

Richmond Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Richmond Elementary School		126515001
Address 1		
2944 Belgrade Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19134
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Susan Rozanski		
Principal Email		
srozanski@philasd.org		
Principal Phone Number		Principal Extension
215-400-7150		
School Improvement Facilitator Name		School Improvement Facilitator Email
Zoë Ehrenberg		zehrenberg@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Susan Rozanski	Principal	Richmond School	srozanski@philasd.org
Shannon Largent	Teacher	Richmond School	shgallagher@philasd.org
Orick Smith	Other	Richmond School	orsmith@philasd.org
Damaris Rodriguez	Parent	Richmond School Parent	drodriguez@philasd.org
Zoë Ehrenberg	District Level Leaders	School District of Philadelphia	zehrenberg@philasd.org
Shenae Dulin	Community Member	Early Life Academy	sdulin@earlylifeacademy.org
Dr. Tony Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Carrie Hunter	Teacher	Richmond School	chunter@philasd.org
Allyson Michels	Teacher	Richmond School	aturk@philasd.org
Eileen Hoban	Teacher	Richmond School	ehoban@philasd.org
Elizabeth McKinlay	Teacher	Richmond School	esmckinlay@philasd.org
Jason Messer	Other	Richmond School	jmesser@philasd.org

Vision for Learning

Vision for Learning

The Vision of the Richmond Elementary School is to ensure that all students achieve academic excellence by engaging in the best instructional practices. The Mission of the Richmond Elementary School is to provide challenging, rigorous and relevant learning experiences by promoting high standards and expectations in order to actively engage all student in the learning process. By working in collaboration with parents and the community in a positive and respectful setting, Richmond fosters a caring, safe, and creative environment which encourages the development of individual talents and motivates all students to reach their full potential.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 72.0 for ELA/Literature for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	38.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 66.0 for Math for the 2022-23 school year.
Proficient or Advanced on Pennsylvania State Assessments - Science	47.1% of students scored proficient/advanced on the Science PSSA 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	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Students with Disabilities at our school earned an academic growth score of 72.0 for Math for the 2022-23 school year.

ESSA Student Subgroups Students with Disabilities	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations Our Combined Ethnicity students earned an academic growth score of 90 for Math for the 2022-23 school year.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students earned an academic growth score of 81 for Math for the 2022-23 school year.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Science ESSA Student Subgroups White	Comments/Notable Observations 77.3% of White students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year.

Challenges

Indicator Regular Attendance ESSA Student Subgroups Hispanic	Comments/Notable Observations 29.0% of Hispanic students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Regular Attendance ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 33.9% of Economically Disadvantaged students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math ESSA Student Subgroups African-American/Black	Comments/Notable Observations 3.3% of African-American/Black students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year.
Indicator Proficient or Advanced on Pennsylvania	Comments/Notable Observations 35.0% of English Learner students scored proficient/advanced on the ELA PSSA/Keystone for the 2022-23

State Assessments - ELA/Literature ESSA Student Subgroups English Learners	school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math ESSA Student Subgroups Hispanic	Comments/Notable Observations 12.3% of Hispanic students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year.

Summary

Strengths

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

Our school earned an academic growth score of 72.0 for ELA/Literature for the 2022-23 school year.
Students with Disabilities at our school earned an academic growth score of 72.0 for Math for the 2022-23 school year.
Our Combined Ethnicity students earned an academic growth score of 90 for Math for the 2022-23 school year.
Economically Disadvantaged students earned an academic growth score of 81 for Math for the 2022-23 school year.
77.3% of White students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year.

Challenges

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

38.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Our school earned an academic growth score of 66.0 for Math for the 2022-23 school year.
47.1% of students scored proficient/advanced on the Science PSSA 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.
3.3% of African-American/Black students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year.
35.0% of English Learner students scored proficient/advanced on the ELA PSSA/Keystone 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.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	27% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9% points year over year.
Star Assessment - Reading	39.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.9% points year over year.
Star Assessment - Reading	The median Student Growth Percentile (SGP) from Fall to Spring for K-3rd graders on the Spring 2024 Star Reading assessment was 43.0.

English Language Arts Summary

Strengths

27% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9% points year over year.
39.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.9% points year over year.

Challenges

The median Student Growth Percentile (SGP) from Fall to Spring for K-3rd graders on the Spring 2024 Star Reading assessment was 43.0. Additionally, female students are disproportionately underrepresented among those who scored 'At/Above Benchmark' on the Spring 2024 Star Math assessment. While female students accounted for 50.8% of all participants, they only made up 35.6% of those who scored 'At/Above'.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	23.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3% points year over year.
Star Assessment - Math	19.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 11.4% points year over year.

Mathematics Summary

Strengths

19.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 11.4% points year over year.
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Challenges

23.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3% points year over year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	10.4% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	89.5% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

89.5% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

10.4% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	98.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year and exceeding the statewide performance standard.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks- Social Studies	22.5% of students earned Cs, Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Summary

Strengths

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

98.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year and exceeding the statewide performance standard.

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.

22.5% of students earned Cs, Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Reading	44.2% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 12.7% year over year.
Star Assessment - Math	46.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 20.1% year over year.

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment - Math	5.4% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.5% year over year.
Star Assessment - Reading	23.1% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 11% year over year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Star Assessment - Math	21.7% of Economically Disadvantaged students scored At/Above on the Spring 2024 Star Math assessment, which is a decrease of 4% year over year.
Star Assessment - Reading	39.5% of Economically Disadvantaged students scored At/Above on the Spring 2024 Star Reading assessment, which is an increase of 4.2% year over year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	31.6% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 14.9% year over year.
Black	33.3% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 26.7% year over year.
White	22% of White students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 8.1% year over year.
2 or More Races	53.6% of 2 or More Races students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 8.1% year over year.
Hispanic	16.9% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 7.3 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.

44.2% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 12.7% year over year.
46.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 20.1% year over year.
23.1% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 11% year over year.

31.6% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 14.9% year over year.
22% of White students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 8.1% year over year.

Challenges

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

5.4% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.5% year over year.
21.7% of Economically Disadvantaged students scored At/Above on the Spring 2024 Star Math assessment, which is a decrease of 4% year over year.
16.9% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 7.3 points year-over-year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

EP06: Foster a culture of high expectations for success for all students, educators, families, and community members
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Challenges

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

EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
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EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Our school earned an academic growth score of 72.0 for ELA/Literature for the 2022-23 school year.	False
Students with Disabilities at our school earned an academic growth score of 72.0 for Math for the 2022-23 school year.	False
Our Combined Ethnicity students earned an academic growth score of 90 for Math for the 2022-23 school year.	False
89.5% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
27% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9% points year over year.	True
39.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.9% points year over year.	False
Economically Disadvantaged students earned an academic growth score of 81 for Math for the 2022-23 school year.	False
77.3% of White students scored proficient/advanced on the Science PSSA/Keystone for the 2022-23 school year.	False
EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	False
98.7% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year and exceeding the statewide performance standard.	False
44.2% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 12.7% year over year.	False
46.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 20.1% year over year.	False
23.1% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 11% year over year.	False
31.6% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 14.9% year over year.	False
22% of White students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 8.1% year over year.	False

19.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 11.4% points year over year.	False
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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
38.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	True
Our school earned an academic growth score of 66.0 for Math for the 2022-23 school year.	False
47.1% of students scored proficient/advanced on the Science PSSA 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
10.4% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.	False
The median Student Growth Percentile (SGP) from Fall to Spring for K-3rd graders on the Spring 2024 Star Reading assessment was 43.0. Additionally, female students are disproportionately underrepresented among those who scored 'At/Above Benchmark' on the Spring 2024 Star Math assessment. While female students accounted for 50.8% of all participants, they only made up 35.6% of those who scored 'At/Above'.	True
23.8% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3% points year over year.	False
22.5% of students earned Cs, Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
3.3% of African-American/Black students scored proficient/advanced on the Math PSSA/Keystone for the 2022-23 school year.	False
35.0% of English Learner students scored proficient/advanced on the ELA PSSA/Keystone 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
16.9% of Hispanic students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 7.3 points year-over-year.	False
EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	False
EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
5.4% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 5.5% year over year.	False

21.7% of Economically Disadvantaged students scored At/Above on the Spring 2024 Star Math assessment, which is a decrease of 4% year over year.

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
38.0% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	This attendance concern is in part because we have not yet prioritized creating a system of communicating letters to families that explicitly and individually connect a child's academics to their attendance. Addressing this will involve piloting individual letters that include attendance data (how many days a child has missed) as well as clear academic data.	True
The median Student Growth Percentile (SGP) from Fall to Spring for K-3rd graders on the Spring 2024 Star Reading assessment was 43.0. Additionally, female students are disproportionately underrepresented among those who scored 'At/Above Benchmark' on the Spring 2024 Star Math assessment. While female students accounted for 50.8% of all participants, they only made up 35.6% of those who scored 'At/Above'.	These academic concerns are in part because we could do more to make our expectations clear about the consistency of small group instruction. Further, we could do more to support teachers with better planning for targeted, impactful small group instruction lessons. Addressing this will involve a PLC cycle focused first on Data Analysis, then SGI lesson planning, and then progress monitoring students after a few weeks of SGI lessons.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
27% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 9% points year over year.	If we take what we learned from effectively fostering student growth in reading and apply it to other academic areas, we are likely to improve student outcomes in the 24-25 SY.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be better positioned to make school a welcoming environment, which will subsequently improve attendance rates.
	If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, we will be better positioned to improve growth and rates of proficiency for all students across ELA and Math.

Goal Setting

Priority: If we implement an evidence-based system of schoolwide positive behavior interventions and supports, we will be better positioned to make school a welcoming environment, which will subsequently improve attendance rates.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 58% of students will attend school 90% of days or more.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 76% of students will attend school 90% of days or more in Q1	At least 66% of students will attend school 90% of days or more in Q2	At least 58% of students will attend school 90% of days or more in Q3	At least 58% of students will attend school 90% of days or more in Q4

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

Priority: If we use a collaborative process to analyze a variety of assessment data in order to monitor student learning and adjust programs and instructional practices, we will be better positioned to improve growth and rates of proficiency for all students across ELA and Math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 44% of grade 3-5 students will score proficient/advanced on the ELA PSSA.			

Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 29% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 37% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 37% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 44% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 40% 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 23% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 32% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 32% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 40% 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 27% of grade 3-5 students will score proficient/advanced on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 17% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 22% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 27% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

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

Action Plan For: ELA & Math Curriculum

Measurable Goals:
<ul style="list-style-type: none"> At least 27% of grade 3-5 students will score proficient/advanced on the Math PSSA. At least 40% of grade 3 students will score proficient/advanced on the ELA PSSA. At least 44% of grade 3-5 students will score proficient/advanced on the ELA PSSA.

Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in small group instruction and differentiation.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Instructional Guides	No	
Action Step		Anticipated Start/Completion Date	
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on content-specific pedagogy.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
Action Step		Anticipated Start/Completion Date	

Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Observation Schedule, Implementation Support Guidance Document, SDP OTL Coaching Handbook	No	
Action Step		Anticipated Start/Completion Date	
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 understanding grade-level rigor.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Instructional Guides, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Instructional Guides, PLC Schedule	No	
Action Step		Anticipated Start/Completion Date	
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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
Action Step		Anticipated Start/Completion Date	
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
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Instructional materials and assessments are aligned to the district's	- Weekly, the ILT will review lesson plans. - Three times per year,

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.	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.
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Action Plan For: Positive Behavioral Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> • At least 58% of students will attend school 90% of days or more. • At least 95% of students will have zero out-of-school suspensions

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?
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Yes
Action Step	Anticipated Start/Completion Date	

Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school		2024-08-26	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	No	
Action Step		Anticipated Start/Completion Date	
Monitor implementation of Tier 1 classroom tool-kit, with a focus on (1) positive praise to correction ratios, (2) clear routines/procedures, and (3) use of acknowledgement system.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	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?	
Climate Lead	CR-PBIS Manual	No	
Action Step		Anticipated Start/Completion Date	
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk		2025-03-01	2025-03-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>- 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.</p>	<p>- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress. - Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team. - Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.</p>

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • ELA & Math Curriculum • Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Supplies	9927
Instruction	<ul style="list-style-type: none"> • ELA & Math Curriculum • Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Salaries	299869.64
Instruction	<ul style="list-style-type: none"> • ELA & Math Curriculum • Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Benefits	190915.37
Total Expenditures			500712.01

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA & Math Curriculum	Develop plan for school-based PD time that focuses on improving teacher practice in small group instruction and differentiation.
Positive Behavioral Interventions and Supports	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

PBIS Schools (CURRENT SCHOOLS)

Action Step		
<ul style="list-style-type: none"> Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS 		
Audience		
All Staff		
Topics to be Included		
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual		
Evidence of Learning		
PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Team	2024-08-20	2025-06-12

Learning Format

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

ELA & Math Curriculum

Action Step
<ul style="list-style-type: none"> Develop plan for school-based PD time that focuses on improving teacher practice in small group instruction and differentiation.
Audience

ELA and Math Teachers		
Topics to be Included		
Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure		
Evidence of Learning		
Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Based Teacher Leader (SBTL)	2024-08-20	2025-06-12

Learning Format

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

Approvals & Signatures

Uploaded Files

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