

**Longstreth William C Sch**

ATSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Longstreth William C Sch		126515001
<b>Address 1</b>		
5700 Willows Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19143
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Tony B Watlington Sr		superintendent@philasd.org
<b>Principal Name</b>		
Nicole Harris		
<b>Principal Email</b>		
nharris@philasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
215-400-7870		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Sean Carr		scarr@philasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nakia Harpi	Teacher	William C. Longstreth	naharris@philasd.org
Jacob Armiger	Teacher	William C. Longstreth	jarmiger@philasd.org
Sean Carr	District Level Leaders	Planning and Evidence-Based Supports	scarr@philasd.org
Dr. Tony Watlington	Chief School Administrator	The School District of Philadelphia	superintendent@philasd.org
Paulia Bouges	Other	William C. Longstreth	pbouges@philasd.org
Deneen Hughes	Parent	William C. Longstreth	deneenhughes22@gmail.com
Nicole Harris	Principal	William C. Longstreth	nharris@philasd.org
Teki Knox-Wagner	Teacher	William C. Longstreth	tknoxwagner@philasd.org
Nina Knight	Teacher	William C. Longstreth	nmknight@philasd.org
Brenda Chisholm	Other	William C. Longstreth	bchisholm@philasd.org
Crystal Cubbage	Community Member	William C. Longstreth	ccubbage@philasd.org
Chartay Powell	Paraprofessional	William C. Longstreth	cpowell2@philasd.org

## Vision for Learning

### **Vision for Learning**

A professional learning community centered on student success, now and in the future.

## Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA	All student group exceeds the standard demonstrating growth for ELA (AGI: 100).
Meeting Annual Academic Growth Expectations (PVAAS) - Math	All student group exceeds the standard demonstrating growth for Math (AGI: 100).

### Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA	16.4% of students scored proficient or advanced on the ELA PSSA.
Proficient or Advanced on Pennsylvania State Assessments - Math	3.4% of students scored proficient or advanced on the Math PSSA.
Regular Attendance	42.5% of students attended 90% of days or more.

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

### Strengths

<b>Indicator</b> Meeting Annual Academic Growth Expectations (PVAAS) - ELA <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> Black student group exceeds the standard demonstrating growth for ELA (AGI: 100).
<b>Indicator</b> Meeting Annual Academic Growth Expectations (PVAAS) - ELA <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100).

### Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA	2.6% of students with disabilities scored proficient or advanced on the ELA PSSA.

<b>ESSA Student Subgroups</b> Students with Disabilities	
<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments - Math <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> 2.4% of students with disabilities scored proficient or advanced on the Math PSSA.

## Summary

### Strengths

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

All student group exceeds the standard demonstrating growth for ELA (AGI: 100).
All student group exceeds the standard demonstrating growth for Math (AGI: 100).
Black student group exceeds the standard demonstrating growth for ELA (AGI: 100).
Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100).

### Challenges

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

16.4% of students scored proficient or advanced on the ELA PSSA.
3.4% of students scored proficient or advanced on the Math PSSA.
42.5% of students attended 90% of days or more.
2.6% of students with disabilities scored proficient or advanced on the ELA PSSA.
2.4% of students with disabilities scored proficient or advanced on the Math PSSA.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Star	Through the Winter window of the 23-24 school year, 66.7% of students in Kindergarten and Grade 1 scored 'At/Above' or 'On Watch' according to the Star Early Literacy assessment.
Star	From Fall to Winter of the 23-24 school year, students in Grade 5 had a median SGP of 67 and students in Grade 8 had a median SGP of 68 according to the Star Reading assessment.
Star	Through Winter of the 23-24 school year, 69.6% of students in Grade 3 scored 'Intensive Intervention' according to the Star Reading assessment.
Star	From Fall-Winter of the 23-24 school year, students in Grade 3 had a median SGP of 22 according to the Star Reading assessment.

### English Language Arts Summary

#### Strengths

Through the Winter window of the 23-24 school year, 66.7% of students in Kindergarten and Grade 1 scored 'At/Above' or 'On Watch' according to the Star Early Literacy assessment.
From Fall to Winter of the 23-24 school year, students in Grade 5 had a median SGP of 67 and students in Grade 8 had a median SGP of 68 according to the Star Reading assessment.

#### Challenges

Through Winter of the 23-24 school year, 69.6% of students in Grade 3 scored 'Intensive Intervention' according to the Star Reading assessment.
From Fall-Winter of the 23-24 school year, students in Grade 3 had a median SGP of 22 according to the Star Reading assessment.

### Mathematics

Data	Comments/Notable Observations
Star	During the 23-24 school year, 22.2% of students who scored 'Intensive Intervention' in the Fall moved into a higher benchmark category in the Winter according to the Star Math assessment.
Star	Students in Grade 5 who scored 'Intensive Intervention' in the Fall had a median SGP of 70 between Fall and Winter of the 23-24 school year according to the Star Math assessment.
Star	Students in Grade 6 who scored 'Intensive Intervention' in the Fall had a median SGP of 67 between Fall and Winter of the 23-24 school year according to the Star Math assessment.
Star	Through Winter of the 23-24 school year, 4.5% of students in Grades 3-8 scored 'At/Above' and 46.9% scored Intensive Intervention according to the Star Math assessment.

## Mathematics Summary

### Strengths

During the 23-24 school year, 22.2% of students who scored 'Intensive Intervention' in the Fall moved into a higher benchmark category in the Winter according to the Star Math assessment.

Students in Grade 5 who scored 'Intensive Intervention' in the Fall had a median SGP of 70 between Fall and Winter of the 23-24 school year according to the Star Math assessment.

Students in Grade 6 who scored 'Intensive Intervention' in the Fall had a median SGP of 67 between Fall and Winter of the 23-24 school year according to the Star Math assessment.

### Challenges

Through Winter of the 23-24 school year, 4.5% of students in Grades 3-8 scored 'At/Above' and 46.9% scored Intensive Intervention according to the Star Math assessment.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks	Through Q3 of the 23-24 school year, 55.9% of students received an A or B in Science.
Course Marks	Through Q3 of the 23-24 school year, 21.5% of students received a D or F in Science.

## Science, Technology, and Engineering Education Summary

### Strengths

Through Q3 of the 23-24 school year, 55.9% of students received an A or B in Science.

### Challenges

Through Q3 of the 23-24 school year, 21.5% of students received a D or F in Science.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	3.6% of students met the career standards benchmark
Career Standards Benchmark	Through May 2024, 14.4% of students are on track for the Future Ready Index Standard. This is an increase from the same time last 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	Through Q3 of the 23-24 school year, 74.6% of students received an A or B in Social Studies.
Course Marks	Through Q3 of the 23-24 school year, 5.2% of students received a D or F in Social Studies.

## Summary

### Strengths

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

Through May 2024, 14.4% of students are on track for the Future Ready Index Standard. This is an increase from the same time last year.
Through Q3 of the 23-24 school year, 74.6% of students received an A or B in Social Studies.

### Challenges

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

3.6% of students met the career standards benchmark
Through Q3 of the 23-24 school year, 5.2% of students received a D or F in Social Studies.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 70% of English Learners attended 90% of days or more. This exceeds the schoolwide rate.

### Students with Disabilities

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

Data	Comments/Notable Observations
Regular Attendance	Through January 2024, 61.4% of students with IEPs have attended 90% of days or more. Furthermore, the rate of students with IEPs who attended 95% of days or more is 16.6% points higher than through the same time frame of the previous year.
Star	Between Fall-Winter of the 23-24 school year, students with IEPs had a median SGP of 45 according to the Star Reading and Early Literacy assessments.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 52.6% of students who are economically disadvantaged attended 90% of days or more. This exceeds the schoolwide rate.

## Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Through May 2024, 33.3% of Hispanic students attended 90% of days or more.

## Summary

### Strengths

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

Through January 2024, 61.4% of students with IEPs have attended 90% of days or more. Furthermore, the rate of students with IEPs who attended 95% of days or more is 16.6% points higher than through the same time frame of the previous year.
Through May 2024, 70% of English Learners attended 90% of days or more. This exceeds the schoolwide rate.
Through May 2024, 52.6% of students who are economically disadvantaged attended 90% of days or more. This exceeds the schoolwide rate.

### 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.

Between Fall-Winter of the 23-24 school year, students with IEPs had a median SGP of 45 according to the Star Reading and Early Literacy assessments.
Through May 2024, 33.3% of Hispanic students attended 90% of days or more.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	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	Emerging
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
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	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?

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

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
All student group exceeds the standard demonstrating growth for ELA (AGI: 100).	True
All student group exceeds the standard demonstrating growth for Math (AGI: 100).	False
Black student group exceeds the standard demonstrating growth for ELA (AGI: 100).	False
Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100).	False
Through the Winter window of the 23-24 school year, 66.7% of students in Kindergarten and Grade 1 scored 'At/Above' or 'On Watch' according to the Star Early Literacy assessment.	False
From Fall to Winter of the 23-24 school year, students in Grade 5 had a median SGP of 67 and students in Grade 8 had a median SGP of 68 according to the Star Reading assessment.	False
During the 23-24 school year, 22.2% of students who scored 'Intensive Intervention' in the Fall moved into a higher benchmark category in the Winter according to the Star Math assessment.	False
Students in Grade 5 who scored 'Intensive Intervention' in the Fall had a median SGP of 70 between Fall and Winter of the 23-24 school year according to the Star Math assessment.	False
Students in Grade 6 who scored 'Intensive Intervention' in the Fall had a median SGP of 67 between Fall and Winter of the 23-24 school year according to the Star Math assessment.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Implement a multi-tiered system of supports for academics and behavior	False
Through Q3 of the 23-24 school year, 55.9% of students received an A or B in Science.	False
Through May 2024, 14.4% of students are on track for the Future Ready Index Standard. This is an increase from the same time last year.	False
Through Q3 of the 23-24 school year, 74.6% of students received an A or B in Social Studies.	False
Through January 2024, 61.4% of students with IEPs have attended 90% of days or more. Furthermore, the rate of students with IEPs who attended 95% of days or more is 16.6% points higher than through the same time frame of the previous year.	False
Through May 2024, 70% of English Learners attended 90% of days or more. This exceeds the schoolwide rate.	False
Through May 2024, 52.6% of students who are economically disadvantaged attended 90% of days or more. This exceeds the schoolwide rate.	False

### Challenges

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

Strength	Check for Consideration in Plan
16.4% of students scored proficient or advanced on the ELA PSSA.	True
3.4% of students scored proficient or advanced on the Math PSSA.	True
42.5% of students attended 90% of days or more.	True
2.6% of students with disabilities scored proficient or advanced on the ELA PSSA.	False
2.4% of students with disabilities scored proficient or advanced on the Math PSSA.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Through Winter of the 23-24 school year, 69.6% of students in Grade 3 scored 'Intensive Intervention' according to the Star Reading assessment.	False
From Fall-Winter of the 23-24 school year, students in Grade 3 had a median SGP of 22 according to the Star Reading assessment.	False
Through Winter of the 23-24 school year, 4.5% of students in Grades 3-8 scored 'At/Above' and 46.9% scored Intensive Intervention according to the Star Math assessment.	False
Through Q3 of the 23-24 school year, 21.5% of students received a D or F in Science.	False
3.6% of students met the career standards benchmark	False
Through Q3 of the 23-24 school year, 5.2% of students received a D or F in Social Studies.	False
Between Fall-Winter of the 23-24 school year, students with IEPs had a median SGP of 45 according to the Star Reading and Early Literacy assessments.	False
Through May 2024, 33.3% of Hispanic students attended 90% of days or more.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
16.4% of students scored proficient or advanced on the ELA PSSA.	We need to support teachers with PLC, PD, and coaching with a focus on strategies to accelerate learning for students who are below grade-level.	True
3.4% of students scored proficient or advanced on the Math PSSA.	We need to support teachers with PLC, PD, and coaching with a focus on strategies to accelerate learning for students who are below grade-level.	False
42.5% of students attended 90% of days or more.	We need to increase our focus on family and community-based strategies and incentives for student attendance.	True

### Analyzing Strengths

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

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will support teachers with PLC, PD, and coaching with a focus on strategies to accelerate learning for students who are below grade-level.
	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will increase our focus on family and community-based strategies and incentives for student attendance.

## Goal Setting

Priority: In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will support teachers with PLC, PD, and coaching with a focus on strategies to accelerate learning for students who are below grade-level.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 23% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Board Goal 1			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 17.1% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 20% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 20% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 23% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 14.7% of grade 3 students will score proficient/advanced on the ELA PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Board Goal 2			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 27% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 14.7% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 14.7% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 14.7% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 7% of grade 3-8 students will score proficient/advanced on the Math PSSA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Board Goal 3			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 3.8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 5.4% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 5.4% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 7% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will increase our focus on family and community-based strategies and incentives for student attendance.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 59.2% of all students will attend school 90% of days or more			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 62.6% of all students will attend school 90% of days or more in Q1	At least 61.5% of all students will attend school 90% of days or more in Q2	At least 60.4% of all students will attend school 90% of days or more in Q3	At least 58% of all students will attend school 90% of days or more in Q4

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

## Action Plan

### Measurable Goals

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

### Action Plan For: ELA Curriculum

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>At least 23% of grade 3-8 students will score proficient/advanced on the ELA PSSA</li> <li>At least 14.7% of grade 3 students will score proficient/advanced on the ELA PSSA</li> <li>At least 7% of grade 3-8 students will score proficient/advanced on the Math PSSA</li> </ul>

Action Step		Anticipated Start/Completion Date	
Align the school's schedule to expectations for ELA instructional minutes.		2024-07-01	2024-08-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	ELA Instructional Guide, Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.		2024-07-01	2025-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in the new curriculum as it relates to ELA instruction.		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals.		2024-08-26	2024-11-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

Instructional Leadership Team	ELA Instructional Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies.		2024-08-26	2025-03-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA Instructional Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Utilize SDP coaching and feedback model to deliver structured support		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Coaching Logs	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administer Star Assessment during district windows and analyze data to support progress monitoring decisions		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Star Assessment	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on Student Engagement Danielson 3c		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Consistently implement small group instruction to support targeted skill development throughout the school day		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Student Data, Lesson Plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement benchmark assessments tied to ELA Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Benchmark Assessments	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on in-lesson data collection.		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>- Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school.</p>	<p>- Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule.</p>

### Action Plan For: Relationships First

Measurable Goals:
<ul style="list-style-type: none"> <li>• At least 95% of students will have zero out-of-school suspensions</li> <li>• At least 59.2% of all students will attend school 90% of days or more</li> </ul>

Action Step	Anticipated Start/Completion Date	
School leadership schedule and participate in training on the Overview of Relationships First (RF).	2024-07-01	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	
PD Step?		
Yes		
Action Step	Anticipated Start/Completion Date	
Identify a school-level RF Team responsible for Community Building Circles (CBC) & Restorative Conversations (RC) Implementation, with a designated RF Lead.	2024-07-01	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	
Principal, Assistant Principal, RF Coach	Staff List	
PD Step?		
No		
Action Step	Anticipated Start/Completion Date	
Establish clear goals, roles, and responsibilities for RF Team and members.	2024-07-01	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	
Principal, Assistant Principal, RF Coach	Staff List	
PD Step?		
No		
Action Step	Anticipated Start/Completion Date	

School leadership and RF Coach train the RF Team in CBC and RC.		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
RF Team (with support from RF Coach) creates a push-in support plan to support CBCs in classrooms.		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
RF Lead	RF Manual, Implementation Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership team schedules RF Team debrief circle to plan for anticipated implementation challenges.		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual, Implementation Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.		2024-08-15	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
RF Lead, RF Coach	RF Manual, Implementation Guide	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
CBCs are held weekly to build positive classroom community.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Classroom teachers	Catalog of CBC approaches	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	



All staff utilize RC as start of restorative progressive discipline structure, as an alternative to disciplinary referrals.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
All staff	RF Manual, Culture Plan	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Student Climate Staff will utilize RC during student interactions throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the restorative progressive discipline structure, as an alternative to disciplinary referrals.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Student Climate Staff	RF Manual, Culture Plan	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
During first four months of school year, RF Team with RF Coach conduct 3-week coaching cycle for all staff, prioritizing SEL and equity to address challenges and identify supports needs moving forward for both CBC and RC, aligning with SDP Equity Framework.		2024-08-26	2024-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle.		2024-08-26	2024-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual, Schedule, Culture Plan	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
School leadership and members of RF team visit fully-implementing RF school for admin consult and walk-through.		2024-08-26	2024-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF dashboard or other school-based data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
RF Team representative brings observation/debrief data (qualitative) and quantitative to MTSS meetings to add value to discussion and planning.		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	Data, MTSS Agenda, MTSS Meeting Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

RF Team designates RF Youth Leaders based on input from all staff, ensuring an array of students at all academic performance levels and with differing social/emotional needs.		2025-01-01	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
RF Team schedules youth training in CBC for coming months.		2025-01-01	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
RF Team trains Youth Leaders in CBC and RC, working with RF Coach.		2025-01-01	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Youth Leaders facilitate CBC in the classroom (e.g. advisory, classrooms). Whenever possible, students in older grades support process in younger grades or neighborhood feeder schools.		2025-01-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	Template, RF Guide	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Based on determination of RF Coach and Team, school prepares for next phase of RF implementation, pointing towards the creation of Care Teams and Tier 2/3 MTSS work.		2025-02-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, RF Coach	RF Manual	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
- Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain RF practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - Stakeholders perceive the school as warm, inviting, and safe.	-During first four months of school year, every fourth week, RF Team with RF Coach conduct debrief for all staff, and develop support plan for next cycle. -RF Team representative brings observation/debrief data to MTSS meetings to add value to discussion and planning.



## 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.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• ELA Curriculum</li><li>• Relationships First</li></ul>	Federally Funded Regular Programs - Supplies	6838
Instruction	<ul style="list-style-type: none"><li>• ELA Curriculum</li><li>• Relationships First</li></ul>	Federally Funded Regular Programs - Salaries	203068.29
Instruction	<ul style="list-style-type: none"><li>• ELA Curriculum</li><li>• Relationships First</li></ul>	Federally Funded Regular Programs - Benefits	129285.71
<b>Total Expenditures</b>			<b>339192</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Curriculum	Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.
ELA Curriculum	Develop plan for school-based PD time that focuses on improving teacher practice in the new curriculum as it relates to ELA instruction.
Relationships First	School leadership schedule and participate in training on the Overview of Relationships First (RF).
Relationships First	School leadership and RF Coach train the RF Team in CBC and RC.
Relationships First	Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.
Relationships First	Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.

### ELA Curriculum

Action Step		
<ul style="list-style-type: none"> <li>Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.</li> <li>Develop plan for school-based PD time that focuses on improving teacher practice in the new curriculum as it relates to ELA instruction.</li> </ul>		
Audience		
ELA Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

### Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	

- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources

**This Step Meets the Requirements of State Required Trainings**

## Relationships First

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• School leadership schedule and participate in training on the Overview of Relationships First (RF).</li> <li>• School leadership and RF Coach train the RF Team in CBC and RC.</li> <li>• Leadership team and RF Coach create a schedule for CBCs and RC training, including full-staff PD for return of staff training. RF Team works with RF Coach to create an RF PD plan for all staff that also explores SDP Equity Framework, SEL, well-being, and the Student Well-Being Survey.</li> <li>• Upon full return of staff, RF Team (with support from RF Coach) trains all school staff in CBC and RC.</li> </ul>		
<b>Audience</b>		
All Staff		
<b>Topics to be Included</b>		
Community Building Circles, Restorative Conversations, SDP Equity Framework, Student Well-Being Survey, Social Emotional Learning		
<b>Evidence of Learning</b>		
Student Well-Being Survey Data, Walkthrough Rubric and Notes		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Climate Lead	2024-08-20	2025-06-12

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2c: Managing Classroom Procedures</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2d: Managing Student Behavior</li> <li>• 2e: Organizing Physical Space</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Approvals & Signatures

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

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
Nicole Harris	2024-08-27
School Improvement Facilitator Signature	Date
Sean Carr	2024-08-26