**Guidon S Bluford El Sch**
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

|  |  |
| --- | --- |
| **School** | AUN/Branch |
| Guidon S Bluford El Sch | 126515001 |
| **Address 1** |
| 5720 Media St |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19131 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Dr Tony B Watlington Sr | superintendent@philasd.org |
| **Principal Name** |
| Tangela McClam |
| **Principal Email** |
| tmmclam@philasd.org |
| **Principal Phone Number** | **Principal Extension** |
| (215) 400-9170 |  |
| **School Improvement Facilitator Name** | **School Improvement Facilitator Email** |
| Sean Carr | scarr@philasd.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Tangela McClam  | Principal  | Guion S. Bluford School  | tmmcclam@philasd.org  |
| Regina Barr  | Other  | Guion S. Bluford School  | rjohnsonbarr@philasd.org  |
| Christine Scheffler  | Education Specialist  | Guion S. Bluford School  | cgiulian@philasd.org  |
| Julianna Klein  | Education Specialist  | Guion S. Bluford School  | jklein2@philasd.org  |
| Christine Curtin  | Teacher  | Guion S. Bluford School  | ccurtin@philasd.org  |
| Tiffani Ellis-Ingram  | Other  | Guion S. Bluford School  | tellisingram@philasd.org  |
| Damien Ross  | Other  | Guion S. Bluford School  | dross4@philasd.org  |
| Lauren Gatewood-Hicks  | Teacher  | Guion S. Bluford School  | lhicks3@philasd.org  |
| Vernell Marshall  | Other  | Guion S. Bluford School  | vkmarshall@philasd.org  |
| Kadedra Haynes  | Other  | Guion S. Bluford School  | khaynes@philasd.org  |
| Tamara Young  | Parent  | Guion S. Bluford School  | tlyoung@philasd.org  |
| Pilar Fernandez-Blakey  | Community Member  | TOCFWH  | pblakey@tocfwh.org  |
| Sean Carr  | District Level Leaders  | Planning and Evidence-based Support Office  | scarr@philasd.org  |
| Dr. Tony Watlington  | Chief School Administrator  | SDP  | superintendent@philasd.org  |
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# Vision for Learning

**Vision for Learning**

At Bluford, our vision is to fulfill the human right of every child by providing an exceptional education that prepares, ensures, and empowers all Bluford students to realize their complete intellectual and social potential. We are committed to cultivating a positive growth mindset, fostering acceptance, and promoting personal growth, which together create a safe space for students to excel both socially and academically. Through a culture of learning and a secure community, we empower each other to become productive global citizens.

# Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Meeting Annual Academic Growth Expectations (PVAAS) - Math | All student group meets the standard demonstrating growth for Math (AGI: 72). |
| Meeting Annual Academic Growth Expectations (PVAAS) - Science | All student group meets the standard demonstrating growth for Science (AGI: 71.5). |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments - ELA | 16.9% of students scored proficient/advanced according to the 22-23 ELA PSSA. |
| Proficient or Advanced on Pennsylvania State Assessments - Math | 4.9% of students scored proficient/advanced according to the 22-23 Math PSSA. |
| Proficient or Advanced on Pennsylvania State Assessments - Science | 32.1% of students scored proficient/advanced according to the 22-23 Science PSSA. |
| Regular Attendance | During the 21-22 school year, 48.8% of students attended 90% of days or more. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**Meeting Annual Academic Growth Expectations (PVAAS) - Math**ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**Economically disadvantaged student group meets the standard demonstrating growth for Math (AGI: 76). |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |

### Challenges

|  |  |
| --- | --- |
| **Indicator**Meeting Annual Academic Growth Expectations (PVAAS) - Math**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**Students with disabilities did not meet the standard demonstrating growth for Math (AGI: 61). |
| **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.

|  |
| --- |
| All student group meets the standard demonstrating growth for Math (AGI: 72). |
| All student group meets the standard demonstrating growth for Science (AGI: 71.5). |
| Economically disadvantaged student group meets the standard demonstrating growth for Math (AGI: 76). |

### 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.

|  |
| --- |
| 16.9% of students scored proficient/advanced according to the 22-23 ELA PSSA. |
| 4.9% of students scored proficient/advanced according to the 22-23 Math PSSA. |
| 32.1% of students scored proficient/advanced according to the 22-23 Science PSSA. |
| During the 21-22 school year, 48.8% of students attended 90% of days or more. |
| Students with disabilities did not meet the standard demonstrating growth for Math (AGI: 61). |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star | Through Winter 23-24, 34.5% of students in Grade 3 scored 'At/Above Benchmark' according to the Star Reading assessment. This is the highest rate of any grade in the school. |
| Star | Through Winter 23-24, 52.1% of students scored 'Intensive Intervention' according to the Star Reading and Early Literacy assessments. |
| Star | Between the Fall and Winter 23-24 testing cycles, 36% of students who scored 'Strategic Intervention' moved to 'Intensive Intervention'. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Through Winter 23-24, 34.5% of students in Grade 3 scored 'At/Above Benchmark' according to the Star Reading assessment. This is the highest rate of any grade in the school. |

### Challenges

|  |
| --- |
| Through Winter 23-24, 52.1% of students scored 'Intensive Intervention' according to the Star Reading and Early Literacy assessments. |
| Between the Fall and Winter 23-24 testing cycles, 36% of students who scored 'Strategic Intervention' moved to 'Intensive Intervention'. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star | Students in Grade 8 had a Fall-Winter median SGP of 56 according to the Star Math assessment, indicating high growth. |
| Star | Between the Fall and Winter 23-24 testing cycles, our schoolwide median SGP of 37.5 according to the Star Math assessment indicates low growth. |
| Star | Through Winter 23-24, 67% of students in Grade 4 scored 'Intensive Intervention' according to the Star Math assessment. This is the highest rate of any grade in the school. |

## Mathematics Summary

### Strengths

|  |
| --- |
| Students in Grade 8 had a Fall-Winter median SGP of 56 according to the Star Math assessment, indicating high growth. |

### Challenges

|  |
| --- |
| Between the Fall and Winter 23-24 testing cycles, our schoolwide median SGP of 37.5 according to the Star Math assessment indicates low growth. |
| Through Winter 23-24, 67% of students in Grade 4 scored 'Intensive Intervention' according to the Star Math assessment. This is the highest rate of any grade in the school. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks | Through Q3 of the 23-24 school year, 76.8% of students received an A or B in Science. |
| Course Marks | Through Q3 of the 23-24 school year, 14.5% of students received a D or in Grade 5 Science. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| Through Q3 of the 23-24 school year, 76.8% of students received an A or B in Science. |

### Challenges

|  |
| --- |
| Through Q3 of the 23-24 school year, 14.5% of students received a D or in Grade 5 Science. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Naviance | Through January 2024, 0.6% of students are on track for the Future Ready Standard for Naviance completion. |
| Career Standards Benchmark | According to the Future Ready Index, 90.6% of students met the career standards benchmark for 22-23. |
| Career Standards Benchmark | According to the Future Ready Index, 92.9% of economically disadvantaged students met the career standards benchmark for 22-23. This exceeds the schoolwide rate. |

## 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, 69.1% of students received an A or B in Social Studies. |
| Course Marks | Through Q3 of the 23-24 school year, 19.3% of students received a D or F in Grade 5 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.

|  |
| --- |
| According to the Future Ready Index, 92.9% of economically disadvantaged students met the career standards benchmark for 22-23. This exceeds the schoolwide rate. |
| Through Q3 of the 23-24 school year, 69.1% 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.

|  |
| --- |
| Through January 2024, 0.6% of students are on track for the Future Ready Standard for Naviance completion. |
| According to the Future Ready Index, 90.6% of students met the career standards benchmark for 22-23. |
| Through Q3 of the 23-24 school year, 19.3% of students received a D or F in Grade 5 Social Studies. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through April 2024, 61.5% 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, 60.7% of students with IEPs attended 90% of days or more. |
| Zero OSS | Through January 2024, our students with IEPs are suspended at a lower rate than the schoolwide rate. |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance | Through April 2024, 55.6% of economically disadvantaged students attended 90% of days or more. |
|  |  |
|  |  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic  | Through January 2024, 78.9% of Hispanic/Latino students attended 90% of days or more. This exceeds the schoolwide rate. |

## 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, 78.9% of Hispanic/Latino students attended 90% of days or more. This exceeds the schoolwide rate. |
| Through January 2024, our students with IEPs are suspended at a lower rate than the schoolwide rate. |
| Through April 2024, 61.5% of English Learners 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.

|  |
| --- |
| Through January 2024, 60.7% of students with IEPs attended 90% of days or more. |
| Through April 2024, 55.6% of economically disadvantaged 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 | Emerging |
| 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 | Emerging |
| 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 | 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 | 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 | Not Yet Evident |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| 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 | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

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

|  |
| --- |
| Align curricular materials and lesson plans to the PA Standards |
| Identify professional learning needs through analysis of a variety of data |

### Challenges

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

|  |
| --- |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

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

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| All student group meets the standard demonstrating growth for Math (AGI: 72). | False |
| All student group meets the standard demonstrating growth for Science (AGI: 71.5). | False |
| Economically disadvantaged student group meets the standard demonstrating growth for Math (AGI: 76). | False |
| Through Winter 23-24, 34.5% of students in Grade 3 scored 'At/Above Benchmark' according to the Star Reading assessment. This is the highest rate of any grade in the school. | False |
| Students in Grade 8 had a Fall-Winter median SGP of 56 according to the Star Math assessment, indicating high growth. | True |
| Through Q3 of the 23-24 school year, 76.8% of students received an A or B in Science. | False |
| According to the Future Ready Index, 92.9% of economically disadvantaged students met the career standards benchmark for 22-23. This exceeds the schoolwide rate. | False |
| Through Q3 of the 23-24 school year, 69.1% of students received an A or B in Social Studies. | False |
| Through January 2024, 78.9% of Hispanic/Latino students attended 90% of days or more. This exceeds the schoolwide rate. | False |
| Through January 2024, our students with IEPs are suspended at a lower rate than the schoolwide rate. | False |
| Through April 2024, 61.5% of English Learners attended 90% of days or more. This exceeds the schoolwide rate. | False |
| Align curricular materials and lesson plans to the PA Standards | False |
| Identify professional learning needs through analysis of a variety of data | 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 |
| 16.9% of students scored proficient/advanced according to the 22-23 ELA PSSA. | False |
| 4.9% of students scored proficient/advanced according to the 22-23 Math PSSA. | False |
| 32.1% of students scored proficient/advanced according to the 22-23 Science PSSA. | False |
| During the 21-22 school year, 48.8% of students attended 90% of days or more. | True |
| Students with disabilities did not meet the standard demonstrating growth for Math (AGI: 61). | False |
| Through Winter 23-24, 52.1% of students scored 'Intensive Intervention' according to the Star Reading and Early Literacy assessments. | True |
| Between the Fall and Winter 23-24 testing cycles, 36% of students who scored 'Strategic Intervention' moved to 'Intensive Intervention'. | False |
| Between the Fall and Winter 23-24 testing cycles, our schoolwide median SGP of 37.5 according to the Star Math assessment indicates low growth. | True |
| Through Winter 23-24, 67% of students in Grade 4 scored 'Intensive Intervention' according to the Star Math assessment. This is the highest rate of any grade in the school. | False |
| Through Q3 of the 23-24 school year, 14.5% of students received a D or in Grade 5 Science. | False |
| Through January 2024, 0.6% of students are on track for the Future Ready Standard for Naviance completion. | False |
| According to the Future Ready Index, 90.6% of students met the career standards benchmark for 22-23. | False |
| Through Q3 of the 23-24 school year, 19.3% of students received a D or F in Grade 5 Social Studies. | False |
| Through January 2024, 60.7% of students with IEPs attended 90% of days or more. | False |
| Through April 2024, 55.6% of economically disadvantaged students attended 90% of days or more. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |

## 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** |
| During the 21-22 school year, 48.8% of students attended 90% of days or more. | We see low attendance rates because students feel unsafe and we need to provide students with strategies to identify and deescalate conflict. | True |
| Through Winter 23-24, 52.1% of students scored 'Intensive Intervention' according to the Star Reading and Early Literacy assessments. | We see high rates of 'Intensive Intervention' in ELA because we need to ensure that we can continue to provide targeted, intensive coaching, PLC, and PD support for our ELA teachers to identify and address student needs. | True |
| Between the Fall and Winter 23-24 testing cycles, our schoolwide median SGP of 37.5 according to the Star Math assessment indicates low growth. | We see low growth in Math because we need to ensure that we can continue to provide targeted, intensive coaching, PLC, and PD support for our math teachers. | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Students in Grade 8 had a Fall-Winter median SGP of 56 according to the Star Math assessment, indicating high growth. | We need to build upon this strength to ensure high growth for students in all grades. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | We will provide students with strategies to identify and deescalate conflicts through the implementation of an evidence-based system of schoolwide positive behavior interventions and supports. |
|  | In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will continue to provide targeted, intensive coaching, PLC, and PD support for our ELA teachers to identify and address student needs. |

# Goal Setting

## Priority: We will provide students with strategies to identify and deescalate conflicts through the implementation of an evidence-based system of schoolwide positive behavior interventions and supports.

|  |
| --- |
| **Outcome Category** |
| Regular Attendance  |
| **Measurable Goal Statement (Smart Goal)** |
| At least 69.8% of all students will attend school 90% of days or more. |
| **Measurable Goal Nickname (35 Character Max)** |
| Regular Attendance |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 69.8% of all students will attend school 90% of days or more in Q1 | At least 69.8% of all students will attend school 90% of days or more in Q2 | At least 69.8% of all students will attend school 90% of days or more in Q3 | At least 69.8% of all students will attend school 90% of days or more in Q4 |

## Priority: In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will continue to provide targeted, intensive coaching, PLC, and PD support for our ELA teachers to identify and address student needs.

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| At least 24.3% of grade 3-8 students will score proficient/advanced on the ELA PSSA |
| **Measurable Goal Nickname (35 Character Max)** |
| Board Goal 1 |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 19.3% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 21.8% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 21.8% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 24.3% 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 25.1% 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 20.1% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 22.6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 22.6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 25.1% 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 7.6% of grade 3-8 students will score proficient/advanced on the Math PSSA |
| **Measurable Goal Nickname (35 Character Max)** |
| Board Goal 3 |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 2.6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1 | At least 5.1% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2 | At least 5.1% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3 | At least 7.6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4 |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Regular Attendance | Board Goal 1 |
| Board Goal 2 | Board Goal 3 |

## Action Plan For: Professional Learning Communities (PLCs)

|  |
| --- |
| **Measurable Goals:** |
| * At least 7.6% of grade 3-8 students will score proficient/advanced on the Math PSSA
* At least 25.1% of grade 3 students will score proficient/advanced on the ELA PSSA
* At least 24.3% of grade 3-8 students will score proficient/advanced on the ELA 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?** |  |
| Principal | -Rosters
- Bell Schedule | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Designate weekly planning time when PLC facilitators will develop PLC agendas. | 2023-07-01 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | - PLC Agendas
- PLC Calendar | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Establish a single online location where agendas will be stored for PLC meetings | 2024-07-01 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | - Google Drive | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities, with an initial focus on ELA (New Curriculum) | 2024-07-01 | 2025-05-05 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | - PLC Agendas
- PLC Calendar | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| SBTLs and SBAC's 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 and SBAC's | - 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?** |  |
| Principal and AP | - Lesson Plan Template | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Review lesson plans regularly with a specific focus on looking for curriculum implementation. | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal and AP | - 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 curriculum differentiation/ scaffolding. | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | - PLC Agendas
- PLC Calendar | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing STAR data. | 2024-10-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Leadership Team | - Student Data | No  |  |

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| --- | --- |
| **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)

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| **Measurable Goals:** |
| * At least 69.8% of all students will attend school 90% of days or more.
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| **Action Step** | **Anticipated Start/Completion Date** |
| Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads | 2024-07-01 | 2024-08-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | CR-PBIS/TIPS Team Member Roles & Responsibilities  | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings. | 2024-07-01 | 2024-08-20 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Rolling Agenda, Calendar, Manual | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS | 2024-08-20 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school | 2024-08-26 | 2024-09-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Roster and implement Daily Community Meetings (at least 90 minutes a week) | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Rosters, CR-PBIS/SEL Teaching Guides. CM App | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Document ALL referrals (Major & Minor) into SIS only | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers/Staff | SIS | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed) | 2024-10-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin. / CR-PBIS Team | Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources  | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system. | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administrative Team | Observation Calendar, Danielson Framework (Domain 2) | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Student Climate Staff | CR-PBIS Manual | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk | 2025-03-01 | 2025-03-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team, CR-PBIS Coach | Tiered Fidelity Inventory | No  |  |

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

# Expenditure Tables

## School Improvement Set Aside Grant

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

## Schoolwide Title 1 Funding Allocation

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

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction  | * Professional Learning Communities (PLCs)
* Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)
 | Federally Funded Regular Programs - Supplies | 6457 |
| Instruction  | * Professional Learning Communities (PLCs)
* Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)
 | Federally Funded Regular Programs - Salaries | 405314.79 |
| Instruction  | * Professional Learning Communities (PLCs)
* Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)
 | Federally Funded Regular Programs - Benefits | 258048.21 |
|  |  |  |  |
| Total Expenditures | 669820 |

# Professional Development

## Professional Development Action Steps

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| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Professional Learning Communities (PLCs) | SBTLs and SBAC's 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 |

## Professional Learning Communities (PLCs)

|  |
| --- |
| **Action Step** |
| * SBTLs and SBAC's 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** |
| * 1d: Demonstrating Knowledge of Resources
* 1e: Designing Coherent Instruction
* 1b: Demonstrating Knowledge of Students
* 1f: Designing Student Assessments
* 1c: Setting Instructional Outcomes
* 1a: Demonstrating Knowledge of Content and Pedagogy
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## PBIS

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

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day  | Monthly |
| **Observation and Practice Framework Met in this Plan** |
| * 2e: Organizing Physical Space
* 2a: Creating an Environment of Respect and Rapport
* 2b: Establishing a Culture for Learning
* 2c: Managing Classroom Procedures
* 2d: Managing Student Behavior
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

# Approvals & Signatures

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| **Uploaded Files** |
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| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Tangela McClam | 2024-08-27 |
| **School Improvement Facilitator Signature** | **Date** |
| Sean Carr | 2024-08-23 |