

Gloria Casarez El Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Gloria Casarez Elementary School		126515001
Address 1		
800 E Ontario Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19134
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Awilda Balbuena		
Principal Email		
aaguila@philasd.org		
Principal Phone Number		Principal Extension
215-400-7160		
School Improvement Facilitator Name		School Improvement Facilitator Email
Zoë Ehrenberg		zehrenberg@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Hannum	Teacher	Gloria Casarez Elementary School	lsandner@philasd.org
Rosa Arnold	Teacher	Gloria Casarez Elementary School	rarnold@philasd.org
Anthony Guidice	Other	Gloria Casarez Elementary School	amguidice@philasd.org
Dr. Tony Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Debra Vasquez-Ortiz	Community Member	Esperanza Health	debra.ortiz-vasquez@esperanzahealth.com
Labrant Davis	Other	Gloria Casarez Elementary School	ldavis@philasd.org
Zoë Ehrenberg	District Level Leaders	School District of Philadelphia	zehrenberg@philasd.org
Jessica Almendarez	Parent	Gloria Casarez Elementary School	almendaresjessica95@gmail.com
Awilda Balbuena	Principal	Gloria Casarez Elementary School	aaguila@philasd.org
Charlotte Lane	Teacher	Gloria Casarez Elementary School	cefurcronlane@philasd.org
Labrant Davis	Other	Gloria Casarez Elementary School	ldavis@philasd.org
Ashley McCormack	Teacher	Gloria Casarez Elementary School	aream@philasd.org
Christena Rivas	Teacher	Gloria Casarez Elementary School	crivas@philasd.org
Chaz McGill	Other	Gloria Casarez Elementary School	cmcgill2@philasd.org
Delethine Coleman	Other	Gloria Casarez Elementary School	ddcoleman@philasd.org
David Monico	District Level Leaders	School District of Philadelphia	dmonico@philasd.org
Kimberly Hensel	Teacher	Gloria Casarez Elementary School	khensel@philasd.org

Vision for Learning

Vision for Learning

Our Vision: Where learning, home and community connect. Where we see you, you matter and you belong.

Our Mission: Students are academically empowered through exemplary team-planning that incorporates differentiated, data-driven instruction, and research-based instructional practices that align with the Common Core Standards to meet the needs of all students. In order to achieve academic excellence, the teachers and staff ensures that each child feel safe and respected in an engaging environment.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 86.0 for Math for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	51.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 63.0 for ELA/Literature for the 2022-23 school year.
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	9.7% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Math	7.0% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.

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

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations	Hispanic students at our school earned an academic growth score of 94.0 for Math for

(PVAAS) - Math ESSA Student Subgroups Hispanic	the 2022-23 school year
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Regular Attendance ESSA Student Subgroups African-American/Black	Comments/Notable Observations 35.8% of Black students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Regular Attendance ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 48.9% of economically disadvantaged students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 34.3% of students with disabilities regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

Summary

Strengths

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

Our school earned an academic growth score of 86.0 for Math for the 2022-23 school year.
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Hispanic students at our school earned an academic growth score of 94.0 for Math for the 2022-23 school year
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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.

51.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

Our school earned an academic growth score of 63.0 for ELA/Literature for the 2022-23 school year.
--

9.7% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.

7.0% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	17.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.5% points year over year.
Star Assessment - Reading	50.6% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 2.2% points year over year.
Star Assessment - Reading	The median Student Growth Percentile for 5th graders on the Spring 2024 Star Reading assessment was 54.5.

English Language Arts Summary

Strengths

The median Student Growth Percentile for 5th graders on the Spring 2024 Star Reading assessment was 54.5.

Challenges

17.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.5% points year over year.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	7.4% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 1.3% points year over year.
Star Assessment - Math	40.2% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 7.5% points year over year.
Star Assessment - Math	The median Student Growth Percentile (SGP) on the Spring 2024 Star Math assessment was 36.5.

Mathematics Summary

Strengths

7.4% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 1.3% points year over year.

40.2% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 7.5% points year over

year.

Challenges

The median Student Growth Percentile (SGP) on the Spring 2024 Star Math assessment was 36.5.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	67.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	32.7% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

67.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

32.7% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	4.5% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks- Social Studies	81.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks- Social Studies	2.2% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Summary

Strengths

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

81.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.

2.2% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Challenges

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

4.5% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

During the Spring Survey Window of the 23-24 school year on the Student Well-Being Survey, 30.6% of 3rd-5th graders agreed with the statement, “Students at school are mean to me because of how I look, dress, talk and act (this includes my race, gender and identity)” (Peer Relationships).

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Math	46.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 5.8% year over year.
Star Assessment - Reading	16.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 6.3% year over year.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment- Math	The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Math assessment was 20.
Star Assessment- Reading	The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Reading assessment was 19.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Star Assessment - Reading	16.1% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 2.2% year over year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	44.4% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 14.2% year over year.
Black	10.4% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 7.3% year over year.
Hispanic	39.1% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.7% year over year.

Summary

Strengths

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

46.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 5.8% year over year.
16.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 6.3% year over year.
44.4% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 14.2% year over year.
39.1% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.7% year over year.

Challenges

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

50.6% of students scored Intensive Intervention on the spring 2024 Star Reading assessment, which is an increase of 2.2% year over year. Additionally, the median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Math assessment was 20.

The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Reading assessment was 19.

16.1% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 2.2% year over year.

10.4% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 7.3% year over year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
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EP03: 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
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EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning
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Challenges

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

EP04: Identify and address individual student learning needs
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EP13: Implement a multi-tiered system of supports for academics and behavior
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our school earned an academic growth score of 86.0 for Math for the 2022-23 school year.	False
Hispanic students at our school earned an academic growth score of 94.0 for Math for the 2022-23 school year	False
The median Student Growth Percentile for 5th graders on the Spring 2024 Star Reading assessment was 54.5.	False
7.4% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 1.3% points year over year.	False
40.2% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 7.5% points year over year.	False
67.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
46.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 5.8% year over year.	True
EP03: 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
EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	False
EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
16.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 6.3% year over year.	False
44.4% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 14.2% year over year.	False
39.1% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 4.7% year over year.	False
81.7% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
2.2% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False

Challenges

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

Strength	Check for Consideration in Plan
51.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
Our school earned an academic growth score of 63.0 for ELA/Literature for the 2022-23 school year.	False
9.7% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
7.0% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
4.5% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
17.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 0.5% points year over year.	False
The median Student Growth Percentile (SGP) on the Spring 2024 Star Math assessment was 36.5.	False
EP13: Implement a multi-tiered system of supports for academics and behavior	False
EP04: Identify and address individual student learning needs	False
32.7% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.	False
50.6% of students scored Intensive Intervention on the spring 2024 Star Reading assessment, which is an increase of 2.2% year over year. Additionally, the median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Math assessment was 20.	True
The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Reading assessment was 19.	False
16.1% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 2.2% year over year.	False
10.4% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 7.3% year over year.	False
During the Spring Survey Window of the 23-24 school year on the Student Well-Being Survey, 30.6% of 3rd-5th graders agreed with the statement, “Students at school are mean to me because of how I look, dress, talk and act (this includes my race, gender and identity)” (Peer Relationships).	True

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
50.6% of students scored Intensive Intervention on the spring 2024 Star Reading assessment, which is an increase of 2.2% year over year. Additionally, the median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Math assessment was 20.	These academic concerns are in part because not enough intentional time has been directed towards general education teachers and special education teachers collaborating, nor has there been enough professional development around differentiating instruction and providing appropriate scaffolds to all students.	True
During the Spring Survey Window of the 23-24 school year on the Student Well-Being Survey, 30.6% of 3rd-5th graders agreed with the statement, “Students at school are mean to me because of how I look, dress, talk and act (this includes my race, gender and identity)” (Peer Relationships).	This is in part because teachers may feel they can avoid conversations about identity with students. Addressing this will involve creating clear expectations about having Community Meeting time centered on developing positive identity amongst students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
46.4% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 5.8% year over year.	If we take what we learned from effectively fostering student growth in math and apply it to other academic areas, we are likely to improve student outcomes in the 24-25 SY.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify and address individual student learning needs, we will be better positioned to increase overall Reading and Math performance, especially for students with Disabilities.
	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to ensure students feel accepted for who they are at school.

Goal Setting

Priority: If we identify and address individual student learning needs, we will be better positioned to increase overall Reading and Math performance, especially for students with Disabilities.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 15% of grade 3-5 students will score proficient/advanced on the ELA PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 12% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 14% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 15% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 12% of grade 3 students will score proficient/advanced on the ELA PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 2			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 10% 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% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 11% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 12% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At least 12% of grade 3-5 students will score proficient/advanced on the Math PSSA.			

Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 3% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 8% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 12% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to ensure students feel accepted for who they are at school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 53% of students will attend school 90% of days or more.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 73% of students will attend school 90% of days or more in Q1	At least 63% of students will attend school 90% of days or more in Q2	At least 53% of students will attend school 90% of days or more in Q3	At least 53% of 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% 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 100% of students will have zero out-of-school suspensions in Q1	At least 100% of students will have zero out-of-school suspensions in Q2	At least 99% of students will have zero out-of-school suspensions in Q3	At least 99% of students will have zero out-of-school suspensions in Q4

Action Plan

Measurable Goals

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

Action Plan For: Professional Learning Communities (PLCs)

Measurable Goals:
<ul style="list-style-type: none"> At least 15% of grade 3-5 students will score proficient/advanced on the ELA PSSA. At least 12% of grade 3 students will score proficient/advanced on the ELA PSSA. At least 12% of grade 3-5 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	
During weekly ILT meetings, 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	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with an initial focus on planning and preparation, talking about what high expectations looks like in the classroom, and getting familiar with the new EL curriculum (where are we going?).		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	
Prioritize student-work analysis during PLC, with an emphasis on what the preparation for that lesson looked like.		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 to lead PLCs to support teachers with differentiating grade-level standards.		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	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a		2024-10-	2025-05-

particular focus on reviewing Cool Downs/Formative Assessment data		01	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: Positive Behavioral Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> At least 99% of students will have zero out-of-school suspensions. At least 53% of students will attend school 90% of days or more.

Action Step	Anticipated Start/Completion Date	
Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.	2024-07-01	2024-08-20
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Rolling Agenda, Calendar, Manual	
PD Step?		
No		
Action Step	Anticipated Start/Completion Date	

Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS		2024-08-20	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes	
Action Step		Anticipated Start/Completion Date	
Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school		2024-08-26	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
Action Step		Anticipated Start/Completion Date	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Assistant Principal	Observation Calendar, Danielson Framework (Domain 2)	No	
Action Step		Anticipated Start/Completion Date	
Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear		2024-10-01	2025-06-12

routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Climate Lead	CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk		2025-03-01	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress. - Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team. - Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Supplies	10678
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Salaries	290287.32
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Benefits	184814.68
Total Expenditures			485780

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities (PLCs)	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.
Positive Behavioral Interventions and Supports	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

PBIS

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	

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
Awilda Balbuena	2024-08-28
School Improvement Facilitator Signature	Date
Zoe Ehrenberg	2024-07-03