Profile and Plan Essentials

School		AUN/Branch	
Scott MS		124151902	
Address 1			
800 Olive Street			
Address 2			
City	**State**	**Zip Code**	
Coatesville	PA	19320	
Chief School Administrator		**Chief School Administrator Email**	
Dr. Catherine Vanvooren		Vanvoorenc@casdschools.org	
Principal Name			
Kathryn Lamothe			
Principal Email			
lamothek@casdschools.org			
Principal Phone Number		**Principal Extension**	
6103836946			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Dr. Kim Rank		kimr@cciu.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Peter Altland	assistant principal	Scott 6th Grade Center	altlandp@casdschools.org
Devyn Hamilton	counselor	Scott 6th Grade Center	hamiltond@casdschools.org
Daysha Hall	Teacher	Scott 6th Grade Center	halld@casdschools.org
Stephanie Waterman	Teacher	Scott 6th Grade Center	watermans@casdschools.org
Dr. Anthony Rybarczyk	District Level Leaders	Coatesville Area School District	rybarczyka@casdschools.org
Dr. Catherine VanVooren	Chief School Administrator	Coatesville Area School District	vanvoorenc@casdschools.org
Kathryn Lamothe	Principal	Scott 6th Grade Center	lamothek@casdschools.org
Dr. Kim Rank	Other	CCIU	kimr@cciu.org
Felesha Fogg	Teacher	Scott 6th Grade Center	foggf@casdschools.org
Stephanie Kershner	Parent	Parent	smkershner@gmail.com
Lauren Davenport	Teacher	Scott 6th Grade Center	davenportl@casdschools.org
Jessica Imburgia	Education Specialist	Scott 6th Grade Center	Imburgiaj@casdschools.org
Dr. Erika Thomas	District Level Leaders	CASD	thomaser@casdschools.org
Karen Smith	Teacher	Scott 6th Grade Center	Smithk@casdschools.org
Jan D'Angelo	Education Specialist	Scott 6th Grade Center	D'angeloj@casdschools.org
Charles Harris	Community Member	Community Member	saxie2934@gmail.com

Vision for Learning

Vision for Learning

The Coatesville Area School District, a leader in the educational community, views each student's academic and personal growth as an investment in the future. Graduates will be empowered to make choices that ensure positive contributions to society. At Scott Middle School we enter to learn and leave to achieve.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
2022-23 PSSA ELA - All Students	30.6.% scoring proficient or above on the 2022-23 ELA PSSA for All Students as compared to 28.4% scoring proficient or above in the 2021-22 ELA PSSA, which is an increase of 2.2%.

Challenges

Indicator	Comments/Notable Observations
2022-23 PSSA Math- All Students	8.7% scoring proficient or above on the 2022-2023 Math PSSA for All Students as compared to 11% scoring proficient or above in the 2021-22 Math PSSA, which is a decrease of 2.3%.
2022-23 PVAAS Math - All Students	According to the 2022-23 Math PVAAS data, All Student group did not demonstrate the standard demonstrating growth measure.
2022-23 PSSA ELA - All Students	On the 2022-23 ELA PSSA, All Student group did not meet interim goal or improvement target
2022-23 PSSA Math - All Students	On the 2022-23 Math PSSA, All Student group did not meet interim goal or improvement target.
2022-23 PVAAS ELA - All Students	According to the 2022-23 ELA PVAAS data, All Student group did not demonstrate the standard demonstrating growth measure.

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

Strengths

Indicator	**Comments/Notable Observations**

2022-23 PVAAS ELA growth expectation **ESSA Student Subgroups** White, English Learners	The White (77.0) and English Learner (79.0) subgroups exceeded the statewide average growth score of 75.0 in ELA.
Indicator 2022-23 PVAAS Math growth expectation **ESSA Student Subgroups** African-American/Black, English Learners, Students with Disabilities	**Comments/Notable Observations** The English Learner (71.0) subgroup exceeded the statewide growth standard of 70.0 in Math. The Black subgroup increased in growth from 50 to 69% and the Students with Disabilities increased in growth from 50 to 59%.
Indicator 2022-23 PSSA ELA **ESSA Student Subgroups** African-American/Black, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** The following subgroups increased the percentage of students scoring advanced/proficient on the 2022-23 ELA PSSA compared to their scores on the 2021-21 ELA PSSA. Black increased 2.2% (14.9% to 17.1%), Hispanic increased 1.1% (15.3 to 16.4%), Economically disadvantaged increased 3.3% (17.2 to 20.5) and English Learners increased 5.2% (7.7 to 12.9)
Indicator 2022-23 PSSA Math **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** The following subgroups increased the percentage of students scoring advanced/proficient on the 2022-23 Math PSSA compared to their scores on the 2021-22 Math PSSA - Black increased 0.7% (4.0% to 4.7%), and Economically disadvantaged increased 0.8% (3.3% to 4.1%)

Challenges

Indicator 2022-23 PVAAS ELA growth expectation **ESSA Student Subgroups** African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Students with disabilities (64.0) , Economically Disadvantaged (51.0), Hispanic (69), and Black (55) subgroups did not meet the statewide growth standard of 70.0 in ELA.
Indicator 2022-23 PVAAS Math growth expectation **ESSA Student Subgroups**	**Comments/Notable Observations** The White (51.0) subgroup did not meet the statewide growth standard of 70.0 in Math.

Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
White	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator 2022-23 PSSA Math **ESSA Student Subgroups** Hispanic, White, English Learners, Students with Disabilities	**Comments/Notable Observations** The following subgroups decreased the percentage of students scoring advanced/proficient on the 2022-23 Math PSSA compared to their scores on the 2021-22 Math PSSA - Hispanic decreased 3.2% (5.9% to 2.7%), White decreased 4.9% (19.5% to 14.6%), English Learners decreased 2.6% (2.6% to 0%) and Students with Disabilities decreased 4.4% (7.4% to 3.0%)

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.

30.6.% scoring proficient or above on the 2022-23 ELA PSSA for All Students as compared to 28.4% scoring proficient or above in the 2021-22 ELA PSSA, which is an increase of 2.2%.
The White (77.0) and English Learner (79.0) subgroups exceeded the statewide average growth score of 75.0 in ELA.
The English Learner (71.0) subgroup exceeded the statewide growth standard of 70.0 in Math.

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.

According to the 2022-23 Math PVAAS data, All Student group did not demonstrate the standard demonstrating growth measure.
According to the 2022-23 ELA PVAAS data, All Student group did not demonstrate the standard demonstrating growth measure

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading - BOY to EOY	All Students scoring at or above benchmark for the Reading Composite category at the beginning of the school year increased from 74% to 76% for an increase of 2%.
Acadience Reading EOY	There are still 18% of all students scoring well below benchmark in the Reading Composite category for the end of the year assessment.

English Language Arts Summary

Strengths

All students receive the Lexia Intervention during their ELA block.
All students receive a double block of Language Arts daily.
Year 2 of new English Language Arts curriculum - Wit and Wisdom, which is aligned to the Science of Reading.

Challenges

Adapting to new Wit and Wisdom ELA curriculum was challenging.
Five elementary schools funnel into one 6th grade center.
Students identified with a disability is significantly higher than the state average.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math - BOY to EOY	55% of all students met projected growth target.
NWEA MAP Math - EOY	There are still 45% of all students that did not meet their growth target for the year.

Mathematics Summary

Strengths

All students receive a double block of Math daily.
In addition to Spring Math, IXL, and Extra Math are also in place for interventions.
All students receive the Spring Math Intervention during their Math block.
Adopted a new Math curriculum- Envision, that is aligned to the Pennsylvania Standards

Challenges

Lack of technology made it difficult to complete IXL Math on a regular and consistent basis.
Five elementary schools funnel into one 6th grade center.
Students identified with a disability is significantly higher than the state average.
Adapting to new Envision Math curriculum was challenging.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2022-23 Science Fair	Scott MS had 19 students participate in the Scott Science Fair which is an increase of 5 students from last year. 8 of those students went on to the county competition and 1 went on to the state level.

Science, Technology, and Engineering Education Summary

Strengths

Inclusion of STEM in the related arts schedule rotation.
District comprehension plan just approved includes focus on STEM education.
Exploration work beginning in preparation for STEELS standards implementation.

Challenges

Schedule does not allow for Science Teachers to participate in MTSS data meetings on a regular basis.
Science curriculum needs to be updated to be standards-aligned.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Act 339 - Career Readiness	Students are completing 2 activities over the course of the year using EverFi or handing in hardcopies.

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.

A district created career readiness schedule to meet the grade level targets every year is in place.

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.

One of the challenges is catching up those students that move into our district to make sure they make the targeted goal of 8 artifacts by the end of 2024.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
End of the Year NWEA MAP Math Benchmark	60% of English Language Learners met their growth target.
End of the Year Acadience ELA Benchmark	58% of English Language Learners were Proficient or Advanced.

Students with Disabilities

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

Data	Comments/Notable Observations
End of the Year NWEA MAP Math Benchmark	58% of students with disabilities met their growth target.
End of the Year Acadience ELA Benchmark	41% of students with disabilities were Proficient or Advanced.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
End of the Year NWEA MAP Math Benchmark	49% of economically disadvantaged students met their growth target
End of the Year Acadience ELA Benchmark	68% of economically disadvantaged students were Proficient or Advanced.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	47% of Black students met their growth target on the end of the year NWEA MAP Math benchmark testing. 59% were proficient or advanced in ELA according to Acadience.
Hispanic	60% of Hispanic students met their growth targets on the end of the year NWEA MAP Math benchmark testing. 68% were proficient or advanced in ELA according to Acadience.
White	60% of White students met their growth targets on the end of the year NWEA MAP Math benchmark testing. 92% were proficient or advanced in ELA according to Acadience.

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.

Adopting a new standards based curriculum for ELA.
Monthly MTSS data meetings
Adopting a new standards based curriculum for Math

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.

Student attendance. We currently have 76% of our students attending regularly (at least 90%)
Consistent implementation of our PBIS incentives

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	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	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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Not Yet Evident
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?

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Continuously monitor implementation of the school improvement plan and adjust as needed

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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Collectively shape the vision for continuous improvement of teaching and learning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Identify and address individual student learning needs

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
30.6.% scoring proficient or above on the 2022-23 ELA PSSA for All Students as compared to 28.4% scoring proficient or above in the 2021-22 ELA PSSA, which is an increase of 2.2%.	False
The White (77.0) and English Learner (79.0) subgroups exceeded the statewide average growth score of 75.0 in ELA.	False
The English Learner (71.0) subgroup exceeded the statewide growth standard of 70.0 in Math.	False
All students receive the Lexia Intervention during their ELA block.	False
All students receive a double block of Language Arts daily.	True
Inclusion of STEM in the related arts schedule rotation.	False
A district created career readiness schedule to meet the grade level targets every year is in place.	False
Year 2 of new English Language Arts curriculum - Wit and Wisdom, which is aligned to the Science of Reading.	True
All students receive a double block of Math daily.	True
District comprehension plan just approved includes focus on STEM education.	False
Adopting a new standards based curriculum for ELA.	False
Exploration work beginning in preparation for STEELS standards implementation.	False
In addition to Spring Math, IXL, and Extra Math are also in place for interventions.	False
All students receive the Spring Math Intervention during their Math block.	False
Monthly MTSS data meetings	False
Adopted a new Math curriculum- Envision, that is aligned to the Pennsylvania Standards	False
Adopting a new standards based curriculum for Math	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Continuously monitor implementation of the school improvement plan and adjust as needed	True

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
According to the 2022-23 Math PVAAS data, All Student group did not demonstrate the standard demonstrating growth measure.	False
According to the 2022-23 ELA PVAAS data, All Student group did not demonstrate the standard demonstrating growth measure	False
Adapting to new Wit and Wisdom ELA curriculum was challenging.	False
Lack of technology made it difficult to complete IXL Math on a regular and consistent basis.	True
Five elementary schools funnel into one 6th grade center.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Five elementary schools funnel into one 6th grade center.	False
One of the challenges is catching up those students that move into our district to make sure they make the targeted goal of 8 artifacts by the end of 2024.	False
Student attendance. We currently have 76% of our students attending regularly (at least 90%)	True
Identify and address individual student learning needs	True
Students identified with a disability is significantly higher than the state average.	True
Students identified with a disability is significantly higher than the state average.	True
Adapting to new Envision Math curriculum was challenging.	False
Schedule does not allow for Science Teachers to participate in MTSS data meetings on a regular basis.	True
Science curriculum needs to be updated to be standards-aligned.	False
Consistent implementation of our PBIS incentives	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.

At Scott there is a need to continue to increase data literacy among all staff to ensure the individual needs of students are identified and the appropriate supports and instructional strategies are in place and monitored through collaborative sessions such as data/ grade level/ content area/ EWS team meetings. Culture and climate has increased this year as evidenced through survey, focus group, and behavioral data but there is still a need to ensure staff is trained in Restorative Practices principles using positive/affirmative statements, implementation of circles, and student conferencing while developing and implementing procedures and expectations for administrators, teachers, students, and families in order to increase engagement and achievement for students in a safe space for learning and teaching,

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Lack of technology made it difficult to complete IXL Math on a regular and consistent basis.		False
Students identified with a disability is significantly higher than the state average.		False
Identify and address individual student learning needs	Continue to build data literacy in order to inform instructional practices that will meet the individual needs of students and bridge the gap between general and special education.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	PD for all staff on understanding and implementing Restorative Practice proactive strategies to increase climate, culture, engagement, and relationships among staff, students and families.	True
Collectively shape the vision for continuous improvement of teaching and learning		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		False
Students identified with a disability is significantly higher than the state average.		False
Student attendance. We currently have 76% of our students attending regularly (at least 90%)		False
Schedule does not allow for Science Teachers to participate in MTSS data meetings on a regular basis.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All students receive a double block of Language Arts daily.	
Year 2 of new English Language Arts curriculum - Wit and Wisdom, which is aligned to the Science of Reading.	
All students receive a double block of Math daily.	Envision, IXL, and Spring math in place

Implement an evidence-based system of schoolwide positive behavior interventions and supports	Core PBIS team in place with incentives and celebrations for students and staff
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Continuously monitor implementation of the school improvement plan and adjust as needed	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If individual student academic & nonacademic needs are identified and addressed using various data points, instructional strategies and interventions, then teachers will assist students in developing ownership in their learning and understanding of their potential that will lead to academic success.
	If we continue to establish a culture of collective responsibility for the social, emotional, and behavioral outcomes of all students through the implementation of Restorative Practices principles, then teachers and administrators will have the tools to provide evidence-based strategies with fidelity to develop strong relationships with students

Goal Setting

Priority: If individual student academic & nonacademic needs are identified and addressed using various data points, instructional strategies and interventions, then teachers will assist students in developing ownership in their learning and understanding of their potential that will lead to academic success.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Scott teachers will identify and address individual students' learning needs causing a 10% increase in their proficiency as measured by PSSA. (Baseline 32% proficient or advanced June 2024)			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Gather baseline data using the ELA CDT assessment	60% of our students will be working in Intermediate or higher on Lexia for Word Study, Grammar and Comprehension	70% of our students will be working in Intermediate or higher on Lexia for Word Study, Grammar and Comprehension	42% of our students will earn proficient or advanced scores on the Spring ELA 2025 PSSA

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Scott teachers will identify and address individual students' learning needs causing a 10% increase in their proficiency as measured by PSSA. (Baseline 24% proficient or advanced June 2024)			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Gather baseline data using the Math CDT assessment	45% of our students will have an average weekly skills proficiency score of 2 or higher as measured in IXL.	55% of our students will have an average weekly skills proficiency score of 2 or higher as measured in IXL.	34% of our students will earn proficient or advanced scores on the Spring Math 2025 PSSA

Priority: If we continue to establish a culture of collective responsibility for the social, emotional, and behavioral outcomes of all students through the implementation of Restorative Practices principles, then teachers and administrators will have the tools to provide evidence-based strategies with fidelity to develop strong relationships with students

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Scott will promote and sustain a positive school environment where all members feel welcomed, supported and safe in school socially, emotionally, intellectually, and physically as measured by use of our PBIS reward system. By June 2025, all Scott teachers will have 270 ROCKStar tickets spent at our School Store. (75% of the 360 that should be given in a school year)			
Measurable Goal Nickname (35 Character Max)			
Culture			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All Scott teachers will have 68 ROCKStar tickets spent at the School Store	All Scott teachers will have 135 ROCKStar tickets spent at the School Store	All Scott teachers will have 203 ROCKStar tickets spent at the School Store	All Scott teachers will have 270 ROCKStar tickets spent at the School Store

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
At least 80% of all students will demonstrate regular attendance			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At least 95% of all students will demonstrate regular attendance.	At least 90% of all students will demonstrate regular attendance.	At least 85% of all students will demonstrate regular attendance.	At least 80% of all students will demonstrate regular attendance.

Action Plan

Measurable Goals

ELA	Math
Culture	Attendance

Action Plan For: Restorative Practices

Measurable Goals:
• At least 80% of all students will demonstrate regular attendance
• Scott will promote and sustain a positive school environment where all members feel welcomed, supported and safe in school socially, emotionally, intellectually, and physically as measured by use of our PBIS reward system. By June 2025, all Scott teachers will have 270 ROCKStar tickets spent at our School Store. (75% of the 360 that should be given in a school year)

Action Step		**Anticipated Start/Completion Date**	
Select Implementation lead and team for this action plan		2024-07-01	2024-07-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Action plan and SIP Team	No	
Action Step		**Anticipated Start/Completion Date**	
Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve.		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin and SIP Team	Bi-Weekly Monitoring template with actions steps, dates/time, Rolling agenda, bi-weekly monitoring template	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members		2024-08-19	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	SIP monthly meeting schedule with dates/time, Rolling agenda, bi-weekly monitoring template	No	

Action Step		Anticipated Start/Completion Date	
Establish a Restorative Practice Core Team & Lead		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, RPC and Guidance Counselor	None	No	
Action Step		**Anticipated Start/Completion Date**	
Work with Pupil Services Director to Implement Foundational Restorative Practices training for staff that have not been trained		2024-08-19	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, Pupil Services Director and RPC	Restorative Practices Books, CSI Funding for training	Yes	
Action Step		**Anticipated Start/Completion Date**	
Ensure school is restorative by creating signage to hang throughout the school to promote restorative conversations.		2024-07-22	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin and SIP Tea,	Signage, CSI Funding	No	
Action Step		**Anticipated Start/Completion Date**	
Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	SIP	No	
Action Step		**Anticipated Start/Completion Date**	
Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer.		2024-08-19	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Restorative Practice PD Attendance Sheets	No	
Action Step		**Anticipated Start/Completion Date**	

Increase buy-in for the use of RP protocols through staff participation in adult circles and staff shout outs during monthly faculty meetings		2024-08-19	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, RPC	Staff Circle Plans	No	
Action Step		**Anticipated Start/Completion Date**	
Review PBIS procedures and process to ensure it includes a focus on prevention strategies and how teachers seek assistance		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Team, Admin	PBIS Document	No	
Action Step		**Anticipated Start/Completion Date**	
Implement the use of re-entry circles for students returning from suspension		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Re-entry plan scaffold, Code of Conduct	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly, the school team will review discipline and restorative conference data and disaggregate by student group identifying trends and possible inequities.		2024-09-15	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, RPC	EdInsight and Eschools for Data	No	
Action Step		**Anticipated Start/Completion Date**	
Quarterly, present data to staff and elicit input and feedback		2024-11-22	2024-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Compiled data	No	
Action Step		**Anticipated Start/Completion Date**	
Mid year staff survey to gather strengths and needs around school climate and discipline		2025-01-10	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, SIF	Survey	No	
Action Step		**Anticipated Start/Completion Date**	
Learning Walks will be conducted monthly to observe implementation of Circles and provide support		2024-09-09	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
RPC, Admin	"Look For" checklist	No	

Action Step		Anticipated Start/Completion Date	
Communicate Restorative Practices to Community		2024-09-30	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, RPC	email/ newsletter	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementing restorative practices will lead to improved relationships, reduced conflict, and increased use of proactive strategies, contributing to a more supportive and inclusive school climate. As a result, academic performance and attendance will increase and use of suspension will decrease, which will lead to an increase in positive climate and cultural change.	Action steps will be monitored bi-weekly and through monthly SIP team meetings to evaluate progress on action steps. RP implementation will be monitored through administrative observations, analysis of mid-year staff and student survey data, and monthly EWS team meetings, which include the review of data such as attendance, and discipline referrals. Data will also be collected and reviewed on the use and effectiveness of the RP Center on a monthly basis.

Action Plan For: Early Warning System

Measurable Goals:
• At least 80% of all students will demonstrate regular attendance
• Scott will promote and sustain a positive school environment where all members feel welcomed, supported and safe in school socially, emotionally, intellectually, and physically as measured by use of our PBIS reward system. By June 2025, all Scott teachers will have 270 ROCKStar tickets spent at our School Store. (75% of the 360 that should be given in a school year)
• Scott teachers will identify and address individual students' learning needs causing a 10% increase in their proficiency as measured by PSSA. (Baseline 24% proficient or advanced June 2024)
• Scott teachers will identify and address individual students' learning needs causing a 10% increase in their proficiency as measured by PSSA. (Baseline 32% proficient or advanced June 2024)

Action Step	Anticipated Start/Completion Date

Select Implementation lead and team for this action plan		2024-07-01	2024-07-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	SIP	No	
Action Step		**Anticipated Start/Completion Date**	
Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve.		2024-08-19	2024-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, SIP	SIP monthly meeting schedule with dates/time, Rolling agenda, bi-weekly monitoring template	No	
Action Step		**Anticipated Start/Completion Date**	
Determine EWS team members and schedule monthly meetings		2024-08-19	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Calendar invites	No	
Action Step		**Anticipated Start/Completion Date**	
Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, CSI Team	SIP	No	
Action Step		**Anticipated Start/Completion Date**	
BOY overview of EWS for staff & administrators		2024-08-19	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	EWS Procedures	No	
Action Step		**Anticipated Start/Completion Date**	
Identify the specific indicators for academics, behavior, and attendance with the team and determine who will be responsible for pulling data on a monthly basis for the EWS team meetings		2024-08-12	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, Guidance Counselor, SIF	EdInsight Data	No	

Action Step		Anticipated Start/Completion Date	
Review SAIP, EWS, MTSS procedures with new guidance counselor		2024-08-12	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, SIF	Procedures	Yes	
Action Step		**Anticipated Start/Completion Date**	
Create Teacher "Showcase" Signup and introduce during 1st meeting		2024-07-15	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Showcase signup and presentation, and feedback link	No	
Action Step		**Anticipated Start/Completion Date**	
Administer and analyze BOY Benchmark assessments for students in Math and Reading		2024-09-03	2024-10-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin and EWS Team	CDTs	No	
Action Step		**Anticipated Start/Completion Date**	
Professional Development on administering CDTs		2024-08-19	2024-09-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	CDTs	Yes	
Action Step		**Anticipated Start/Completion Date**	
Schedule Problem Solving team meetings to analyze data at the individual student level for students who are not responding positively to supports/interventions in place.		2024-10-21	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Guidance Counselor	Student data, PST Protocols	No	
Action Step		**Anticipated Start/Completion Date**	
Instructional coaching for teachers.		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CCIU	Coaching framework - process (CSI Funds)	No	
Action Step		**Anticipated Start/Completion Date**	
Administer and analyze MOY Benchmark assessments for students in Math and Reading		2024-12-02	2025-01-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers and Admin	CDTs	No	
Action Step		**Anticipated Start/Completion Date**	
End of the year analysis on the overall impact of the EWS on student performance and well-being.		2025-05-12	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
EWS Team	EWS Data	No	
Action Step		**Anticipated Start/Completion Date**	
Complete and share with teachers a BOY to EOY data analysis and report		2025-05-12	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, Reading and Math Specialists	CDT and IXL Data (PSSA if possible)	No	
Action Step		**Anticipated Start/Completion Date**	
Identify students with highest attendance concerns and schedule meetings with them and familie to see if there are any barriers to attendance that can be addresses		2024-07-15	2024-08-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	EdInsight Attendance Data	No	
Action Step		**Anticipated Start/Completion Date**	
Identify students with highest attendance concerns and schedule meetings with them and familie to see if there are any barriers to attendance that can be addresses		2024-07-15	2024-08-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	EdInsight Attendance Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementing an early warning system will lead to improved student outcomes by identifying at-risk students early and providing timely interventions based on data collection and analysis. Anticipated outcomes include increased academic participation and performance, as well as increased student attendance and decrease in discipline referrals.	Action steps will be monitored bi-weekly and through monthly SIP team meetings to evaluate progress on action steps. Weekly and monthly EWS meetings will occur where individual students identified as "at risk" are identified and provided a connect staff member and strategies to increase performance in areas such as academics, behavior, and attendance.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Restorative Practices	Work with Pupil Services Director to Implement Foundational Restorative Practices training for staff that have not been trained
Early Warning System	Review SAIP, EWS, MTSS procedures with new guidance counselor
Early Warning System	Professional Development on administering CDTs

Restorative Practices

Action Step
• Work with Pupil Services Director to Implement Foundational Restorative Practices training for staff that have not been trained
Audience
Teachers
Topics to be Included
Foundations of Restorative Practices
Evidence of Learning
Completion the essential RP components and implementation within classrooms (e.g., RP Circles, affirmative statements, etc.)

Lead Person/Position	Anticipated Start	Anticipated Completion
Admin, CCIU Restorative Practices Coach	2024-09-09	2024-11-01

Learning Format

Type of Activities	Frequency
Inservice day	One time or as needed for new hires
Observation and Practice Framework Met in this Plan	

• 2a: Creating an Environment of Respect and Rapport
• 3e: Demonstrating Flexibility and Responsiveness
• 1b: Demonstrating Knowledge of Students
• 2b: Establishing a Culture for Learning
• 4e: Growing and Developing Professionally
• 2d: Managing Student Behavior
• 2c: Managing Classroom Procedures
This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Guidance Counselor Training

Action Step		
• Review SAIP, EWS, MTSS procedures with new guidance counselor		
Audience		
Guidance Counselor		
Topics to be Included		
SAIP, EWS MTSS		
Evidence of Learning		
Ability to follow processes put in place, find data and contribute to SAIP, EWS, and MTSS meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Admin, Dara Kline	2024-08-19	2024-11-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	biweekly or more as needed
Observation and Practice Framework Met in this Plan	
• 4b: Maintaining Accurate Records	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

CDT Training for Teachers

Action Step
• Professional Development on administering CDTs

Audience		
Teachers and Administration		
Topics to be Included		
How to successfully administer CDTs and analyze results		
Evidence of Learning		
Accurate administration of CDT benchmarks and discussion of results in data meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Admin	2024-08-19	2024-11-22

Learning Format

Type of Activities	Frequency
Inservice day	Once or as needed for follow up
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	