Profile and Plan Essentials

School		AUN/Branch
Horatio B Hackett		126515001
Address 1		
2161 E. York St.		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19125
Chief School Administrator		**Chief School Administrator Email**
Dr. Tony Watlington		superintendent@philasd.org
Principal Name		
Todd Kimmel		
Principal Email		
tkimmel@philasd.org		
Principal Phone Number		**Principal Extension**
2154007470		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Zoë Ehrenberg		zehrenberg@philasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Todd Kimmel	Principal	Hackett	tkimmel@philasd.org
Alison Mort	Teacher	Hackett	ajordan@philasd.org
Eric Brown	Other	Hackett	ebrown2@philasd.org
Laura Fluharty	Community Member	Friends of Hackett	laura.fluharty@gmail.com
Zoë Ehrenberg	District Level Leaders	School District of Philadelphia	zehrenberg@philasd.org
Dr. Tony Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Stephanie Weiss	Teacher	Hackett	staking@philasd.org
Abby Guido	Parent	Friends of Hackett	abby@abbyryandesign.com

Vision for Learning

Vision for Learning

Hackett's vision is, "Inspiring all minds to dream big!" Pursuant to that vision, Hackett's educators strive to foster a compassionate, supportive, and inclusive environment where all students can learn and grow. All students are engaged in high quality academic instruction that is empirically based. Additionally, social-emotional learning is incorporated into daily lessons. Students are exposed to the diversity of their peers as they interact with classmates of varying abilities in the classroom, playground, and beyond. Students learn to respect, respond, and adapt to the needs of their diverse peers. Through these practices, Hackett seeks to instill a life-long love of learning and foster a sense of community that is affirming for all.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature	54.4% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is an increase in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Math	50.3% 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.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 75.0 for ELA/Literature for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 72.0 for Math for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - Science	Our school earned an academic growth score of 70.0 for Science for the 2022-23 school year.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	77.8% of students regularly attended school for the 2022-2023 school year, which is not meeting the statewide goal or interim target.
Proficient or Advanced on Pennsylvania State Assessments - Science	60.4% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

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

Strengths

Indicator Regular Attendance **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** 89.7% of multiracial students regularly attended school for the 2022-23 school year, which is an increase in performance from the previous year.

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/Literature **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 18.2% of students with disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 51.6% of Black students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Indicator Regular Attendance **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 57.5% of students with disabilities regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.

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.

54.4% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is an increase in performance from the previous year.
50.3% 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.
Our school earned an academic growth score of 75.0 for ELA/Literature for the 2022-23 school year.
Our school earned an academic growth score of 72.0 for Math for the 2022-23 school year.
Our school earned an academic growth score of 70.0 for Science for the 2022-23 school year.

Challenges

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

77.8% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.
60.4% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

18.2% of students with disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

57.5% of students with disabilities regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	63.6% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.8% points year over year.
Star Assessment - Reading	Only 43.9% of 5th grade students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is the lowest scoring grade-band at Hackett by over 10%.
Star Assessment - Reading	17.9% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 3.5% points year over year.

English Language Arts Summary

Strengths

63.6% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.8% points year over year.
17.9% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 3.5% points year over year.

Challenges

Only 43.9% of 5th grade students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is the lowest scoring grade-band at Hackett by over 10%.

Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	48.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is above the School District of Philadelphia average.
Star Assessment - Math	19% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 8.1% points year over year.

Mathematics Summary

Strengths

48.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is above the School District of Philadelphia average.

Challenges

19% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 8.1% points year over year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Course Marks - Science	92.7% of students earned As or Bs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	7.4% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

92.7% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

Challenges

7.4% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	75.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Data	Comments/Notable Observations
Course Marks- Social Studies	93.5% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks- Social Studies	0.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Summary

Strengths

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

93.5% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
0.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

Challenges

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

75.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.
Through the end of Quarter 2 in the 23-24 school year, 460 injuries occurred during recess.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Insufficient sample size	N/A

Students with Disabilities

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

Data	Comments/Notable Observations
Star Assessment- Reading	The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Reading assessment was 37.
Star Assessment- Math	The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 on the Star Math assessment was 32.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Star Assessment- Math	29% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 9.6% year over year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	30.6% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 6.9% year over year.
Hispanic	38.1% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 16.5% year over year.
White	The median Student Growth Percentile (SGP) for white students from Fall 2023 to Spring 2024 on the Star Math assessment was 63.
White	73.3% of white students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 7% year over year.

Summary

Strengths

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

30.6% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 6.9% year over year.
The median Student Growth Percentile (SGP) for white students from Fall 2023 to Spring 2024 on the Star Math assessment was 63.
73.3% of white students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 7% year over year.

Challenges

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

The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 was 37 on the Star Reading assessment and 32 on the Star Math assessment.
29% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 9.6% year over year.
38.1% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 16.5% year over year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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?

EP14: Implement evidence-based strategies to engage families to support learning
EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

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?

EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
EP13: Implement a multi-tiered system of supports for academics and behavior

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
54.4% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is an increase in performance from the previous year.	False
50.3% 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.	False
Our school earned an academic growth score of 75.0 for ELA/Literature for the 2022-23 school year.	False
63.6% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 3.8% points year over year.	False
Our school earned an academic growth score of 72.0 for Math for the 2022-23 school year.	False
Our school earned an academic growth score of 70.0 for Science for the 2022-23 school year.	False
93.5% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
0.9% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False
EP14: Implement evidence-based strategies to engage families to support learning	False
92.7% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	False
54.4% of students scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is an increase in performance from the previous year.	False
17.9% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 3.5% points year over year.	False
48.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is above the School District of Philadelphia average.	True
30.6% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 6.9% year over year.	False
The median Student Growth Percentile (SGP) for white students from Fall 2023 to Spring 2024 on the Star Math assessment was 63.	False
73.3% of white students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 7% 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
77.8% of students regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
60.4% of students scored proficient/advanced on the Science PSSA for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
18.2% of students with disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
Only 43.9% of 5th grade students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is the lowest scoring grade-band at Hackett by over 10%.	False
7.4% of students earned Cs, Ds or Fs in Science through Q4 of the 2023-24 school year.	False
75.0% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
EP13: Implement a multi-tiered system of supports for academics and behavior	False
19% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 8.1% points year over year.	False
The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 was 37 on the Star Reading assessment and 32 on the Star Math assessment.	True
38.1% of Hispanic students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 16.5% year over year.	False
Through the end of Quarter 2 in the 23-24 school year, 460 injuries occurred during recess.	False
29% of Economically Disadvantaged students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 9.6% year over year.	False
57.5% of students with disabilities regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The median Student Growth Percentile (SGP) for Students with Disabilities from Fall 2023 to Spring 2024 was 37 on the Star Reading assessment and 32 on the Star Math assessment.	These academic concerns are in part because we need to do more in PLC to ensure teachers have a strong understanding of the continuum of skills in ELA and Math (vertical alignment) in order to appropriately scaffold. Further, we need to combat low expectations by actively using affirming language about students with IEPs' capabilities and refusing to accept any deficit language used.	True
57.5% of students with disabilities regularly attended school for the 2022-23 school year, which is not meeting the statewide goal or interim target.	This attendance concern is in part because we do not yet follow SDP's attendance policies with fidelity, especially for students with IEPs. Doing so will involve developing a more clear system of who on the team is responsible for what forms of communication home.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
48.5% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is above the School District of Philadelphia average.	If we take what we learned from effectively fostering student growth in math and apply it to other academic areas, we are likely to improve student outcomes in the 24-25 SY.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be better positioned to increase the academic growth of Students with Disabilities across Reading and Math.
	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to see increases in student attendance, especially among Students with Disabilities.

Goal Setting

Priority: If we use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, we will be better positioned to increase the academic growth of Students with Disabilities across Reading and Math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 57% of grade 3-5 students will score proficient/advanced on the ELA PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 1			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 54% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 56% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 56% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 57% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 58% 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 54% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 56% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 56% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 58% 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 45% of grade 3-5 students will score proficient/advanced on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Board Goal 3			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

At least 29% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 37% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 37% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 45% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4

Priority: If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to see increases in student attendance, especially among Students with Disabilities.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 82% of students will attend school 90% of days or more.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 90% of students will attend school 90% of days or more in Q1	At least 85% of students will attend school 90% of days or more in Q2	At least 82% of students will attend school 90% of days or more in Q3	At least 82% of students will attend school 90% of days or more in Q4

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
At least 95% of students will have zero out-of-school suspensions			
Measurable Goal Nickname (35 Character Max)			
Zero OSS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 100% of students will have zero out-of-school suspensions in Q1	At least 97% of students will have zero out-of-school suspensions in Q2	At least 95% of students will have zero out-of-school suspensions in Q3	At least 95% of students will have zero out-of-school suspensions in Q4

Action Plan

Measurable Goals

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

Action Plan For: Instructional Leadership Team (ILT) Development

Measurable Goals:
- At least 57% of grade 3-5 students will score proficient/advanced on the ELA PSSA.
- At least 58% of grade 3 students will score proficient/advanced on the ELA PSSA
- At least 45% of grade 3-5 students will score proficient/advanced on the Math PSSA.

Action Step		Anticipated Start/Completion Date	
Determine members for an Instructional Leadership Team (ILT) with clear roles and responsibilities.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Org Chart	No	
Action Step		**Anticipated Start/Completion Date**	
Collaboratively create a shared vision for the ILT's work along with goals for supporting instruction. Create a structure for ILT agenda.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	Vision Statement	No	
Action Step		**Anticipated Start/Completion Date**	
Have PESO support with establishing MTSS Tier I meetings and gradually releasing facilitation responsibilities to ILT.		2024-08-15	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	MTSS Agendas	No	
Action Step		**Anticipated Start/Completion Date**	
Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Leadership Team	PD Calendar, PLC Agendas	Yes	
Action Step		**Anticipated**	

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

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- A shared vision for the ILT's work is established - Goals for	- ILT meets on a regular basis and reviews student outcome data to determine whether their

supporting instruction are developed - All members of the ILT have clear roles and responsibilities that they take ownership over	professional learning efforts are improving student outcomes - ILT reviews Philly School Experience Survey data to review teacher feedback around professional learning and instructional leadership

Action Plan For: Positive Behavioral Interventions and Supports

Measurable Goals:
• At least 95% of students will have zero out-of-school suspensions
• At least 82% of students will attend school 90% of days or more.

Action Step		Anticipated Start/Completion Date	
School leadership solicits members from the school community (staff, students and families) to build a Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) Team.		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	CR-PBIS Team Member List	No	
Action Step		**Anticipated Start/Completion Date**	
School leadership schedules and implements monthly 60-90 minute MTSS Tier 1 meetings for the 24-25 SY		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	CR-PBIS Coach, Tier 1 Meeting Implementation Resources	No	
Action Step		**Anticipated Start/Completion Date**	
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?**	
Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	No	
Action Step		**Anticipated Start/Completion Date**	
Document ALL referrals (Major & Minor) ONLY into SIS		2024-10-01	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Climate Lead	SIS	No	
Action Step		**Anticipated Start/Completion Date**	
School leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year		2024-10-01	2025-04-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CR-PBIS Coach, District PD Calendar	Yes	

Action Step		**Anticipated Start/Completion Date**	
CR-PBIS Team completes all Part 1 training tasks and solicits feedback from all stakeholders: Creating 3-5 SW norms & teaching matrix		2024-11-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS Products, Surveys	No	

Action Step		**Anticipated Start/Completion Date**	
CR-PBIS Team completes all Part 2 training tasks and solicits feedback from all stakeholders: develop formal CR-PBIS/SEL teaching guides, acknowledgement system/matrix		2025-02-01	2025-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS Products, Surveys	No	

Action Step		**Anticipated Start/Completion Date**	
CR-PBIS Team completes all Part 3 training tasks and solicits feedback from all stakeholders: create a schoolwide Behavior Management Flowchart, Restorative Practices, posters		2025-04-01	2025-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS Products, Surveys	No	

Action Step		**Anticipated Start/Completion Date**	
The CR-PBIS Team create a CR-PBIS Manual with all permanent products		2025-05-16	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team	CR-PBIS Products, Surveys	No	

Action Step		**Anticipated Start/Completion Date**	
School leadership coordinates time for entire CR-PBIS Team to attend 25-26 SY CR-PBIS Kickoff Planning meeting during the summer of 2025		2025-05-16	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, CR-PBIS Team, CR-PBIS Coach	Summer Planning Timeline Agenda	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are	- Monthly, school leaders and CR-PBIS team will monitor progress on CR-PBIS Action Step Implementation and make adjustments if necessary to support implementation - Monthly, the MTSS Team will meet and include climate

provided continuous professional development to develop and sustain CR-PBIS practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe.	celebrations and concerns as part of the school level data analysis process and may develop an action plan to support climate concerns if prioritized by the MTSS Team - Quarterly, climate data will be reviewed by school leaders and CR-PBIS team, and progress toward meeting Attendance and Zero OSS Goals will be evaluated.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Instructional Leadership Team (ILT) Development • Positive Behavioral Interventions and Supports	Federally Funded Regular Programs - Supplies	7529
Instruction	• Instructional Leadership Team (ILT) Development • Positive Behavioral Interventions and Supports	Federally Funded Regular Programs - Salaries	109241.30
Instruction	• Instructional Leadership Team (ILT) Development • Positive Behavioral Interventions and Supports	Federally Funded Regular Programs - Benefits	69549.70
Total Expenditures			186320

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Leadership Team (ILT) Development	Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals
Positive Behavioral Interventions and Supports	School leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year

Instructional Leadership Team Development

Action Step		
• Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings that are aligned with vision and goals		
Audience		
Instructional Leadership Team		
Topics to be Included		
PD Scope and Sequence, PLC Scope and Sequence, Instructional Vision and Goals		
Evidence of Learning		
Completed SAIPs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2024-08-20	2025-06-12

Learning Format

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

PBIS (New School)

Action Step
• School leadership schedules the entire CR-PBIS Team to be released to attend 3 days (2-3 hours/day) of CR-PBIS training throughout the school year
Audience
PBIS Team
Topics to be Included
Behavior Norms, Teaching Guides, and Behavior Management Flowchart

Evidence of Learning		
PD Surveys, Development of PBIS Manual, Development of Teaching Guides, Development of Behavior Management Flowchart		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PBIS Coach	2024-08-20	2025-06-12

Learning Format

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

Approvals & Signatures

Uploaded Files
• BoardAffirmationStatement_August2024.pdf

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	**Date**
Todd Kimmel	2024-08-09
School Improvement Facilitator Signature	**Date**
Zoe Ehrenberg	2024-07-03