Taggart John H Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
John H. Taggart		126515001
Address 1		
400 W Porter S		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19148
Chief School Administrator		**Chief School Administrator Email**
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Stephanie McKenna		
Principal Email		
sstover@philasd.org		
Principal Phone Number		**Principal Extension**
(215) 400-8290		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Eshe Price		eprice@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie McKenna	Principal	Taggart	sstover@philasd.org
Diane DellaVella	Education Specialist	Taggart	dphillips@philasd.org
Dr. Tony Watlington	Chief School Administrator	School District of PHiladelphia	lnuxoll@philasd.org
Martina Mansell	Community Member	Rezilla	martina@revzilla.com
Eshe Price	District Level Leaders	School District of Philadelphia	eprice@philasd.org
Jamie Rescinito	Teacher	Taggart	jmerlino@philasd.org
Beatriz Barona	Parent	Taggart Parent	adri9344@gmail.com
Beth Coleman	Teacher	Taggart	bcoleman@philasd.org
Eric Young	Other	Taggart	eyoung@philasd.org
Naziha Belazzougui	Teacher	Taggart	nbelazzougui@philasd.org
Aimee Kerrigan-Shaw	Teacher	Taggart	akkerrigan@philasd.org
Devon Newman	Teacher	Taggart	jjmerlino@philasd.org
Nancy Beilman	Education Specialist	SDP	nbeilman@philasd.org
Eileen Gross	Education Specialist	SDP	egross2@philasd.org

Vision for Learning

Vision for Learning

All Regular Education, English learners and dual language learners will have access to a high-quality education that values students' linguistic and cultural assets through clear guidance, consistent advocacy, strong leadership, and close collaboration with all stakeholders.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - Math	25.5% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Science	Our school earned an academic growth score of 62 for Science for the 2022-23 school year.
Regular Attendance	66.9% 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.

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

Strengths

Indicator English Language Proficiency **ESSA Student Subgroups** Hispanic, English Learners	**Comments/Notable Observations** 30.4% of Hispanic, English language learners met their interim growth, an increase from the previous year.
Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	**Comments/Notable Observations** 19.6% of students with IEPs scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

ESSA Student Subgroups Students with Disabilities	

Challenges

Indicator	
Regular Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 48% of Black/African American students regularly attended school in the 2022-23 school year, which is a decrease from the previous year.
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.

25.5% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.
Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.
30.4% of Hispanic, English language learners met their interim growth, an increase from the previous year.
19.6% of students with IEPs scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.

Challenges

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

Our school earned an academic growth score of 62 for Science for the 2022-23 school year.
66.9% 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.
48% of Black/African American students regularly attended school in the 2022-23 school year, which is a decrease from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, the schoolwide fall to winter median SGP is 45.5 which is typical growth.
Star Assessment - Reading - 2023-24 - Winter	On Star Reading, 40.7% of students scored in the intensive intervention benchmark category in the winter.

English Language Arts Summary

Strengths

On Star Reading, the schoolwide fall to winter median SGP is 45.5 which is typical growth.

Challenges

On Star Reading, 40.7% of students scored in the intensive intervention benchmark category in the winter.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math - 2023-24 - Winter	On Star Math, 21% of students scored in the intensive intervention benchmark category with little change from fall to winter.
Star Assessment - Math - 2023-24 - Winter	On Star Math, the percentage of students scoring the at/above benchmark category increased from 26.3% in the fall to 33.2% in the winter.

Mathematics Summary

Strengths

On Star Math, the percentage of students scoring the at/above benchmark category increased from 26.3% in the fall to 33.2% in the winter.

Challenges

On Star Math, 21% of students scored in the intensive intervention benchmark category with little change from fall to winter.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	84.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

| Course Marks - Science | 3.2% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year. |

Science, Technology, and Engineering Education Summary

Strengths

| 84.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year. |

Challenges

| 3.2% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year. |

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	81.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase from the year prior.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Student Well-Being Survey	On the SWBS, the relationship score of peer relationships for current ELs is 71.6% in window 2.
Student Well-Being Survey	On the SWBS, the relationship score of peer relationships for multi-racial/other is 66.1% in window 2.
Student Well-Being Survey	On the SWBS, 98.6% of students responded in window 2.

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

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

Summary

Strengths

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

On the SWBS, 98.6% of students responded in window 2.
81.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase from the year prior.

Challenges

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

On the SWBS, the relationship score of peer relationships for multi-racial/other is 66.1% in window 2.
On the SWBS, the relationship score of peer relationships for current ELs is 71.6% in window 2.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Math - Winter	On Star Math, the percentage of students with IEPs remained the same at 13.6% scoring in the at/above benchmark category from fall to winter.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Career Standards Benchmark	79.2% of ED students met the Career Standards Benchmark for the 2022-23 school year, an increase from the year prior.
Star Assessment - Reading	27.8% of economically disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 2.1 points year-over-year.
Star Assessment - Math	28.7% of economically disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.1 points 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	Through January, 21.4% of Black/African American students have 10+ unexcused absences.
Black	On Star Math, the percentage of Black/African American students increased from 9.1% in the fall to 18.2% in the winter.
Asian	45.1% of Asian students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 7.3 points year-over-year.
Asian	45.8% of Asian students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.1 points 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.

On Star Math, the percentage of Black/African American students increased from 9.1% in the fall to 18.2% in the winter.
79.2% of ED students met the Career Standards Benchmark for the 2022-23 school year, an increase from the year prior.

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, 21.4% of Black/African American students have 10+ unexcused absences.
On Star Math, the percentage of students with IEPs remained the same at 13.6% scoring in the at/above benchmark category from fall to winter.

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	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	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	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?

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Align curricular materials and lesson plans to the PA Standards

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 evidence-based strategies to engage families to support learning

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
25.5% of students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.	False
30.4% of Hispanic, English language learners met their interim growth, an increase from the previous year.	False
19.6% of students with IEPs scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23 school year, which is an increase in performance from the previous year.	False
On Star Reading, the schoolwide fall to winter median SGP is 45.5 which is typical growth.	False
On Star Math, the percentage of students scoring the at/above benchmark category increased from 26.3% in the fall to 33.2% in the winter.	False
84.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
On the SWBS, 98.6% of students responded in window 2.	False
81.1% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase from the year prior.	False
On Star Math, the percentage of Black/African American students increased from 9.1% in the fall to 18.2% in the winter.	False
79.2% of ED students met the Career Standards Benchmark for the 2022-23 school year, an increase from the year prior.	False
Align curricular materials and lesson plans to the PA Standards	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	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

Our school earned an academic growth score of 62 for Science for the 2022-23 school year.	False
66.9% 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
48% of Black/African American students regularly attended school in the 2022-23 school year, which is a decrease from the previous year.	False
On Star Reading, 40.7% of students scored in the intensive intervention benchmark category in the winter.	True
On Star Math, 21% of students scored in the intensive intervention benchmark category with little change from fall to winter.	True
3.2% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
On the SWBS, the relationship score of peer relationships for multi-racial/other is 66.1% in window 2.	False
On the SWBS, the relationship score of peer relationships for current ELs is 71.6% in window 2.	False
Through January, 21.4% of Black/African American students have 10+ unexcused absences.	True
On Star Math, the percentage of students with IEPs remained the same at 13.6% scoring in the at/above benchmark category from fall to winter.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement evidence-based strategies to engage families to support learning	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
On Star Reading, 40.7% of students scored in the intensive intervention benchmark category in the winter.	Our teachers are still developing a solid understanding of foundational literacy skills and how to differentiate for EL students. Given the high number of student and teacher needs, we continue to need additional personnel to adequately provide coaching and resources to impact and implement instructional practices for our diverse learners.	True
On Star Math, 21% of students scored in the intensive intervention benchmark category with little change from fall to winter.	Students are not experiencing consistent SGI and the opportunity to learn prerequisite math skills because teachers are prioritizing the new IM curriculum and tier I instruction.	True
Through January, 21.4% of Black/African American students have 10+ unexcused absences.	Some students live outside of the catchment and do not attend school regularly. The school is in communication with families about attendance policies.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards	Leveraging curricular materials and lesson plans to PA standards

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We can differentiate reading instruction for all students if we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
	We can implement consistent small-group math instruction if we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based.
	We can better communicate with families about attendance policies and expectations if we implement evidence-based strategies to engage families to support learning.

Goal Setting

Priority: We can differentiate reading instruction for all students if we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 43% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA (Gr. 3-8)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 11% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 32% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 43% 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 32% of grade 3 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
ELA (Gr. K-3)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 25% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	No data - trimester assessment calendar	At least 32% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

Priority: We can implement consistent small-group math instruction if we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence based.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
At least 27% of grade 3-8 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Math (Gr. 3-8)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 23% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	No data - trimester assessment calendar	At least 27% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: We can better communicate with families about attendance policies and expectations if we implement evidence-based strategies to engage families to support learning.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 67% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
90%+ Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 79% of all students will attend school 90% of days or more in Q1	At least 75% of all students will attend school 90% of days or more in Q2	At least 71% of all students will attend school 90% of days or more in Q3	At least 67% of all students will attend school 90% of days or more in Q4

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Action Plan

Measurable Goals

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

Action Plan For: Engaging instructional teams in developing ELA standards-aligned units of instruction

(https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2

Measurable Goals:

- At least 43% of grade 3-8 students will score proficient/advanced on the ELA PSSA
- At least 32% of grade 3 students will score proficient/advanced on the ELA PSSA
- At least 27% of grade 3-8 students will score proficient/advanced on the Math PSSA

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
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PL Calendar	Yes	
Action Step		**Anticipated Start/Completion Date**	
Develop plan for school-based PD time that focuses on improving teacher practice in small group instruction as it relates to ELA instruction.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	PL Calendar	Yes	

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

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.

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

Measurable Goals:
• At least 95% of students will have zero out-of-school suspensions
• At least 67% of all students will attend school 90% of days or more

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	

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	• Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 • PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Federally Funded Regular Programs - Supplies	633
Instruction	• Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 • PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Federally Funded Regular Programs - Salaries	323229.39
Instruction	• Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2 • PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Federally Funded Regular Programs - Benefits	205787.61

Total Expenditures	529650

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	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.
Engaging instructional teams in developing ELA standards-aligned units of instruction (https://files.eric.ed.gov/fulltext/ED593306.pdf (pgs 6-7)) Tier 2	Develop plan for school-based PD time that focuses on improving teacher practice in small group instruction as it relates to ELA instruction.
PBIS (https://www.evidenceforpa.org/strategies/pbis) Tier 1	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

ELA Framework

Action Step		
• 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. • Develop plan for school-based PD time that focuses on improving teacher practice in small group instruction as it relates to ELA instruction.		
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	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

PBIS Schools (CURRENT SCHOOLS)

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	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• BoardAffirmationStatement_August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2025-01-11
Building Principal Signature	**Date**
Stephanie McKenna	2025-01-10
School Improvement Facilitator Signature	**Date**