

John B Stetson MS

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
John B. Stetson Middle School		126515001
Address 1		
3200 B St		
Address 2		
City	State	Zip Code
Philadelphia	PA	19134
Chief School Administrator		Chief School Administrator Email
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Thomas Mullin		
Principal Email		
tmullin@philasd.org		
Principal Phone Number		Principal Extension
2154009150		
School Improvement Facilitator Name		School Improvement Facilitator Email
Zoë Ehrenberg		zehrenberg@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tom Mullin	Principal	Stetson School	tmullin@philasd.org
Dr. Tony Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Greg Mangels	Other	Stetson School	gmangels@philasd.org
Marisol Dennis	Other	Stetson School	mdennis2@philasd.org
Paige Kavanaugh	Teacher	Stetson School	pkavanaugh@philasd.org
Latrese Collins	Teacher	Stetson School	lcollins@philasd.org
Zoë Ehrenberg	District Level Leaders	School District of Philadelphia	zehrenberg@philasd.org
Jasmine Ortiz	Parent	Stetson Parent	ortizjasmine79@yahoo.com
Edwin Desamour	Community Member	Lighthouse Inc.	edesamour1@netscape.net
Keith Sabo	Teacher	Stetson School	ksabo@philasd.org
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Kathryn Lajara	Teacher	Stetson School	klajara@philasd.org
Eugenia Giannoumis	Teacher	Stetson School	egiannoumis@philasd.org
Myra Rivera	Other	Stetson School	mrivera@philasd.org
Lindsey Polacheck	Other	Stetson School	lpolacheck@philasd.org

Vision for Learning

Vision for Learning

Our mission is to ensure that all students achieve academic success within a safe and nurturing environment that respects all cultures. Students are valued by our staff for their individuality and diverse capabilities. Opportunities will be provided to address active and creative minds. Teachers will embrace and use technology to enhance their teaching practices and promote positive student outcomes. We, the stakeholders of Stetson Middle School envision a school community where all of our students are performing to their full potential academically and socially. Our staff is committed to educating the whole child and providing resources to support each family.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 76.0 for Math for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Science	Our school earned an academic growth score of 100 for Science for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	12.1% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Math	1.1% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.

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

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups African-American/Black	Black students at our school earned an academic growth score of 79.0 for Math for the 2022-23 school year.

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities at our school earned an academic growth score of 50.0 for Math for the 2022-23 school year.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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 100 for ELA/Literature for the 2022-23 school year.
Our school earned an academic growth score of 76.0 for Math for the 2022-23 school year.
Our school earned an academic growth score of 100 for Science 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.

12.1% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.
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1.1% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	9.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1% points year over year.
Star Assessment - Reading	67.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is above the School District of Philadelphia average.

English Language Arts Summary

Strengths

9.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1% points year over year.

Challenges

67.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is above the School District of Philadelphia average. 64.8% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% points year over year.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	64.8% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% points year over year.
Star Assessment - Math	3.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase year over year.

Mathematics Summary

Strengths

3.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase year over year.

Challenges

64.8% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% points year over year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	68.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	7.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

68.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

7.6% 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	23.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks- Social Studies	71.4% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks- Social Studies	1.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Summary

Strengths

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

71.4% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
1.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Challenges

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

23.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
52.4% of students attended 90% or more days of school in the 23-24 school year, which is a 8% decrease year-over-year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Assessment - Math	The median Student Growth Percentile (SGP) for English Learners from Fall 2023 to Spring 2024 on the Star Math assessment was 36.
Star Assessment - Reading	77.3% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 5% year over year.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment - Math	66.1% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.6% year over year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	64.6% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.3% year over year.
Black	10.2% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.5% 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.

77.3% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 5% year over year.
10.2% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.5% 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.

The median Student Growth Percentile (SGP) for English Learners from Fall 2023 to Spring 2024 on the Star Math assessment was 36.
66.1% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.6% year over year.
64.6% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.3% year over year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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?

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

EP05: Provide frequent, timely, and systematic feedback and support on instructional practices
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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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EP13: Implement a multi-tiered system of supports for academics and behavior
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.	False
Our school earned an academic growth score of 76.0 for Math for the 2022-23 school year.	False
Our school earned an academic growth score of 100 for Science for the 2022-23 school year.	False
9.1% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 1% points year over year.	False
3.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase year over year.	True
68.2% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
71.4% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
1.5% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	False
77.3% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 5% year over year.	False
10.2% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.5% year over year.	False

Challenges

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

Strength	Check for Consideration in Plan
12.1% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False

1.1% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
67.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is above the School District of Philadelphia average. 64.8% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% points year over year.	True
23.6% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
64.8% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% points year over year.	False
7.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school 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
EP13: Implement a multi-tiered system of supports for academics and behavior	False
The median Student Growth Percentile (SGP) for English Learners from Fall 2023 to Spring 2024 on the Star Math assessment was 36.	False
66.1% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.6% year over year.	False
64.6% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.3% year over year.	False
52.4% of students attended 90% or more days of school in the 23-24 school year, which is a 8% decrease year-over-year.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
67.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is above the School District of Philadelphia average. 64.8% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% points year over year.	These academic concerns are in part because PLCs were consistent but not necessarily sequential this school year. As a leadership team, we could do more to backwards plan out PLC sessions so that they are cohesive and better train teachers to 1) differentiate, 2) be responsive to student data, and 3) plan with the end goal in mind. Further, by differentiating coaching plans for individual teachers, we can help them improve their practice in a targeted way.	True
52.4% of students attended 90% or more days of school in the 23-24 school year, which is a 8% decrease year-over-year.	This attendance concern is in part because 1) we have not yet given teachers a toolbox of engagement strategies, and 2) we do not yet have a system to hold teachers accountable to actively incorporating engagement techniques into their lessons.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
3.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase year over year.	If we take what we learned from effectively fostering student growth in math and apply it to other academic areas, we are likely to improve student outcomes in the 24-25 SY.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we 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 decrease rates of Intensive Intervention across both ELA and Math.
	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to make school a more welcoming environment, which will subsequently improve student attendance.

Goal Setting

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 decrease rates of Intensive Intervention across both ELA and Math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 17% of grade 5-8 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 8% students in grades 5-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 13% students in grades 5-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 13% students in grades 5-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 17% students in grades 5-8 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 6% of grade 5-8 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 1% students in grades 5-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 4% students in grades 5-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 4% students in grades 5-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 6% students in grades 5-8 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to make school a more welcoming environment, which will subsequently improve student attendance.

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 65% 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 74% of students will attend school 90% of days or more in Q1	At least 70% of students will attend school 90% of days or more in Q2	At least 65% of students will attend school 90% of days or more in Q3	At least 65% 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 99% of students will have zero out-of-school suspensions in Q1	At least 97% of students will have zero out-of-school suspensions in Q2	At least 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

Action Plan

Measurable Goals

Board Goal 1	Board Goal 3
Student Attendance	Zero OSS

Action Plan For: Professional Learning Communities (PLCs)

Measurable Goals:
<ul style="list-style-type: none"> At least 17% of grade 5-8 students will score proficient/advanced on the ELA PSSA. At least 6% of grade 5-8 students will score proficient/advanced on the Math PSSA.

Action Step		Anticipated Start/Completion Date	
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roster Chair	Rosters	No	
Action Step		Anticipated Start/Completion Date	
Designate weekly planning time when PLC facilitators will develop PLC agendas.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities, with an initial focus on Tier I math and ELA instruction.		2024-07-01	2025-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.		2024-07-01	2024-12-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SBTLS	PD Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Review lesson plans regularly with a specific focus on looking for alignment between objective, instruction, and assessment.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Lesson Plan Template	No	
Action Step		Anticipated Start/Completion Date	
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with modifications and accommodations.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PLC Agendas, Calendar	No	
Action Step		Anticipated Start/Completion Date	
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing unit/benchmark assessment data, Cool Down/ Exit Tickets, and Star data.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Student Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. - School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. - Teachers have regular times to meet and discuss effective instructional practices.	- Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. - Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented look-fors. - After each PD session, teachers will complete a survey about the quality and relevance of the material and delivery.

Action Plan For: Positive Behavioral Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> At least 95% of students will have zero out-of-school suspensions. At least 65% of students will attend school 90% of days or more.

Action Step		Anticipated Start/Completion Date	
Schedule summer planning meeting with a focus on: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.		2024-07-01	2024-08-20
Lead Person/Position	Material/Resources/Supports Needed	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, Assistant Principals, and 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 and Assistant Principal	Observation Calendar, Danielson Framework (Domain 2)	No	
Action Step		Anticipated Start/Completion Date	
Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear 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)
- 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	- 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.

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.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Supplies	732
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Salaries	492996.35
Instruction	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Positive Behavioral Interventions and Supports 	Federally Funded Regular Programs - Benefits	313871.65
Total Expenditures			807600

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities (PLCs)	SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.
Positive Behavioral Interventions and Supports	Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

PLCs

Action Step		
<ul style="list-style-type: none"> SBTLs participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials. 		
Audience		
School-Based Teacher Leader (SBTL)		
Topics to be Included		
Facilitating PLCs, Building Content Knowledge, Increasing Student Engagement, Applying Culturally and Linguistically Relevant Instructional Practices		
Evidence of Learning		
PLC Agendas, Teacher Lesson Plans, Walkthrough Rubrics and Notes, Observation Rubrics and Notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Central Office Staff	2024-08-20	2025-06-12

Learning Format

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

PBIS

Action Step
<ul style="list-style-type: none"> Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS

Audience		
All Staff		
Topics to be Included		
Behavior Norms, Teaching Guides, Classroom Matrix, Acknowledgement System, PBIS Manual		
Evidence of Learning		
PD Surveys, Walkthrough Rubric and Notes, Acknowledgement System Implementation Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Team	2024-08-20	2025-06-12

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Thomas Mullin	2024-08-28
School Improvement Facilitator Signature	Date
Zoe Ehrenberg	2024-07-03