

Fitler Academics Plus

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Fidler Academics Plus School		126515001
Address 1		
140 West Seymour Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19144
Chief School Administrator		Chief School Administrator Email
Tony B. Watlington Sr.		superintendent@philasd.org
Principal Name		
Katherine Sylvester		
Principal Email		
ksylvester@philasd.org		
Principal Phone Number		Principal Extension
215-400-3610		
School Improvement Facilitator Name		School Improvement Facilitator Email
Zoë Ehrenberg		zehrenberg@philasd.org

Vision for Learning

Vision for Learning

Fitler Academics Plus School wants to build within each student a sense of responsibility, confidence, pride in accomplishment and positive self-image, through the attainment of high levels of achievement. Underlying this mission is the commitment of the Fitler staff to develop in each student proficiencies in thinking skills, reading, writing, computation and appropriate and ongoing use of technology. Fitler strives to foster good study habits, and an understanding of and an appreciation for the contributions of the many cultures that have shaped our American way of life. We strive, with the cooperation and participation of all Fitler stakeholders, to ensure children achieve at high levels.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 92.0 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 91.0 for Math for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	54.5% 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.
Proficient or Advanced on Pennsylvania State Assessments - Math	14.5% 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 Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically disadvantaged students at our school earned an academic growth score of 93.0 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 Regular Attendance ESSA Student Subgroups African-American/Black	Comments/Notable Observations 54.9% of Black 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	Comments/Notable Observations

ESSA Student Subgroups Economically Disadvantaged	52.0% 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 Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 45.2% of Students with Disabilities 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 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 92.0 for ELA/Literature for the 2022-23 school year.

Our school earned an academic growth score of 91.0 for Math 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.

54.5% 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.

14.5% 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.

45.2% of Students with Disabilities 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.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	31.3% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 5.3% year over year.
Star Assessment - Reading	33.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is less than the School District of Philadelphia average.

English Language Arts Summary

Strengths

33.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is less than the School District of Philadelphia average.

Challenges

31.3% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 5.3% year over year.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	11.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.9% year over year.
Star Assessment - Math	31.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 7.9% year over year.
Star Assessment - Math	The median student growth percentile (SGP) from Fall to Winter in the 23-24 school year was 55, according to the Star Math assessment.
Star Assessment - Math	The median Student Growth Percentile (SGP) for 7th graders on the Spring 2024 Star Math assessment was 70.

Mathematics Summary

Strengths

The median student growth percentile (SGP) from Fall to Winter in the 23-24 school year was 55, according to the Star Math assessment.
The median Student Growth Percentile (SGP) for 7th graders from Fall 2023 to Spring 2024 on the Star Math assessment was 70.

Challenges

11.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.9% year over year.
31.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 7.9% year over year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	91.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	8.8% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

91.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

8.8% 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	94.3% of students met the Career Standards Benchmark for the 2022-23 school year, which is exceeding the statewide average and approaching 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	12.5% of students earned Cs, Ds or Fs in Social Studies through Q4 of the 2023-24 school year.
Course Marks - Social Studies	87.5% of students earned As or Bs 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.

94.3% of students met the Career Standards Benchmark for the 2022-23 school year, which is exceeding the statewide average and approaching the statewide performance standard.

87.5% of students earned As or Bs 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.

12.5% 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
Insufficient Sample Size	N/A

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment- Reading	13.9% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.6% year over year.
Star Assessment- Math	0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 11.5% year over year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment - Reading	29.8% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 7.5% year over year.
Star Assessment - Math	11.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.7% 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	33.5% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 12% year over year.
Black	10.4% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.6% 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.

13.9% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.6% year over year.
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The median Student Growth Percentile (SGP) for African American/ Black 7th graders from Fall 2023 to Spring 2024 on the Star Math assessment was 69.
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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.

0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 11.5% year over year.
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29.8% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 7.5% year over year.
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11.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.7% year over year.

33.5% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 12% year over year.
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10.4% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.6% 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	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	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	Emerging
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

EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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?

EP04: Identify and address individual student learning needs

EP13: Implement a multi-tiered system of supports for academics and behavior

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 92.0 for ELA/Literature for the 2022-23 school year.	False
Our school earned an academic growth score of 91.0 for Math for the 2022-23 school year.	False
33.1% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is less than the School District of Philadelphia average.	False
94.3% of students met the Career Standards Benchmark for the 2022-23 school year, which is exceeding the statewide average and approaching the statewide performance standard.	False
The median student growth percentile (SGP) from Fall to Winter in the 23-24 school year was 55, according to the Star Math assessment.	True
The median Student Growth Percentile (SGP) for 7th graders from Fall 2023 to Spring 2024 on the Star Math assessment was 70.	False
87.5% of students earned As or Bs 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
91.3% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
13.9% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.6% year over year.	False
The median Student Growth Percentile (SGP) for African American/ Black 7th graders from Fall 2023 to Spring 2024 on the Star Math assessment was 69.	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
54.5% 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
14.5% 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
45.2% of Students with Disabilities 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

31.3% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 5.3% year over year.	False
11.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.9% year over year.	True
31.3% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 7.9% year over year.	False
12.5% of students earned Cs, Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
EP13: Implement a multi-tiered system of supports for academics and behavior	False
EP04: Identify and address individual student learning needs	False
8.8% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.	False
0% of Students with Disabilities scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 11.5% year over year.	False
29.8% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 7.5% year over year.	False
11.2% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.7% year over year.	False
33.5% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is an increase of 12% year over year.	False
10.4% of African American/Black students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 3.6% 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
45.2% of Students with Disabilities 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 general education and special education teachers are not tailoring instruction to best meet the needs of students with IEPs, which may encourage these students to avoid school.	True
11.2% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 4.9% year over year.	This academic concern is in part because teachers do not consistently have high expectations of what students are capable of, which leads teachers to do what is more comfortable and familiar for them, as opposed to giving students the opportunity for productive struggle.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The median student growth percentile (SGP) from Fall to Winter in the 23-24 school year was 55, according to the Star Math assessment.	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 implement a multi-tiered system of supports for academics and behavior, then we will be better positioned to address improved student attendance, especially for targeted subgroups.
	If we identify and address individual student learning needs, then we will be better positioned to consistently improve proficiency in student math performance.

Goal Setting

Priority: If we implement a multi-tiered system of supports for academics and behavior, then we will be better positioned to address improved student attendance, especially for targeted subgroups.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 77% of students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 83% of students will attend school 90% of days or more in Q1	At least 80% of students will attend school 90% of days or more in Q2	At least 78% of students will attend school 90% of days or more in Q3	At least 77% 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 96% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4

Priority: If we identify and address individual student learning needs, then we will be better positioned to consistently improve proficiency in student math performance.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 42% of grade 3-8 students will score proficient/advanced on the ELA PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 21% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 33% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 33% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 42% 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 35% 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 26% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 31% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 35% 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 26% of grade 3-8 students will score proficient/advanced on the Math PSSA			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 7% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 17% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 17% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 26% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4

Action Plan

Measurable Goals

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

Action Plan For: Instructional Leadership Team (ILT) Development

Measurable Goals:
<ul style="list-style-type: none"> At least 26% of grade 3-8 students will score proficient/advanced on the Math PSSA At least 35% of grade 3 students will score proficient/advanced on the ELA PSSA. At least 42% of grade 3-8 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Determine members for an Instructional Leadership Team (ILT) with clear roles and responsibilities. Collaboratively create a shared vision for the ILT's work along with goals for supporting instruction		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Org Chart, Vision Statement	No	
Action Step		Anticipated Start/Completion Date	
Identify data sources and plan for analysis to track progress toward meeting instructional goals developed by ILT		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Goals, Data Analysis Plan	No	
Action Step		Anticipated Start/Completion Date	
Something went wrong. Reload Fittler Academics Plus School [6230] 2024-2025 School Plan 100% A16 Have PESO support with establishing MTSS Tier I meetings and gradually releasing facilitation responsibilities to ILT. Have PESO support with establishing MTSS Tier I meetings and gradually releasing facilitation responsibilities to ILT. Turn on screen reader support To enable screen reader support, press ?+Option+Z To learn about keyboard shortcuts, press ?/slash Zoe Ehrenberg has left the document.		2024-08-15	2024-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	MTSS Agendas	No	
Action Step		Anticipated Start/Completion Date	
Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PD Calendar, PLC Agendas	Yes	
Action Step		Anticipated Start/Completion Date	
Create coaching norms and coaching cycle framework		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	

Create systems and opportunities for teachers to explicitly state and document next steps for their teaching based on conversations and learning		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
ILT members review teacher-created next steps embed into observations, coaching, and feedback.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Coaching Logs	No	
Action Step		Anticipated Start/Completion Date	
On a weekly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Observation Calendar	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	No	
Action Step		Anticipated Start/Completion Date	
ILT meets on a monthly basis to review schoolwide academic data (e.g., Monthly Data Snapshot)		2024-10-01	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Qlik, Monthly Data Snapshots	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- A shared vision for the ILT's work is established- Goals for supporting instruction are developed- All members of the ILT have clear roles and responsibilities that they take ownership over	- ILT meets on a regular basis and reviews student outcome data to determine whether their professional learning efforts are improving student outcomes- ILT reviews Philly School Experience Survey data to review teacher feedback around professional learning and instructional leadership

Action Plan For: Positive Behavioral Interventions & Supports

Measurable Goals:
<ul style="list-style-type: none"> At least 77% 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 &	2024-07-01	2024-08-20

student kickoff training); scheduling teaching matrix review; and roster time for daily community meetings.			
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?	
Climate Lead	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	
Administrator regularly observes that Daily Community Meeting is being implemented with fidelity.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	N/A	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly MTSS/TIPS meeting; Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin/ 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		2024-10-01	2025-06-12

various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices			
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 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Instructional Leadership Team (ILT) Development• Positive Behavioral Interventions & Supports	Federally Funded Regular Programs - Supplies	4123
Instruction	<ul style="list-style-type: none">• Instructional Leadership Team (ILT) Development• Positive Behavioral Interventions & Supports	Federally Funded Regular Programs - Salaries	104045.36
Instruction	<ul style="list-style-type: none">• Instructional Leadership Team (ILT) Development• Positive Behavioral Interventions & Supports	Federally Funded Regular Programs - Benefits	66241.64
Total Expenditures			174410

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Leadership Team (ILT) Development	Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals
Positive Behavioral Interventions & 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

Instructional Leadership Team Development

Action Step		
<ul style="list-style-type: none"> Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals 		
Audience		
Instructional Leadership Team		
Topics to be Included		
PD Scope and Sequence, PLC Scope and Sequence, Instructional Vision and Goals		
Evidence of Learning		
Completed SAIPs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

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
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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.	2024-08-30
Building Principal Signature	Date
Katherine Sylvester	2024-08-28
School Improvement Facilitator Signature	Date
Zoe Ehrenberg	2024-07-08