data along with the district's curriculum framework and resources to develop students' conceptual understanding of reading and math concepts, so that instruction will be differentiated, coordinated, aligned, and evidence-based, then we will build the capacity of teachers to implement scaffolded Tier 1 interventions/strategies and our students will meet or exceed their achievement and growth goals.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 38.52% of grade 3-8 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 38.52% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 38.52% 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 38.52% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we implement an evidence-based system of school-wide positive behavioral interventions and support with fidelity and increase SEL content covered in Community Meeting, then we will increase student's positive self development ratings content, decrease the school problem behaviors and increase engagement.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 74.40% 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 85.00% of all students will attend school 90% of days or more in Q1.	At least 81.00% of all students will attend school 90% of days or more in Q2.	At least 77.00% of all students will attend school 90% of days or more in Q3.	At least 74.40 % 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 99.30 % of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero OSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 99.90% of students will have zero out-of-school suspensions in Q1.	At least 99.70% of students will have zero out-of-school suspensions in Q2.	At least 99.50% of students will have zero out-of-school suspensions in Q3.	At least 99.30% of students will have zero out-of-school suspensions in Q4.

Action Plan

Measurable Goals

ELA Proficiency	Math Proficiency
Early Literacy Proficiency	90% Attendance
Zero OSS	

Action Plan For: Professional Learning Community (PLC)

Measurable Goals:
<ul style="list-style-type: none"> At least 58.08% of grade 3 students will score proficient/advanced on the ELA PSSA At least 56.32% of grade 3-8 students will score proficient/advanced on the ELA PSSA At least 38.52% 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 and establish a single on-line location where agendas will be stored for PLC meetings.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, Instructional Leadership Team	PLC Agendas, Calendar, Google Drive	No	
Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in Differentiating for Tier 1 Instruction and Small Group Instruction as it relates to Math and ELA instruction.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PL Calendar, SDP MTSS Academics Team	Yes	
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	2025-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLs	PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with an initial focus on analyzing data to create flexible and fixed SGI (flexible grouping based on Cool Downs Data, fixed based on Star Data).		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	
Reviewing School based SGI lesson planning tool regularly with a specific focus on looking for targeted skills based on the SGI grouping as correlated to pacing.		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 developing scaffolds and accommodations to ensure that all students are provided access points to SGI instruction		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	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	
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	
Plan and facilitate PLC sessions for teachers to analyze students' written responses in math work (Cool Down) in alignment with PSSA Rubric		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Leadership Team	Student Data	No	
Action Step		Anticipated Start/Completion Date	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Math curriculum, with a specific focus on supporting teachers with differentiating instructions for students with IEPs, multilingual learners and students with extensive learning gaps.		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, Central Office and Network Coaching Staff	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 supporting teachers with differentiating instructions for students with IEPs, multilingual learners and students with extensive learning gaps.		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, Central Office and Network Coaching Staff	No	
Action Step		Anticipated Start/Completion Date	
Utilize Book Trust library of take-home materials for reading with parents/guardians as expanded opportunities for students in K-3, exposing them to on-grade/on-level materials.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Book Trust Resources, Student Reading Log	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: Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

Measurable Goals:

- At least 99.30 % of students will have zero out-of-school suspensions
- At least 74.40% 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	
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/ Attendance 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/ Attendance Team	"Action Planning for Attendance Challenges Qlik, Schoolnet, SIS"	No	
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	
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	Office of Attendance and Truancy Resources	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	Office of Attendance and Truancy Resources	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	
Document ALL referrals (Major & Minor) into SIS only		2025-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers/Staff	SIS	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	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

<p>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>(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 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>
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Professional Learning Community (PLC) Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) 	Federally Funded Regular Programs - Supplies	296
Instruction	<ul style="list-style-type: none"> Professional Learning Community (PLC) Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) 	Federally Funded Regular Programs - Professional & Technical Services	9196
Instruction	<ul style="list-style-type: none"> Professional Learning Community (PLC) Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) 	Federally Funded Regular Programs - Salaries	298559.04
Instruction	<ul style="list-style-type: none"> Professional Learning Community (PLC) Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) 	Federally Funded Regular Programs - Benefits	190080.96
Total Expenditures			498132

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Community (PLC)	Develop plan for school-based PD time that focuses on improving teacher practice in Differentiating for Tier 1 Instruction and Small Group Instruction as it relates to Math and ELA instruction.
Professional Learning Community (PLC)	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.
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 and Math Framework

Action Step		
<ul style="list-style-type: none"> Develop plan for school-based PD time that focuses on improving teacher practice in Differentiating for Tier 1 Instruction and Small Group Instruction as it relates to Math and ELA instruction. 		
Audience		
Math and ELA Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

Learning Format

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

Professional Learning Communities

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

Chief School Administrator	Date
Building Principal Signature	Date
Douglas Strobel	2024-12-20
School Improvement Facilitator Signature	Date