**Morrison Andrew J Sch**  
TSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Andrew J. Morrison School | | 126515001 |
| **Address 1** | | |
| 5100 N 3rd St | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Philadelphia | PA | 19120 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr. Tony Watlington | | superintendent@philasd.org |
| **Principal Name** | | |
| Meredith Lowe | | |
| **Principal Email** | | |
| mlowe@philasd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| (215) 400-3780 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Conor Richardson | | crichardson2@philasd.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Meredith Lowe | Principal | Morrison | mlowe@philasd.org |
| Kenya Trent | Teacher | Morrison | ktrent@philasd.org |
| Latifah Burgess | Parent | Morrison | lburgess@philasd.org |
| Naikia Cotten | Teacher | Morrison | ntcotten@philasd.org |
| North 5th Street Revitalization Project | Community Member | North 5th Street Revitalization Project | heather@shopnorth5th.com |
| Derrick Ward | Other | Morrison | deward@philasd.org |
| Ellie Zatuchni | Teacher | Morrison | ezatuchni@philasd.org |
| Lauren Browning | Teacher | Morrison | jmcgovern2@philasd.org |
| Erika Liess | District Level Leaders | SDP | ejslofkins@philasd.org |
| Conor Richardson | District Level Leaders | SDP | crichardson2@philasd.org |
| Dr. Tony Watlington | Chief School Administrator | SDP | superintendent@philasd.org |
| Constance Faith Horton | District Level Leaders | SDP | cfhorton@philasd.org |
| Mirline Hinton | Other | Morrison | mafrancois@philasd.org |
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# Vision for Learning

**Vision for Learning**

Here at Morrison, we believe, without exception, in the ability of every child to succeed, and we understand that their success is the collective responsibility of all community members.

# Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments (Math, 22-23) | 6.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (4.9%). |
| Proficient or Advanced on Pennsylvania State Assessments (Science, 22-23) | 21.6% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is an increase in performance from the previous year (16%). |
| Meeting Annual Academic Growth Expectations (PVAAS) (ELA, 22-23) | Our school earned an academic growth score of 81 for ELA for the 2022-23 school year. |
| Meeting Annual Academic Growth Expectations (PVAAS) (Math, 22-23) | Our school earned an academic growth score of 85 for Math for the 2022-23 school year. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23) | 18.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is a decrease in performance from the previous year (21.6%) and is not meeting the statewide goal or interim target. |
| English Language Growth and Attainment (22-23) | 35.9% of students met the English Language Growth and Attainment goal for the 2022-23 school year, which is below the statewide average of 29.0% and the Statewide 2033 Goal of 70.3%. |
| Meeting Annual Academic Growth Expectations (PVAAS) (Science, 22-23) | Our school earned an academic growth score of 62 for Science for the 2022-23 school year, which is below the Statewide Average Growth Score of 74.7 and the Statewide Growth Standard of 70.0. |
| Regular Attendance (22-23) | 55.1% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%, as well as a reduction from the prior year (58.2%) |
|  |  |
|  |  |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments (Math, 22-23)  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  7.5% of Hispanic students were Proficient/Advanced on the 2022-2023 Math PSSA, compared to 6.3% of students schoolwide. |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23)  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  13.4% of English Learners were Proficient/Advanced on the 2022-2023 ELA PSSA, compared to 18.9% of students schoolwide. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments (ELA, 22-23)  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  5.8% of Students With Disabilities were Proficient/Advanced on the 2022-2023 ELA PSSA, compared to 18.9% of students schoolwide. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments (Math, 22-23)  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  2.9% of Students With Disabilities were Proficient/Advanced on the 2022-2023 Math PSSA, compared to 6.3% of students schoolwide. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments (Science, 22-23)  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  12.5% of Students With Disabilities were Proficient/Advanced on the 2022-2023 Science PSSA, compared to 21.6% of students schoolwide. |

## 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.

|  |
| --- |
| 6.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (4.9%). |
| 21.6% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is an increase in performance from the previous year (16%). |
| Our school earned an academic growth score of 81 for ELA for the 2022-23 school year. |
| Our school earned an academic growth score of 85 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.

|  |
| --- |
| 18.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is a decrease in performance from the previous year (21.6%) and is not meeting the statewide goal or interim target. |
| Our school earned an academic growth score of 62 for Science for the 2022-23 school year, which is below the Statewide Average Growth Score of 74.7 and the Statewide Growth Standard of 70.0. |
| 55.1% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%, as well as a reduction from the prior year (58.2%) |
| 35.9% of students met the English Language Growth and Attainment goal for the 2022-23 school year, which is below the statewide average of 29.0% and the Statewide 2033 Goal of 70.3%. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star Assessment - Reading (23-24) | 26.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.0 point year over year. |
| Star Assessment - Reading (23-24) | Our school had a median SGP (Student Growth Percentile) of 50 from Fall 2023 to Spring 2024 on the Star Reading assessment. |
| Star Assessment - Reading (23-24) | 42.8% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 0.8 points year over year. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| 42.8% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 0.8 points year over year. |
|  |

### Challenges

|  |
| --- |
| 26.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.0 point year over year. |
| Our school had a median SGP (Student Growth Percentile) of 50 from Fall 2023 to Spring 2024 on the Star Reading assessment. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star Assessment - Math (23-24) | 13.8% of students in PSSA-eligible grades scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 2.3 points year over year. |
| Star Assessment - Math (23-24) | 35.5% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.8 points year over year. |
| Star Assessment - Math (23-24) | Our school had a median SGP (Student Growth Percentile) of 54.5 from Fall 2023 to Spring 2024 on the Star Math assessment. |

## Mathematics Summary

### Strengths

|  |
| --- |
| 13.8% of students in PSSA-eligible grades scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 2.3 points year over year. |
| 35.5% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.8 points year over year. |

### Challenges

|  |
| --- |
| Our school had a median SGP (Student Growth Percentile) of 54.5 from Fall 2023 to Spring 2024 on the Star Math assessment. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Course Marks - Science (23-24) | 56.4% of students earned A's or B's in Science through Q3 of the 2023-24 school year. |
| Course Marks - Science (23-24) | While the percent of students with A's or B's in Science would indicate a high number of students who are proficient in Science, prior years PSSA scores show there is a lack of correlation, indicating work that needs to be completed around norming marks. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| 56.4% of students earned A's or B's in Science through Q3 of the 2023-24 school year. |

### Challenges

|  |
| --- |
| While the percent of students with A's or B's in Science would indicate a high number of students who are proficient in Science, prior years PSSA scores show there is a lack of correlation, indicating work that needs to be completed around norming marks. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career Standards Benchmark )22-23) | 23.9% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year (14.2%), but below the statewide metric. |
| On-Track per Course Marks, Q3 (23-24) | 73.4% of students were on-track for promotion as of Q3 or 2023-2024. |

## 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)

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

## Summary

### Strengths

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

|  |
| --- |
| 73.4% of students were on-track for promotion as of Q3 or 2023-2024. |

### 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.

|  |
| --- |
| 23.9% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year (14.2%), but below the statewide metric. |
| On the Student Well-Being Survey, 63.0% of students reported positive peer relationships, which is a decrease from 70.8% of students in Window 1 and from 80.7% of students in Window 2 of 22-23. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Star Assessment - Reading (23-24) | 21.2% of English Learners scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which shows almost no significant change (-0.2 points) year over year. |
| Star Assessment - Reading (23-24) | 55.6% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 5.6 points year over year. |
| Star Assessment - Math (23-24) | 15.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 4.1 points year over year. |
| Star Assessment - Math (23-24) | 0.0% of English Learners scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 3.3 points year over year. |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Star Assessment - Reading (23-24) | Only 3.2% of Students with Disabilities were At/Above Benchmark on the Spring Star Reading assessment in 2024, compared to 26.9% of students schoolwide. |
| Star Assessment - Math (23-24) | Only 2.2% of Students with Disabilities were At/Above Benchmark on the Spring Star Reading assessment in 2024, compared to 13.8% of students schoolwide. |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Star Reading | 24.7% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 3.6 points year-over-year. |
| Star Math | 13% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a an increase of 1.1 points year-over-year. |
| Star Math | 37.3% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is a decrease of 2.1 points year-over-year. |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic | There is a disproportionality on performance on the Star Reading assessment for Hispanic students, who make up 42.8% of students tested, but only 39.2% of students who scored At/Above Benchmark. |
| Black | There is a disproportionality on performance on the Star Math assessment for African American students, who make up 49.6% of students tested, but only 36.5% of students who scored At/Above Benchmark. |

## 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.

|  |
| --- |
| 15.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 4.1 points year over year. |
| 55.6% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 5.6 points 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.

|  |
| --- |
| Only 3.2% of Students with Disabilities were At/Above Benchmark on the Spring Star Reading assessment in 2024, compared to 26.9% of students schoolwide. |
| Only 2.2% of Students with Disabilities were At/Above Benchmark on the Spring Star Reading assessment in 2024, compared to 13.8% of students schoolwide. |
| There is a disproportionality on performance on the Star Reading assessment for Hispanic students, who make up 42.8% of students tested, but only 39.2% of students who scored At/Above Benchmark. |
| There is a disproportionality on performance on the Star Math assessment for African American students, who make up 49.6% of students tested, but only 36.5% of students who scored At/Above Benchmark. |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| 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 | Operational |
| 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 | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Emerging |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| 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 | Emerging |

## Summary

### Strengths

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

|  |
| --- |
| As a school, we have a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| As a school, we have collectively shaped the vision for continuous improvement of teaching and learning |
| As a school, we have worked to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |

### 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?

|  |
| --- |
| EP05: Provide frequent, timely, and systematic feedback and support on instructional practices |
| EP06: Foster a culture of high expectations for success for all students, educators, families, and community members |
| EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

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

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| 6.3% of students scored proficient/advanced on the Math PSSA for the 2022-23 school year, which is an increase in performance from the previous year (4.9%). | False |
| 21.6% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is an increase in performance from the previous year (16%). | False |
| Our school earned an academic growth score of 81 for ELA for the 2022-23 school year. | False |
| 42.8% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 0.8 points year over year. | False |
|  | False |
| 56.4% of students earned A's or B's in Science through Q3 of the 2023-24 school year. | False |
| 13.8% of students in PSSA-eligible grades scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 2.3 points year over year. | False |
| 73.4% of students were on-track for promotion as of Q3 or 2023-2024. | False |
| 15.4% of English Learners scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 4.1 points year over year. | False |
| As a school, we have a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | True |
| 55.6% of English Learners scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 5.6 points year over year. | False |
| As a school, we have collectively shaped the vision for continuous improvement of teaching and learning | False |
| As a school, we have worked to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | False |
| Our school earned an academic growth score of 85 for Math for the 2022-23 school year. | False |
| 35.5% of students in PSSA-eligible grades scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 4.8 points 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 |
| 18.9% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is a decrease in performance from the previous year (21.6%) and is not meeting the statewide goal or interim target. | False |
| Our school earned an academic growth score of 62 for Science for the 2022-23 school year, which is below the Statewide Average Growth Score of 74.7 and the Statewide Growth Standard of 70.0. | False |
| 55.1% of students met the statewide attendance metric of 90% of days or more in 22-23, which is below the Statewide Average of 73.9%, and the Statewide Performance Standard of 94.1%, as well as a reduction from the prior year (58.2%) | False |
| 35.9% of students met the English Language Growth and Attainment goal for the 2022-23 school year, which is below the statewide average of 29.0% and the Statewide 2033 Goal of 70.3%. | False |
| Our school had a median SGP (Student Growth Percentile) of 54.5 from Fall 2023 to Spring 2024 on the Star Math assessment. | True |
| 23.9% of students met the Career Standards Benchmark for the 2022-23 school year, which is an increase in performance from the previous year (14.2%), but below the statewide metric. | False |
| EP05: Provide frequent, timely, and systematic feedback and support on instructional practices | False |
| EP06: Foster a culture of high expectations for success for all students, educators, families, and community members | False |
| EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning | False |
| 26.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.0 point year over year. | True |
| While the percent of students with A's or B's in Science would indicate a high number of students who are proficient in Science, prior years PSSA scores show there is a lack of correlation, indicating work that needs to be completed around norming marks. | False |
| Only 3.2% of Students with Disabilities were At/Above Benchmark on the Spring Star Reading assessment in 2024, compared to 26.9% of students schoolwide. | False |
| Only 2.2% of Students with Disabilities were At/Above Benchmark on the Spring Star Reading assessment in 2024, compared to 13.8% of students schoolwide. | False |
| There is a disproportionality on performance on the Star Reading assessment for Hispanic students, who make up 42.8% of students tested, but only 39.2% of students who scored At/Above Benchmark. | False |
| There is a disproportionality on performance on the Star Math assessment for African American students, who make up 49.6% of students tested, but only 36.5% of students who scored At/Above Benchmark. | False |
| On the Student Well-Being Survey, 63.0% of students reported positive peer relationships, which is a decrease from 70.8% of students in Window 1 and from 80.7% of students in Window 2 of 22-23. | True |
| Our school had a median SGP (Student Growth Percentile) of 50 from Fall 2023 to Spring 2024 on the Star Reading assessment. | 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** |
| Our school had a median SGP (Student Growth Percentile) of 54.5 from Fall 2023 to Spring 2024 on the Star Math assessment. | There is a need for consistent coaching and feedback to ensure that teachers are implementing their learning in the classroom. | True |
| 26.9% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is a decrease of 1.0 point year over year. | There is a need for consistent coaching and feedback to help teachers develop their instructional practices to support all learners. | True |
| On the Student Well-Being Survey, 63.0% of students reported positive peer relationships, which is a decrease from 70.8% of students in Window 1 and from 80.7% of students in Window 2 of 22-23. | There is a need to support teachers with implementing content and/or a scope and sequence by grade bands that will deliberately and intentionally create and foster the positive culture we'd like to have. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| As a school, we have a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | CPT time is planned out for the year and is edited as new needs arise. CPT Facilitators know their role and are well-planned for their meetings. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If we provide frequent, timely, and systematic feedback and support on instructional practices, we will be able to support learning for teachers by continuing to grow their understanding of Math with responsive PLC cycles and implementing consistent coaching and feedback. |
|  | If we provide frequent, timely, and systematic feedback and support on instructional practices, we will be able to support teachers with learning the new ELA curriculum next year and implementing consistent coaching and feedback. |
|  | If we foster a culture of high expectations for success for all students, educators, families, and community members, we will be able to implement content around relationship building in order to cultivate a positive school culture. |

# Goal Setting

## Priority: If we provide frequent, timely, and systematic feedback and support on instructional practices, we will be able to support learning for teachers by continuing to grow their understanding of Math with responsive PLC cycles and implementing consistent coaching and feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 9.5% of grades 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 9.5% of students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1. | At least 9.5% of students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2. | At least 9.5% of students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3. | At least 9.5% of students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4. |

## Priority: If we provide frequent, timely, and systematic feedback and support on instructional practices, we will be able to support teachers with learning the new ELA curriculum next year and implementing consistent coaching and feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 21.8% of grades 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 21.8% of students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1. | At least 21.8% of students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2. | At least 21.8% of students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3. | At least 21.8% of students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4. |

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| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Early Literacy | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 31.4% of grade 3 students will score proficient/advanced on 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 31.4% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1. | At least 31.4% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2. | At least 31.4% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3. | At least 31.4% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4. |

## Priority: If we foster a culture of high expectations for success for all students, educators, families, and community members, we will be able to implement content around relationship building in order to cultivate a positive school culture.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| At least 68.5% of all students will attend school 90% of days or more | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 90%+ Attendance | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 78.5% of all students will attend school 90% of days or more in Q1 | At least 74% of all students will attend school 90% of days or more in Q2 | At least 71% of all students will attend school 90% of days or more in Q3 | At least 68.5% 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 95.0% of students will have zero out-of-school suspensions. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Zero Out of School Suspensions | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| At least 98.0% of students will have zero out-of-school suspensions in Q1,. | At least 97.0% of students will have zero out-of-school suspensions in Q2. | At least 96.0% of students will have zero out-of-school suspensions in Q3. | At least 95.0% of students will have zero out-of-school suspensions in Q4. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Board Goal 3 | Board Goal 1 |
| Board Goal 2 | 90%+ Attendance |
| Zero Out of School Suspensions |

## Action Plan For: ELA Curriculum

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 21.8% of grades 3-8 students will score proficient/advanced on the ELA PSSA * At least 31.4% of grade 3 students will score proficient/advanced on ELA PSSA | | | |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| School Coaching system focus on systems to monitor procedures, and rigor. Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles. | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Coaching Log | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Create opportunities that don't exist to support . | | 2024-08-20 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SBTL | EL Curriculum Materials, PD schedule | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document. | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Observation and feedback schedule | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer Star Assessment during district windows and analyze data to support progress monitoring decisions | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| STAR Champion | STAR data resources including STAR Protocol | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on \_\_\_\_\_. | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SBTL/Assistant Principal | EL Curriculum Materials, PLC planning log | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content. | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SBTL/Assistant Principal | EL Curriculum Materials, PLC planning log | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Consistently implement small group instruction to support targeted skill development throughout the school day | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SBTL/Assistant Principal | EL Curriculum Materials | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement benchmark assessments tied to ELA Curriculum and analyze data to support decision-making around Tier I instruction and skill-specific support for individual students | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SBTL/Assistant Principal | EL Curriculum Materials | 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. | | 2024-09-16 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, AP | EL Curriculum Materials, Coaching Log, PLC planning log | No |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| - Teachers have regular times to meet and discuss effective instructional practices (e.g. lesson study, professional learning communities). - The standards-aligned curriculum is delivered with fidelity to all students. - Grade levels and departments use common assessments and scoring guides to ensure fidelity to curriculum and consistent performance expectations. - Lesson plans and observational data show evidence of instructional planning that includes consideration of individual student needs. | PLC Agenda and PD tracker, Coaching Log and feedback, STAR and PSSA data tracker analysis, student work analysis |

## Action Plan For: Math Curriculum

|  |  |  |  |
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| **Measurable Goals:** | | | |
| * At least 9.5% of grades 3-8 students will score proficient/advanced on the Math PSSA | | | |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan, facilitate, and analyze PLC strategy implementation with a focus on supporting teachers in the areas of conceptuaL content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials. | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal & AP | PLC Agenda, Coaching and Feedback Log | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify and analyze the implementation of practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds). | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal & AP | IM Curriculum (MLRs, dependency charts, etc), Coaching and Feedback Log | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize Network Coaching and Feedback Cycle to provide targeted structured support | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal & AP | Coaching and Feedback Log | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Plan and assess lesson plans to ensure fidelity of curriculum implementation | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | Lesson Plans, IM Curriculum | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Train teachers on the development of systems related to the collection, analysis, and synthesis of student work that will be used to promote better academic outcomes. | | 2024-08-20 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal | PD Agenda | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Train teachers on establishing a WIN period to address unfinished learning or needed extension for grade bans 3-5 and 4-8 | | 2024-07-01 | 2024-08-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal & AP | Intervention and Enrichment Materials | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ensure that ILT meeting times are sacred and held weekly | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal & AP | ILT Agenda | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| -Educators hold students accountable for producing quality work and provide students with quality criteria (indicators of mastery) and support. -School leaders understand what is required to implement a rigorous cycle of teaching and learning and guide practices and processes for systemic implementation. -Protocols for collaboration and evaluation of instructional effectiveness focus on planning and delivering grade-level, standards-aligned instruction. | -STAR data analysis -Coaching Log (Observation and Feedback Cycle) -PLC Feedback -Student Work Analysis |

## Action Plan For: Supporting Student Attendance

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| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 68.5% of all students will attend school 90% of days or more | | | |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Communicate and assure consistency in attendance policies and procedures to staff, students, and families; Grade Champions in affect | | 2024-08-20 | 2024-11-07 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Wellness Team/SISL/Administration | procedures established with MTSS and SISL | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Identify the school's attendance designee(s) and attendance team- SISL attendance designee; How roles of the team will evolve and change with SISL at Morrison | | 2024-07-01 | 2024-09-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin | SISL, support of MTSS team | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Regularly scheduled (At minimum Weekly) problem solving team meetings/MTSS meetings are held to review attendance data identify celebrations and concerns both schoolwide and for student groups/grade levels | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Wellness team, Leadership team | weekly meetings between SISL, counselors, and administration | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Emphasize the importance of attendance as it relates to student achievement and concerns about absenteeism through early, personalized outreach (i.e. Back to School Night, Community Meeting, Report Card Conferences, Daily Phone Calls, Messaging throughout school year) | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| All Staff | Tier I plan | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Attendance designee(s) attend Office of Attendance and truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.) | | 2024-08-20 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SISL- staff working/training SISL | support from Wellness team | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| • Policies and structures allow educators both individually and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff. • There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment • An effective process to identify and provide extensive support to students having trouble meeting standards is in place with a focus on integrating the use of research- based practices. • The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends. • Partners are active at the school (e.g., attendance at leadership meetings). | SIS, Schoolnet, Qlik data Attendance Meeting/wellness team Agenda Morning Meeting Agenda |

## Action Plan For: PBIS

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * At least 95.0% of students will have zero out-of-school suspensions. * At least 68.5% of all students will attend school 90% of days or more | | | |

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| **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 | | 2024-08-20 | 2024-08-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Deliver student CR-PBIS kick-off with a focus on reviewing CR-PBIS norms and acknowledgement system. Teach/review CR-PBIS behavior norms during first month of school . | | 2024-08-26 | 2024-09-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | CR-PBIS Coach, Training PPT, CR-PBIS Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Solicit student feedback to create a schoolwide calendar of acknowledgement events to be shared with all school stakeholders. | | 2024-08-26 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team | Calendar, Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement Daily Community Meetings (at least 90 minutes a week) with a renewed focus on peer-to-peer relationship and social skills. | | 2024-08-26 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Rosters, CR-PBIS/SEL Teaching Guides. CM App | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline in order to document ALL referrals (Major & Minor) into SIS only | | 2024-10-01 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| CR-PBIS Team Climate Lead | Training PPT , Behavior Flowchart, Guide to Student Discipline, SIS | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff | | 2024-10-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Admin. / CR-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?** |  |
| Administrative Team | 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 consistently implementing clear routines/procedures in various locations on the school campus. | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Student Climate Staff | CR-PBIS Manual | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide Climate staff with professional development on using positive praise to correction ratios during student interactions, actively participating in the student acknowledgement system and restorative Practices | | 2024-10-01 | 2025-06-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Student Climate Staff | CR-PBIS Manual | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| - School leaders create systems and engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school. - School leaders and educators develop and regularly communicate high expectations and goals for student and school outcomes, emphasizing all staff members’ roles and accountabilities. - An effective process to identify and provide extensive support to students having trouble meeting standards is in place. | Referrals Behavior Charts, Student Well Being Survey, Peer Mediation Logs, Qlik, Wellness Team Meeting, Morning Meeting, PBIS Data |

# 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 | * ELA Curriculum * Math Curriculum * Supporting Student Attendance * PBIS | Federally Funded Regular Programs - Salaries | 342959.80 |
| Instruction | * ELA Curriculum * Math Curriculum * Supporting Student Attendance * PBIS | Federally Funded Regular Programs - Benefits | 218349.20 |
| Instruction | * ELA Curriculum * Math Curriculum * Supporting Student Attendance * PBIS | Federally Funded Regular Programs - Supplies | 11141.00 |
|  |  |  |  |
| Total Expenditures | | | | 572450 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| ELA Curriculum | Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Create opportunities that don't exist to support . |
| Math Curriculum | Train teachers on the development of systems related to the collection, analysis, and synthesis of student work that will be used to promote better academic outcomes. |
| Math Curriculum | Train teachers on establishing a WIN period to address unfinished learning or needed extension for grade bans 3-5 and 4-8 |
| Supporting Student Attendance | Attendance designee(s) attend Office of Attendance and truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.) |
| PBIS | Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System |
| PBIS | Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline in order to document ALL referrals (Major & Minor) into SIS only |
| PBIS | Provide Climate staff with professional development on using positive praise to correction ratios during student interactions, actively participating in the student acknowledgement system and restorative Practices |

## ELA Framework

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Create opportunities that don't exist to support . | | |
| **Audience** | | |
| ELA Teachers | | |
| **Topics to be Included** | | |
| Curriculum Units, Opening Routine, Formative Tasks, Guided Instruction, Inclusive Student Activities, Reflective Closure | | |
| **Evidence of Learning** | | |
| Lesson Plans, Observation Rubrics and Notes, Pre- and Post-Test Data | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| School Based Teacher Leader (SBTL) | 2024-08-20 | 2025-06-12 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3a: Communicating with Students * 1b: Demonstrating Knowledge of Students * 3c: Engaging Students in Learning * 1c: Setting Instructional Outcomes * 3d: Using Assessment in Instruction * 1d: Demonstrating Knowledge of Resources * 1e: Designing Coherent Instruction * 1a: Demonstrating Knowledge of Content and Pedagogy * 3b: Using Questioning and Discussion Techniques | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## ELA Framework

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate. Create opportunities that don't exist to support . | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1c: Setting Instructional Outcomes * 3d: Using Assessment in Instruction * 1a: Demonstrating Knowledge of Content and Pedagogy * 3b: Using Questioning and Discussion Techniques * 1b: Demonstrating Knowledge of Students * 3c: Engaging Students in Learning * 3a: Communicating with Students * 1d: Demonstrating Knowledge of Resources * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Math Framework

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Train teachers on the development of systems related to the collection, analysis, and synthesis of student work that will be used to promote better academic outcomes. * Train teachers on establishing a WIN period to address unfinished learning or needed extension for grade bans 3-5 and 4-8 | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1c: Setting Instructional Outcomes * 3d: Using Assessment in Instruction * 1a: Demonstrating Knowledge of Content and Pedagogy * 3b: Using Questioning and Discussion Techniques * 1d: Demonstrating Knowledge of Resources * 3a: Communicating with Students * 1b: Demonstrating Knowledge of Students * 3c: Engaging Students in Learning * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Math Framework

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Train teachers on the development of systems related to the collection, analysis, and synthesis of student work that will be used to promote better academic outcomes. * Train teachers on establishing a WIN period to address unfinished learning or needed extension for grade bans 3-5 and 4-8 | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1a: Demonstrating Knowledge of Content and Pedagogy * 3b: Using Questioning and Discussion Techniques * 3a: Communicating with Students * 1b: Demonstrating Knowledge of Students * 3c: Engaging Students in Learning * 1c: Setting Instructional Outcomes * 3d: Using Assessment in Instruction * 1e: Designing Coherent Instruction * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## PBIS Schools

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System * Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline in order to document ALL referrals (Major & Minor) into SIS only * Provide Climate staff with professional development on using positive praise to correction ratios during student interactions, actively participating in the student acknowledgement system and restorative Practices | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1b: Demonstrating Knowledge of Students * 4c: Communicating with Families * 2a: Creating an Environment of Respect and Rapport * 3a: Communicating with Students * 2d: Managing Student Behavior * 2c: Managing Classroom Procedures * 2b: Establishing a Culture for Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## PBIS Schools

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System * Provide PD to staff around SIS data entry, Behavior Flowchart, Guide to Student Discipline in order to document ALL referrals (Major & Minor) into SIS only * Provide Climate staff with professional development on using positive praise to correction ratios during student interactions, actively participating in the student acknowledgement system and restorative Practices | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3a: Communicating with Students * 1b: Demonstrating Knowledge of Students * 4c: Communicating with Families * 2c: Managing Classroom Procedures * 2b: Establishing a Culture for Learning * 2a: Creating an Environment of Respect and Rapport * 2d: Managing Student Behavior | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Supporting Student Attendance

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Attendance designee(s) attend Office of Attendance and truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.) | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1b: Demonstrating Knowledge of Students * 4c: Communicating with Families * 1c: Setting Instructional Outcomes * 3a: Communicating with Students * 2b: Establishing a Culture for Learning * 4b: Maintaining Accurate Records * 3c: Engaging Students in Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Supporting Student Attendance

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Attendance designee(s) attend Office of Attendance and truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.) | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3a: Communicating with Students * 4b: Maintaining Accurate Records * 1b: Demonstrating Knowledge of Students * 4c: Communicating with Families * 2b: Establishing a Culture for Learning * 3c: Engaging Students in Learning * 1c: Setting Instructional Outcomes | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * BoardAffirmationStatement\_August2024.pdf |

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