THE SCHOOL DISTRICT OF PHILADELPHIA
2024-2025
School-based Planning Tool

School Grade Span	00-05
ULCS Code	5470
Name of School	William Cramp School
Learning Network	Network 11
Assistant Superintendent	Amy Williams
Principal Name	Dr. Yonaira Rodriguez

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Dr. Yonaira Rodriguez	Cramp	yrodriguez2@philasd.org
Assistant Principal	Quincy Burton	Cramp	qburton@philasd.org
Math Content Specialist/Teacher Leader	Tonya Cabeza	Cramp	tjkintz@philasd.org
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Science Content Specialist/Teacher Leader	Daniel Fitzsimmons	Cramp	djfitzsimmons@philasd.org
School-based EL Teacher Leader	Anna D'Angelo	Cramp	adangelo@philasd.org
School-based Special Education Leader	Linda Kerrigan	Cramp	lkerrigan@philasd.org
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School Counselor	Julie Cheifetz	Cramp	jcheifetz@philasd.org
Parent	Yomaira Mendoza	Cramp	yomairam95@gmail.com
Community Member or Business Partner	Ana Cruz	Cramp	acruz@philasd.org
Planning and Evidence-based Support (PESO) staff	Conor Richardson	SDP	crichardson2@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	SDP	superintendent@philasd.org

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.) How is your school's vision focused on advancing equity?

– Our Mission –
We believe all children can learn at high levels.
We believe all children can reach their learning potential and that the achievement gap can be eliminated.
We believe schools have an enormous impact on children's lives.
We believe the School District of Philadelphia can become a high performing organization.
We believe that all children should be educated in a safe and orderly environment.

Goals Assessment

Metric Name		2021-22 Results	2022-23 Results	2023-24 Winter Star Data	2023-24 Q2 Goal Target	Met Target?	Use this space to reflect on your school's performance on this metric
ELA PSSA	Adv/Pro	15.3%	18.5%	19.6%	22.0%	Approaching	
	Bel Bas	50.3%	42.7%				
Math PSSA	Adv/Pro	4.5%	8.1%	7.7%	13.0%	Not Met	While goal has not been met, students continue to make slight gains
	Bel Bas	73.9%	69.6%				
Science PSSA	Adv/Pro	39.7%	27.1%				
	Bel Bas	31.0%	20.8%				
Literature Keystone	Adv/Pro						
	Bel Bas						
Algebra I Keystone	Adv/Pro						
	Bel Bas						
Biology Keystone	Adv/Pro						
	Bel Bas						

Metric Name	2021-22 Results	2022-23 Results	2023-24 Sep-Jan Data	2023-24 Q2 Goal Target	Met Target?	Use this space to reflect on your school's performance on this metric
Student Attendance (90%+ Days)	52.5%	47.1%	58.6%	60.0%	Approaching	The attendance team has been effective working with families to ensure that sutudents are attending.
Students with Zero Out of School Suspensions	99.8%	95.7%	95.9%	99.9%	Approaching	
Teacher Attendance (90%+ Days)	64.7%	84.9%	87.9%	N/A		
Dropouts (Grades 7-12 only)	N/A	N/A	N/A	N/A		

Metric Name	2021-22 Results	2022-23 Results	2023-24 On-Track Data	2023-24 Q2 Goal Target	Met Target?	Use this space to reflect on your school's performance on this metric
Graduation (4-Year Cohort) [where applicable]	N/A	N/A	N/A	N/A		

Data Review

Topic	Students	Celebrations	Concerns
Student Attendance	Overall	34.7% of all students attended school 95% of days as of the end of December 2023, which is an increase of 3.4% percentage points YOY	67.3% of all students attended school 90% of time in September of 2023 which was a decrease of 5.4% percentage points YOY
	Overall	28.8% of students attended school 95% of days as of the end of Q2 in SY23-24, which is an increase of 1.3% percentage points YOY.	
	Student Group	71.7% of 5th Grade Students attended school 90% of days as of the end of Q2 in SY23-24	Only 48.6% of 1st graders attend 90% of the time through January 2024.
	Student Group		
	Student Group		
Teacher Attendance	Overall	Overall From September through December over 90% of Teachers attended School 90% of the time or better	
	Overall		January was the first month where we saw less than 90% of our Teachers attend school 90% of the time
	Student Group	For September and October 93.5% of Teachers attended school 90% of the time or better	
	Student Group	For November 91% of Teachers attended school 90% of the time or better	
	Student Group	For December 94% of Teachers attended school 90% of the time or better	We saw a 10% point decrease in Teacher attendance from December to January
ELA Performance (Star, Course Marks)	Overall	Went from 16.8% to 27.3% of students who were at or above Benchmark from Fall to Winter STAR Assessment in Reading	46.3% of students scored Intensive on the Winter Star assessment
	Overall	Went from 53.4% to 46.3% of students who were in Intensive Intervention in STAR Reading from Fall to Winter	
	Student Group	In terms of At/Above Benchmark, our Kinder students went from: 25% to 29.3% in Letter Naming / 10% to 27.5% in Letter Sounds / And 20% to 26.2% in Non-Receptive Words	63.8% of 5th Grade students scored Intensive Intervention in the Winter Star Reading assessment which is an increase from 57.1% in the Fall.
	Student Group	In terms of At/Above Benchmark, our First Graders went from: 10.5% to 34.5% in Phoneme Segmentation / 14% to 34.5% in Expressive Non-sense Words / And 12.3% to 20% in Passage Oral Reading	15% of of EL Students K-5 scored At/Above on the Winter Star Reading assessment.
	Student Group	In terms of At/Above Benchmark, our Second Graders went from: 13.3% to 29.8% in Expressive Non-sense Words / And 10% to 22.8% in Passage Oral Reading	
...mance (... Marks)	Overall	Students in grades 3, 4 and 5 decreased their rate of Intensive by a minimum of 6.5% from fall to winter on Star Math.	7.7% of students scored at/above benchmark on Star Math CAT in Winter 2024.
	Overall		

Math Perform (Star, Course	**Student Group**	10% of 4th grade students scored At/Above Benchmark on the Winter Star assessment, which is an increase of 3.4 points fall to winter.	There was no increase in the number of 5th grade students scoring at/above benchmark and a decrease of 1 student in on watch from fall to winter on Star Math CAT.
	Student Group	7.8% of 3rd grade students scored At/Above Benchmark on the Winter Star assessment, which is an increase of 3.4 points fall to winter.	0.0% of students with IEPs scored at/above benchmark on Star Math CAT in Winter 2024.
	Student Group	55.4% of K-2 students scored At/Above Benchmark on the Winter CBM A10, which is an increase of 40 points from fall to winter.	
Climate & Culture	**Overall**		95.9% of students received zero OSS through January 2024 which is a decrease of 1.2% year over year and a decrease of 4.1 from January 2022.
	Overall	Cramp averages less than .5 ODR's per day . 23 students have 1 referral	Disruptive classroom behavior makes up 54% of all referrals
	Student Group	5th grade accounts for only 8% of referrals. This is a significant improvement.	Male students are overrepresented in both referrals and out-of-school suspensions. Males make up 52% of the school pop but account for 144 referrals total, which constitutes 79% of all referrals. Additionally, they account for 83.3% of out-of-school suspensions through January 2024.
	Student Group		Slight disproportionality - students with IEP's receiving referrals (5% overrepresentation)
	Student Group		4th grade students account for 42% of all referrals (but also CCTC at a higher rate within 4th grade)
Survey Data (SWBS, PSES)	**Overall**	When you look at Teacher and Parent Scores Combined we see an increase in our School Rating from 2022 to 2023 from a Topic score of	
	Overall	(SWBS) Overall Particioation Rate was 95% / Adult-Student Relationships 87.3% / Peer Relationships 68.4% / Self Development	
	Student Group	(SWBS) We saw a 6 point increase over-all in the number of students who participated in the survey up to 82%.	
	Student Group	(SWBS) In 2023 Third Grade had an overall Response Rate of 91% which was the highest of the 3 upper Grades	
	Student Group	(SWBS) In 2023 Fourth Grade had an overall Response Rate of 88% which was the second highest	
College/Career Readiness (On-Track & Naviance)	**Overall**	72.3% of students are on track to meet the Future Ready Standard as of Q2, which is an increase of 18.8% percentage points YOY.	
	Overall	98.5 % of 3rd students are on track to meet the Future Ready Standard as of Q2, which is an increase of 4.7% percentage points YOY.	10.2 % of 5th grade students are on track to meet the Future Ready Standard as of Q2, which is a decrease of 40.7% percentage points YOY.
	Student Group		
	Student Group		
	Student Group		

Root Cause Analysis - 5 Whys

	ELA	Math	Teacher Attendance	Student Attendance	Dropout	Climate & Culture	College/Career Readiness	Career & Tech Education
Precise Problem Statement	*46.3% of students scored Intensive on the Winter Star assessment.*	*7.7% of students scored at/above benchmark on Star Math CAT in Winter 2024.*		*67.3% of all students attended school 90% of time in September of 2023 which was a decrease of 5.4% percentage points YOY.*		*95.9% of students received zero OSS through January 2024 which is a decrease of 1.2% year over year and a decrease of 4.1 from January 2022.*		
Why does this problem exist?	There is lesson guidance being followed that allows for the implementation of additional resources.	Teachers received a new curriculum this year.		A number of students with chronic attendance concerns live outside of our catchment area, suggesting that transporation to and from school may be an a challenge.		4th grade students receive the most out-of-school suspensions, with 16.9% of students receiving at least 1 out-of-school suspension.		
Why does this problem exist?	Teachers struggle to align lesson guidance and resources in a way that accurately reflects grade level standards.	Teachers struggled with planning and pacing the curriculum in order to hit all necessary components.		Our younger students often rely on adult family members to get them to and from school.		Male students are overrepresented in out-of-school suspensions, making up 51.5% of the school population, but accounting for 83.3% of out-of-school suspensions.		
Why does this problem exist?	With a new Math curriculum, there was a heavy emphasis in PLCs on Math instruction in the first half of the year which may have led to less of an emphasis on ELA.	It has taken teachers some time to learn the lesson componetns, particularly pieces that require students to carry the cognitive load.		Families may be unclear about the policies and procedures regarding student attendance.		There were classroom shifts with the 4th grade cohort from last school year to this school year, where 3 classes merged into 2 class for the first half of the year.		
Why does this problem exist?	Teachers do more of the heavy lifting in terms of instruction and struggle to consistently provide opportunities for students to carry the cognitive load, which is detrimental to their instructional stamina.	There has been a tendency to lean on procedural knowledge and hesitancy to provide opportunities to build conceptual knowledge.		While SAIPs are implemented regularly, this communication is reactive rather than proactive.		Many of these challenges tend to happen in specials where we have newer teachers who are developing their classroom management and have not consistently engaged with parents at this point.		
Why does this problem exist?	There is a need for continued coaching and tailoring PLCs to teacher needs in order to implement the new curriculum with fidelity.	Teachers require additional coaching around lesson implementation and pacing, as well as prioritizing opportunities for students to carry the cognitive load within lessons.		There is a need for timely and clear communication early on regarding the importance of student attendance and the policies and procedures around that.		There is a need to develop strong classroom management across all classes and to consistently communicate with and build strong relationships with families, as well as students.		
	Final Why Statement: ELA	**Final Why Statement: Math**	**Final Why Statement: Teacher Attendance**	**Final Why Statement: Student Attendance**	**Final Why Statement: Dropout**	**Final Why Statement: Climate & Culture**	**Final Why Statement: College/Career Readiness**	**Final Why Statement: Career & Tech Education**

<table>
<tr><td rowspan="2">Why Statements</td></tr>
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Why Statements	46.3% of students scored Intensive on the Winter Star assessment. This may be due in part to teachers struggling to align instruction to grade level standards. This may be addressed by providing continued coaching and professional learning for teachers as they learn and implement a new ELA curriculum.	7.7% of students scored at/above benchmark on Star Math CAT in Winter 2024. This is due in part to receiving a new curriculum and challenges with lesson pacing. This may be address by providing additional opportunities for coaching and prioritizing opportunities for students to carry the cognitive load.		67.3% of all students attended school 90% of time in September of 2023 which was a decrease of 5.4% percentage points YOY. This may be due in part to younger students needing to rely on adult family members to get to and from school and the lack of understanding around the importance of attendance. This may be addressed by implementing a procedure for attendance communication early in the school year.		95.9% of students received zero OSS through January 2024 which is a decrease of 1.2% year over year and a decrease of 4.1 from January 2022. This is due in part to a merger of classrooms that occurred at the start of the year and challenges with classroom management, particularly in the 4th grade. This may be addressed by supporting teachers with classroom management and also prioritizing building positive relationships with families through consistent communication.		
Budget Implications	If we retain our SBTL, we will be better equipped to support teachers through coaching and PLCs.	If we retain our SBTL, we will be better equipped to support teachers through coaching and PLCs.		If we purchase a Counselor, then we will have a highly qualified professional who can lead the implementation of Tier II and Tier III interventions, which will better position us to meet our attendance and behavior goals.		If we have purchase a position for a BCA, we will have additional support to effectively communicate with our non-native English speakers.		
	If we purchase a supplemental phonics program, we will be able to support students with building and strengthening their foundational skills.	If we purchase a supplemental math fluency program, we will be able to support students with building and strengthening their foundational mathematical skills.		If we purchase Climate Support Staff, then we will have more individuals able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. These individuals will better position us to meet our behavior goals.		If we purchase behavior incentives, then we will better be able to motivate our students to buy into our Tier I climate efforts to establish and maintain school norms and expectations. This will better position us to meet our behavior goals.		
	If we set aside funds for extracurriculars, we will be able to provide professional development for teachers and staff to develop their instructional practice.	If we set aside funds for extracurriculars, we will be able to provide professional development for teachers and staff to develop their instructional practice.		If we purchase a school community coordinator, then we will have a point person to oversee our attendance systems, with a particular focus on reviewing EWI attendance reports and contacting families of students with too many unexcused absences. This individual will better position us to meet our attendance goals.		If we purchase Climate Support Staff, then we will have more individuals able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. These individuals will better position us to meet our behavior goals.		

	If we purchase positions for a reading specialist and SSAs, we will have the necessary supports to meet the needs of diverse learners.	If we purchase positions for SSAs, we will have the necessary supports to meet the needs of diverse learners.				If we purchase an Assistant Principal, then we will have an additional leadership team member who can provide frequent, timely, and systematic feedback and support on instructional practices, which will better position us to meet our Math and ELA Board Goals.		

PRIORITY AREAS (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

		Essential Practices	Rating	Definition of Rating
Instruction	1	**EP01: Align curriculum, assessments, and instruction to the PA Standards**	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	**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**	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	**EP04: Identify and address individual student learning needs**	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly
	5	**EP05: Provide frequent, timely, and systematic feedback and support on instructional practices**	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6	**EP06: Foster a culture of high expectations for success for all students, educators, families, and community members**	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	**EP07: Collectively shape the vision for continuous improvement of teaching and learning**	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	**EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school**	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.

	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior;
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family and Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families)
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research,
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Selected Essential Practice

Academic Essential Practice #1 (Required)	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices
Climate Essential Practice #2 (Required)	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in
Additional Practice #3 (Optional)	

BUDGET PLANNING

Based on the identified priority areas and aligned root-causes, what are the key resources needed to support you in meeting your goals? What resources (i.e. funding, personnel, PD, etc.) would be necessary to successfully enact these changes in an equitable manner for all students, with an eye towards historically marginalized and underserved groups of students. Ensure that each budget item is complete with a clear rationale for why that resource is needed and how it will help you address the goal and priority area.

Budget Item *(This language should match what is listed in SMS.)*	Rationale: How will this resource help me achieve my goals? *(Ex: If we purchase an additional intervention teacher then we will be able to provide additional SGI and intensive interventions.)*	Primary Essential Practice	Primary Related Goal	Cost	Funding Source	If "Split Sources" is selected, detail split here
Teacher, Full Time (1.19)	If we purchase an additional teacher, then we will be able to reduce class sizes and effectively implement MTSS while also allowing teachers to take part in departmental PLCs, during which they will work collaboratively to ensure instruction is coordinated, aligned, and evidence-based. This individual will better position us to meet our Math and ELA Board Goals.	EP05	Academics	160,769	Title 1	
Supportive Services Asst, 4 Hr (4)	If we purchase SSAs, then we will have individuals who are able to pull Tier II and Tier III students out for regular small group and one-on-one interventions, which will better position us to meet Board Goal 2.	EP05	Academics	102,800	Title 1	
School Community Coord, Ft	If we purchase a school community coordinator, then we will have a point person to oversee our attendance systems, with a particular focus on reviewing EWI attendance reports and contacting families of students with too many unexcused absences. This individual will better position us to meet our attendance goals.	EP11	Climate/Culture	83,200	Title 1	
Student Climate Staff, 5 Hours (4.96)	If we purchase Climate Support Staff, then we will have more individuals able to deploy throughout our school to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in our building. These individuals will better position us to meet our behavior goals.	EP11	Climate/Culture	144336	Title 1	
Classroom Instruct Elem: Materials & Supplies	If we purchase supplementary instructional materials, then our teachers will be better equipped with resources to provide standards-aligned grade-level instruction, which will better position us to meet our Math and ELA Board Goals.	EP05	Academics	456	Title 1	

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	ELA Curriculum	

Select Any Applicable Goals	Why Statement	Essential Practice
Board Goal 1	46.3% of students scored Intensive on the Winter Star assessment. This may be due in part to teachers struggling to align instruction to grade level standards. This may be addressed by providing continued coaching and professional learning for teachers as they learn and implement a new ELA curriculum.	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD 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.	7/1/2024	4/30/2025	Principal	PL Calendar	Y
Develop plan for school-based PD time that focuses on improving teacher practice in student work analysis as it relates to ELA instruction.	7/1/2024	9/30/2024	Instructional Leadership Team	PL Calendar	Y
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.	8/26/2024	6/12/2025	Instructional Leadership Team	Observation Schedule, Coaching Schedule	N
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.	8/26/2024	6/12/2025	Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	N
Consistently implement small group instruction to support targeted skill development throughout the school day	8/26/2024	6/12/2025	Teachers	Student Data, Lesson Plans	N

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 implementing the curriculum with integrity.	8/26/2024	6/12/2025	Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA curriculum, with a specific focus on implementing the curriculum with integrity.	10/1/2024	6/12/2025	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Math Curriculum	
Select Any Applicable Goals	**Why Statement**	**Essential Practice**
Board Goal 3	7.7% of students scored at/above benchmark on Star Math CAT in Winter 2024. This is due in part to receiving a new curriculum and challenges with lesson pacing. This may be address by providing additional opportunities for coaching and prioritizing opportunities for students to carry the cognitive load.	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school."	- Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - After each unit, students will be assessed using benchmark tests. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Identify all required Math PL opportunities that focus on training teachers to implement core instructional resources for Math and ensure teachers have the opportunity to participate.	7/1/2024	4/30/2025	Principal	PL Calendar	Y
Develop plan for school-based PD time that focuses on improving teacher practice in student work analysis as it relates to Math instruction.	7/1/2024	9/30/2024	Instructional Leadership Team	PL Calendar	Y
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.	8/26/2024	6/12/2025	Instructional Leadership Team	Observation Schedule, Coaching Schedule	N
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 implementing the curriculum with integrity.	8/26/2024	6/12/2025	Instructional Leadership Team	Mathematics Instructional Guide, PLC Schedule	N

Consistently implement small group instruction to support targeted skill development throughout the school day	8/26/2024	6/12/2025	Teachers	Student Data, Lesson Plans	N
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Math curriculum, with a specific focus on implementing the curriculum with integrity.	10/1/2024	6/12/2025	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	N

William Cramp School - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	PBIS (Tier 1 Strategy)	

Select Any Applicable Goals	Why Statement	Essential Practice
Suspension	95.9% of students received zero OSS through January 2024 which is a decrease of 1.2% year over year and a decrease of 4.1 from January 2022. This is due in part to a merger of classrooms that occurred at the start of the year and challenges with classroom management, particularly in the 4th grade. This may be addressed by supporting teachers with classroom management and also prioritizing building positive relationships with families through consistent communication.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Adult-student and student-student interactions are positive, caring, and respectful. - Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices. - Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals. - There are clear procedures for reporting and responding to behavioral concerns. - Stakeholders perceive the school as warm, inviting, and safe.	- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress. - Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team. - Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads	7/1/2024	8/16/2024	Principal	CR-PBIS/TIPS Team Member Roles & Responsibilities	N
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.	7/1/2024	8/20/2024	Principal	Rolling Agenda, Calendar, Manual	N

Deliver staff CR-PBIS training with a focus on: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS	8/20/2024	8/23/2024	CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Y
Deliver student CR-PBIS kick-off with a focus on: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms during the first month of school	8/26/2024	9/6/2024	CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	N
Roster and implement Daily Community Meetings (at least 90 minutes a week)	8/26/2024	6/12/2025	Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	N
Document ALL referrals (Major & Minor) into SIS only	10/1/2024	6/12/2025	Teachers/Staff	SIS	N
Hold monthly MTSS/TIPS meetings, Quarterly, share Tier 1 behavioral data with school staff that can be combined with monthly MTSS Tier 1 meetings (as long as referral data is reviewed)	10/1/2024	5/30/2025	Admin. / CR-PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	N
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.	10/1/2024	6/12/2025	Administrative Team	Observation Calendar, Danielson Framework (Domain 2)	N
Student Climate Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) with a focus on (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement system, and (4) Restorative Practices	10/1/2024	6/12/2025	Student Climate Staff	CR-PBIS Manual	N
Complete the end of year CR-Tiered Fidelity Inventory (CR-TFI) and Data walk	3/1/2025	3/31/2025	CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	N

GOAL:	Board Goal 1	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least **19.32%** of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 2	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least **24.24%** of grade 3 students will score proficient/advanced on the ELA PSSA	At least __% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least __% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least __% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least __% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Board Goal 3	(select students)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least **9.62%** of grade 3-5 students will score proficient/advanced on the Math PSSA	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least __% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				

GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least __% of all students will attend school 90% of days or more	At least __% of students will attend school 90% of days or more in Q1	At least __% of students will attend school 90% of days or more in Q2	At least __% of students will attend school 90% of days or more in Q3	At least __% of students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				

GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least __% of students will have zero out-of-school suspensions	At least __% of students will have zero out-of-school suspensions in Q1	At least __% of students will have zero out-of-school suspensions in Q2	At least __% of students will have zero out-of-school suspensions in Q3	At least __% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				