Profile and Plan Essentials

School		AUN/Branch	
Penn Alexander Sch		126515001	
Address 1			
4209 Spruce St			
Address 2			
City	**State**	**Zip Code**	
Philadelphia	PA	19104	
Chief School Administrator		**Chief School Administrator Email**	
Dr Tony B Watlington Sr		superintendent@philasd.org	
Principal Name			
Lauren Overton			
Principal Email			
loverton@philasd.org			
Principal Phone Number		**Principal Extension**	
(215) 400-7760			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Sean Carr		scarr@philasd.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lauren Overton	Principal	Penn Alexander	loverton@philasd.org
Ashley Umberger	Teacher	Penn Alexander	aumberger@philasd.org
Melissa Trusty	Teacher	Penn Alexander	mntrusty@philasd.org
Sean Carr	District Level Leaders	Planning and Evidence-Based Supports	scarr@philasd.org
Dr. Tony Watlington	Chief School Administrator	The School District of Philadelphia	superintendent@philasd.org
Tia Larese	Teacher	Penn Alexander	tlarese@philasd.org
Tiffany Talbert	Other	Penn Alexander	tsettles@philasd.org
Dr. Ann Kreidle	Community Member	University of Pennsylvania	kreidlea@upenn.edu
Tarik Johnson	Teacher	Penn Alexander	tjohnson3@philasd.org
Teresa Knight	Other	Penn Alexander	tknight@philasd.org
Jessica McCollum	Parent	Penn Alexander	jkvmccollum@gmail.com

Vision for Learning

Vision for Learning

By providing an equitable and purposeful learning experience that pushes us to build a just community, we ensure that all students are prepared for a vibrant future, responsible to each other, our city, and our world. Our school serves as a learning hub of professional practice for Philadelphia educators seeking to maximize their own and their students' growth, and a space for our school community to come together to grow and learn.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA	85.4% of students scored proficient or advanced on the ELA PSSA.
Proficient or Advanced on Pennsylvania State Assessments - Math	77.1% of students scored proficient or advanced on the Math PSSA.

Challenges

Indicator	Comments/Notable Observations
English Language Growth and Attainment	42.9% of English Learners met the English language growth and attainment target.
Career Standards Benchmark	72.7% of students met the career standards benchmark.

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

Strengths

Indicator	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expecations (PVAAS) - ELA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100).
Indicator Meeting Annual Academic Growth Expecations (PVAAS) - Math **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Black student group exceeds the standard demonstrating growth for Math (AGI: 90).

Challenges

Indicator	Comments/Notable Observations
Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA **ESSA Student Subgroups**	**Comments/Notable Observations** 57.8% of English Learners scored proficient or advanced on the ELA PSSA.

English Learners	
Indicator Proficient or Advanced on Pennsylvania State Assessments - ELA **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 45.2% of students with disabilities scored proficient or advanced on the ELA PSSA.

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.

85.4% of students scored proficient or advanced on the ELA PSSA.
77.1% of students scored proficient or advanced on the Math PSSA.
Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100).
Black student group exceeds the standard demonstrating growth for Math (AGI: 90).

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.

42.9% of English Learners met the English language growth and attainment target.
72.7% of students met the career standards benchmark.
57.8% of English Learners scored proficient or advanced on the ELA PSSA.
45.2% of students with disabilities scored proficient or advanced on the ELA PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star	Between the Fall and Winter testing cycles of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Reading and Early Literacy assessments increased from 76.2% to 84.2%.
Star	Our Fall-Winter SGP according to the Star Reading and Early Literacy assessments during the 23-24 school year was 58.0.
Star	During the Spring 2024 testing window, 77.3% of students in Grade 8 scored 'At/Above Benchmark' according to the Star Reading assessment. This is the lowest rate of all grades schoolwide.

English Language Arts Summary

Strengths

Between the Fall and Winter testing cycles of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Reading and Early Literacy assessments increased from 76.2% to 84.2%.
Our Fall-Winter SGP according to the Star Reading and Early Literacy assessments during the 23-24 school year was 58.0.

Challenges

During the Spring 2024 testing window, 77.3% of students in Grade 8 scored 'At/Above Benchmark' according to the Star Reading assessment. This is the lowest rate of all grades schoolwide.

Mathematics

Data	Comments/Notable Observations
Star	Between the Fall and Winter testing cycles of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 63.3% to 68.2%.
Star	During the Spring 2024 testing window, 63.6% of students in Grade 8 scored 'At/Above Benchmark' according to the Star Math assessment. This is the lowest rate of all grades schoolwide.

Mathematics Summary

Strengths

Between the Fall and Winter testing cycles of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 63.3% to 68.2%.

Challenges

During the Spring 2024 testing window, 63.6% of students in Grade 8 scored 'At/Above Benchmark' according to the Star Math assessment. This is the lowest rate of all grades schoolwide.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks	Through Q3 of the 23-24 school year, 98.2% of students received an A or B in Science.
Course Marks	Through Q3 of the 23-24 school year, 1.8% of students received a C in Science.

Science, Technology, and Engineering Education Summary

Strengths

Through Q3 of the 23-24 school year, 98.2% of students received an A or B in Science.

Challenges

Through Q3 of the 23-24 school year, 1.8% of students received a C in Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	72.7% of students met the career standards benchmark. This does not meet the performance standard.
Career Standards Benchmark	While all students did not meet the career standards benchmark, there was a year-over-year increase.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks	Through Q3 of the 23-24 school year, 97.1% of students received an A or B in Social Studies.
Course Marks	Through Q3 of the 23-24 school year, 2.9% of students received a C or D in Social Studies.

Summary

Strengths

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

While all students did not meet the career standards benchmark, there was a year-over-year increase.
Through Q3 of the 23-24 school year, 97.1% of students received an A or B in Social Studies.

Challenges

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

72.7% of students met the career standards benchmark.
Through Q3 of the 23-24 school year, 2.9% of students received a C or D in Social Studies.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 93.8% of English Learners attended 90% of days or more. This is below the schoolwide rate.

Students with Disabilities

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

Data	Comments/Notable Observations
Regular Attendance	Through May 2024, 93.7% of students with IEPs attended 90% of days or more. This is below the schoolwide rate.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance	Through January 2024, 96.1% of economically disadvantaged students attended 90% of days or more. This exceeds the schoolwide rate.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Through January 2024, 91.9% of Black/African American students attended 90% of days or more. This is the lowest rate of all race/ethnic identities.
Hispanic	Our Hispanic/Latino students had a median SGP of 63 between Fall and Winter 23-24 according to the Star Reading and Early Literacy assessments.
Black	Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Reading and Early Literacy assessments during the Winter 23-24 cycle. While they make up 12.7% of participants, they account for 8.4% of those who scored 'At/Above'.
Black	Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Math assessment during the Winter 23-24 cycle. While they make up 12.9% of participants, they account for 5.9% of those who scored 'At/Above'.
Hispanic	Our Hispanic/Latino students had a median SGP of 43 between Fall and Winter 23-24 according to the Star Math assessment.

Summary

Strengths

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

Through January 2024, 96.1% of economically disadvantaged students attended 90% of days or more. This exceeds the schoolwide rate.
Our Hispanic/Latino students had a median SGP of 63 between Fall and Winter 23-24 according to the Star Reading and Early Literacy assessments.

Challenges

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

Through January 2024, 91.9% of Black/African American students attended 90% of days or more. This is the lowest rate of all race/ethnic identities.
Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Reading and Early Literacy assessments during the Winter 23-24 cycle. While they make up 12.7% of participants, they account for 8.4% of those who scored 'At/Above'.
Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Math assessment during the Winter 23-24 cycle. While they make up 12.9% of participants, they account for 5.9% of those who scored 'At/Above'.
Our Hispanic/Latino students had a median SGP of 43 between Fall and Winter 23-24 according to the Star Math assessment.
Through May 2024, 93.8% of English Learners attended 90% of days or more. This is below the schoolwide rate.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

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

Align curricular materials and lesson plans to the PA Standards
Collectively shape the vision for continuous improvement of teaching and learning

Challenges

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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
85.4% of students scored proficient or advanced on the ELA PSSA.	False
77.1% of students scored proficient or advanced on the Math PSSA.	False
Economically disadvantaged student group exceeds the standard demonstrating growth for ELA (AGI: 100).	False
Black student group exceeds the standard demonstrating growth for Math (AGI: 90).	True
Between the Fall and Winter testing cycles of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Reading and Early Literacy assessments increased from 76.2% to 84.2%.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Align curricular materials and lesson plans to the PA Standards	False
Our Fall-Winter SGP according to the Star Reading and Early Literacy assessments during the 23-24 school year was 58.0.	False
Between the Fall and Winter testing cycles of the 23-24 school year, the rate of students who scored 'At/Above Benchmark' according to the Star Math assessment increased from 63.3% to 68.2%.	False
Through Q3 of the 23-24 school year, 98.2% of students received an A or B in Science.	False
While all students did not meet the career standards benchmark, there was a year-over-year increase.	False
Through Q3 of the 23-24 school year, 97.1% of students received an A or B in Social Studies.	False
Through January 2024, 96.1% of economically disadvantaged students attended 90% of days or more. This exceeds the schoolwide rate.	False
Our Hispanic/Latino students had a median SGP of 63 between Fall and Winter 23-24 according to the Star Reading and Early Literacy assessments.	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
42.9% of English Learners met the English language growth and attainment target.	False
72.7% of students met the career standards benchmark.	False
57.8% of English Learners scored proficient or advanced on the ELA PSSA.	False
45.2% of students with disabilities scored proficient or advanced on the ELA PSSA.	False

During the Spring 2024 testing window, 77.3% of students in Grade 8 scored 'At/Above Benchmark' according to the Star Reading assessment. This is the lowest rate of all grades schoolwide.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
During the Spring 2024 testing window, 63.6% of students in Grade 8 scored 'At/Above Benchmark' according to the Star Math assessment. This is the lowest rate of all grades schoolwide.	False
Through Q3 of the 23-24 school year, 1.8% of students received a C in Science.	False
72.7% of students met the career standards benchmark.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Through Q3 of the 23-24 school year, 2.9% of students received a C or D in Social Studies.	False
Through January 2024, 91.9% of Black/African American students attended 90% of days or more. This is the lowest rate of all race/ethnic identities.	True
Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Reading and Early Literacy assessments during the Winter 23-24 cycle. While they make up 12.7% of participants, they account for 8.4% of those who scored 'At/Above'.	True
Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Math assessment during the Winter 23-24 cycle. While they make up 12.9% of participants, they account for 5.9% of those who scored 'At/Above'.	True
Our Hispanic/Latino students had a median SGP of 43 between Fall and Winter 23-24 according to the Star Math assessment.	False
Through May 2024, 93.8% of English Learners attended 90% of days or more. This is below the schoolwide rate.	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
Through January 2024, 91.9% of Black/African American students attended 90% of days or more. This is the lowest rate of all race/ethnic identities.	We see lower attendance rates for our Black students because teachers and families are unaware of the impact of their implicit bias on the ability to build relationships with students of all identities.	True
Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Reading and Early Literacy assessments during the Winter 23-24 cycle. While they make up 12.7% of participants, they account for 8.4% of those who scored 'At/Above'.	Our Black/African American students are disproportionately underrepresented among those who score 'At/Above Benchmark' according to Star Early Literacy and Star Reading because teachers need more tools to address their implicit bias and utilize techniques such as differentiation and culturally responsive pedagogy to meet the needs of all students in all classrooms.	True
Our Black/African American students are disproportionately underrepresented among those who scored 'At/Above' on the Star Math assessment during the Winter 23-24 cycle. While they make up 12.9% of participants, they account for 5.9% of those who scored 'At/Above'.	Our Black/African American students are disproportionately underrepresented among those who score 'At/Above Benchmark' according to Star Math because teachers need more tools to address their implicit bias and utilize techniques such as differentiation and culturally responsive pedagogy to meet the needs of all students in all classrooms.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Black student group exceeds the standard demonstrating growth for Math (AGI: 90).	We need to build upon this growth to ensure higher proficiency for all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will work to make teachers and families aware of the impact of their implicit bias on the ability to build relationships with students of all identities.
	In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will give teachers more tools to address their implicit bias and utilize techniques such as differentiation and culturally responsive pedagogy to meet the needs of all students in all classrooms.

Goal Setting

Priority: In our efforts to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically, we will work to make teachers and families aware of the impact of their implicit bias on the ability to build relationships with students of all identities.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 98% of all students will attend school 90% of days or more			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 98% of all students will attend school 90% of days or more in Q1	At least 98% of all students will attend school 90% of days or more in Q2	At least 98% of all students will attend school 90% of days or more in Q3	At least 98% of all 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 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: In our efforts to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will give teachers more tools to address their implicit bias and utilize techniques such as differentiation and culturally responsive pedagogy to meet the needs of all students in all classrooms.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 88.1% 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 80.9% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 84.5% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 84.5% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 88.1% 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 88.3% 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 70.1% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 79.2% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 79.2% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 88.3% 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 82.7% 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 63.6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 73.2% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 73.2% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 82.7% 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: Professional Learning Communities (PLCs)

Measurable Goals:
- At least 82.7% of grade 3-8 students will score proficient/advanced on the Math PSSA
- At least 88.3% of grade 3 students will score proficient/advanced on the ELA PSSA
- At least 88.1% of grade 3-8 students will score proficient/advanced on the ELA PSSA

Action Step		Anticipated Start/Completion Date	
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
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**	
Establish a single online location where agendas will be stored for PLC meetings		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Google Drive	No	
Action Step		**Anticipated Start/Completion Date**	
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC priorities with, with an initial focus on culturally responsive pedagogy.		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**	
Develop a system for consistent lesson plan submission and review.		2024-07-01	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Lesson Plan Template	No	
Action Step		**Anticipated Start/Completion Date**	
Review lesson plans regularly with a specific focus on looking for culturally responsive teaching techniques.		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 differentiation.		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 equity 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: School-Wide SEL

Measurable Goals:
• At least 98% of all 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	
School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; Community Meeting implementation; releasing SEL-MTSS team 3 half-days per year for planning)		2024-05-01	2024-06-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PD schedule	Yes	
Action Step		**Anticipated Start/Completion Date**	
School leadership creates staff PD calendar (including Community Meeting implementation, Supportive Environments through Foundational SEL as needed).		2024-06-28	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PD schedule	No	
Action Step		**Anticipated Start/Completion Date**	
School leadership recruits school community members to form a culturally-responsive SEL-MTSS team and appoint an SEL Lead. (This step includes establishing a team meeting schedule and identifying data sources that will be used each month)		2024-06-28	2024-10-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	MTSS Tier I Teaming Guidelines	No	
Action Step		**Anticipated Start/Completion Date**	
SEL-MTSS team completes Baseline Assessment of SEL Indicators for the school		2024-08-26	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Baseline SEL Indicators Assessment	No	
Action Step		**Anticipated Start/Completion Date**	
Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	PD schedule	Yes	
Action Step		**Anticipated**	

		Start/Completion Date
SEL-MTSS team develops or refines the shared vision for schoolwide SEL to guide planning and implementation.	2024-08-26	2024-12-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
SEL-MTSS team	PD schedule	No
Action Step		**Anticipated Start/Completion Date**
SEL-MTSS team uses baseline SEL Assessment to identify community strengths and areas of growth (includes short-term SMARTIE goals)	2024-08-26	2024-12-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
SEL-MTSS team	SMARTIE Goals Worksheet	No
Action Step		**Anticipated Start/Completion Date**
SEL-MTSS team will create a calendar of Tier I programming based on baseline SEL assessment and data review.	2023-08-25	2024-12-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
SEL-MTSS team	Sample Tier I programming calendar	No
Action Step		**Anticipated Start/Completion Date**
Based on Baseline assessment, provide Foundational learning opportunities to staff (includes Student Climate Staff) during Supportive Environments professional learning.	2024-08-26	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
SEL-MTSS team	Supportive Environments Professional Learning Slide Decks	Yes
Action Step		**Anticipated Start/Completion Date**
SEL-MTSS team will create a plan for data collection and review cycles that include Student Well-being Survey data Windows and SW SEL implementation rubric.	2024-08-26	2024-12-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
SEL-MTSS team	Schoolwide SEL Implementation Rubric	No
Action Step		**Anticipated Start/Completion Date**
Teachers will implement daily Community Meetings (at least 90 minutes a week)	2024-08-26	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
All staff	CM App	No
Action Step		**Anticipated Start/Completion Date**

SEL-MTSS team will create a plan for how they will engage and involve Caregivers in schoolwide SEL implementation		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Plan	No	

Action Step		**Anticipated Start/Completion Date**	
SEL-MTSS team completes the Schoolwide SEL Implementation Rubric mid-year and end of year to track school's progress toward full-scale implementation.		2025-01-06	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Schoolwide SEL Implementation Rubric	No	

Action Step		**Anticipated Start/Completion Date**	
Prior to each SEL-MTSS Meeting; Leads will prepare data (collect and have initial analysis or plan to analyze) to present in the meeting.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Meeting schedule, Monthly Data Snapshot, Agenda	No	

Action Step		**Anticipated Start/Completion Date**	
SEL-MTSS Team will analyze and prepare data to be shared with stakeholders.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	QlikBAM, Monthly Data Snapshot	No	

Action Step		**Anticipated Start/Completion Date**	
The SEL-MTSS team will present data to stakeholders in accordance with the plans laid out in the calendar planning action step.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Meeting schedule	No	

Action Step		**Anticipated Start/Completion Date**	
The SEL-MTSS team will collect feedback from stakeholders during data presentation.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Feedback	No	

Action Step		**Anticipated Start/Completion Date**	
The SEL-MTSS team will review all data and feedback to plan appropriate interventions for areas of growth identified during the		2024-11-01	2025-05-

baseline assessments.			30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Data	No	

Action Step		**Anticipated Start/Completion Date**	
Based on data cycles, the SEL-MTSS team should work with school leadership to create an aligned budget for SEL resources, professional learning, and staffing to support the sustainability of SEL efforts.		2024-11-01	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
SEL-MTSS team	Meeting schedule, agenda, budget	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
- Adult-student and student-student interactions are positive, caring, and respectful. - Stakeholders perceive the school as warm, inviting, and safe.	-Complete the Schoolwide SEL Implementation Rubric to consider the school's progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year. - SEL-MTSS team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Professional Learning Communities (PLCs) • School-Wide SEL	Federally Funded Regular Programs - Supplies	4405	
Instruction	• Professional Learning Communities (PLCs) • School-Wide SEL	Federally Funded Regular Programs - Salaries	96417.63	
Instruction	• Professional Learning Communities (PLCs) • School-Wide SEL	Federally Funded Regular Programs - Benefits	61385.37	
Total Expenditures				162208

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.
School-Wide SEL	School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; Community Meeting implementation; releasing SEL-MTSS team 3 half-days per year for planning)
School-Wide SEL	Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year
School-Wide SEL	Based on Baseline assessment, provide Foundational learning opportunities to staff (includes Student Climate Staff) during Supportive Environments professional learning.

Professional Learning Communities (PLCs)

Action Step
• 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
• 1e: Designing Coherent Instruction
• 1b: Demonstrating Knowledge of Students
• 1f: Designing Student Assessments
• 1c: Setting Instructional Outcomes
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 1d: Demonstrating Knowledge of Resources

This Step Meets the Requirements of State Required Trainings

SEL

Action Step
• School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; Community Meeting implementation; releasing SEL-MTSS team 3 half-days per year for planning) • Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year • Based on Baseline assessment, provide Foundational learning opportunities to staff (includes Student Climate Staff) during Supportive Environments professional learning.

Audience
SEL Team

Topics to be Included
Community Meetings, Student Well-Being Survey, SEL Strategies

Evidence of Learning
Student Well-Being Survey Data, Observations of Community Meetings

Lead Person/Position	Anticipated Start	Anticipated Completion
SEL Lead	2024-08-20	2025-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly

Observation and Practice Framework Met in this Plan
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Lauren Overton	2024-08-27
School Improvement Facilitator Signature	**Date**
Sean Carr	2024-08-26