Laboratory CS

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

LEA Type		AUN	
Charter School		126513110	
Address 1			
926 West Sedgley Ave			
Address 2			
City	**State**	**Zip Code**	
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Chief School Administrator		**Chief School Administrator Email**	
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Andrea Coleman-Hill	Chief School Administrator	Laboratory CS	drandreacolemanhill@gmail.com
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LEA Profile

Laboratory Charter School is comprised of students in Kindergarten to Eighth Grade. The Elementary Campus is nestled around Temple University Hospital and serves as the school for K-5th grade as well as the Central Administration Building. The Middle School Campus is located in the East Falls Area, serving students in grades 6th-8th. With two campuses, it is LAB's priority that the K-8 School Community remains connected and all stakeholders have a sense of belonging at all times.

LAB fully embraces a Restorative Practices approach. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the school community. Students and staff are expected to demonstrate positive behavior, pro-social thinking, and social-emotional competencies. Students and Staff acknowledge when harm is done and opportunities are provided to give back to the community they harmed and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of LAB.

 Restorative practices (RP) **is an approach and set of tools for building, improving and repairing relationships.** It is a community-centered, needs-based framework for cultivating healthy home, school, neighborhood and workplace communities. The faithful implementation of RP increases social and emotional intelligence, decreases high-risk behavior, and addresses harm effectively. RP strives to honor all voices (including and especially those voices that are traditionally and systematically silenced, like children's), to hold people accountable for their words, behaviors and actions, and to contribute to the repair of new and existing trauma. The consistent, school-wide use of restorative practices significantly reduces classroom disruptions, suspensions, and violence by centering the good of the community and its relationships, promoting social-emotional competence, encouraging trauma-informed decisions, and promoting cultural competency.

 Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. **Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms and the school building in collaboration with families and community partners.** The schoolwide use of SEL fosters learning and promotes equitable outcomes for all students.

 RP and Schoolwide SEL are distinct approaches to creating and sustaining connected communities, but are grounded in similar principles and often complement and fortify one another. Lab Charter recognizes the importance of both RP and Schoolwide SEL and is therefore committed to cultivating a connected community through the faithful implementation of both. The implementation process is planned for and led by key stakeholders, including administrators, teachers, parents and community members. Each year, specific goals are developed and customized for each campus, but in general, a restorative school cultivates a strong sense of community through the consistent use of the following tools and processes:

- Community-building or proactive dialogue circles
- Responsive dialogue circles
- Affective statements
- Restorative questions and conversations
- Formal conferences

These tools and processes provide pathways to relationship-building and to repairing harm. They allow members of the school community to learn about one another and to resolve issues and conflict.

Developing student agency within LAB Charter Students is critical in preparing them to overcome adversities and gather the needed skills and knowledge to have positive relationships leading to collective agency within their learning environment and community. Through the integration of social emotional learning and providing opportunities for students to feel safe in asking questions, making mistakes and including their interest in learning; LAB's staff create classrooms that allow students to have opportunities to practice social, moral, economic and creative agency. This doesn't just happen within the walls of the classrooms but there are many opportunites provided during school and after school for students to engage and for adults to empower their use of positive voice throughout the school community and in decesion making of school programming.

Knowing that to successfully prepare LAB Students to be able to compete when they matriculate to high school, technology is embedded in teaching and learning. Prior to the use of computers for each school year students learn what it means to be a digital citizen and the importance of using technology to help streghthen their access to educational tools and materials that will benefit and aid in their learning. They also learn the responsibility that comes with using social media platforms within the confines of the school and in their personal lives. Technology has given LAB Students the power to access and be exsposed to a ealth of information and it is the responsibility of the staff to facilitate the integration and use of technology.

Mission and Vision

Mission

All Laboratory Charter School Students, from all backgrounds deserve and will have a quality public education. This includes equal and equitable access to academics, restorative practices and social-emotional learning; a safe and supportive learning environment for all learners to listen, learn and ask for help; access to technology and the implementation of technology in teaching and learning; and the ability and the will to positively to positively influence their own lives and the world around them through student agency.

Vision

Laboratory Charter School will develop well-rounded students by not only providing the necessary course material and skills to mastery grade level standards but they will prepare them for life. Students will have developed conflict resolution skills, self regulation skills and will be prepared to lead in their school, their neighborhood and the greater society with a positive voice and through the creation of co-agency (mutually supportive relationships).

Educational Values

Students

LAB Students are empowered to embrace intrinsic motivation over extrinsic motivation in all that they do. This allows them to embrace character as an identity and not as compliance. This helps create a greater sense of belonging in the school community. Students are expected to take ownership over their learning and the communication of their goals, learning and needs to staff and their families. As an empowered and active student in their learning LAB Students embrace self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are just as important as their core academic skills. LAB Students have an understanding that their teachers are there as facilitators of their learning and will help scaffold them with a gradual release allowing for productive struggle to happen.

Staff

All LAB Staff have the responsibility to ensure that every student in the school is practicing and developing in the core competencies around restorative practices, social emotional learning, technology and student agency. Staff not only provide meaningful real world opportunities but also support students in various ways through a comprehensive system of support. Staff hold each other accountable to ensure there is a common language around the core values and that the values are being integrated in the adult culture. Staff make it a priority to create caring attachments to students and help students create caring attachments to their peers.

Administration

School Leaders are champions of the shared values, vision and mission of Laboratory Charter School. It is the responsibility of school leaders to ensure that the vison and mission of LAB are visible in every aspect of the school and greater school community. School leaders in partnership with staff identify ways students can show leadership and take on new initiatives. Because students come to school with diverse skills, interests, backgrounds, and learning needs, an academic program that helps all students succeed will be one in which the content and pedagogy engage all learners and meet their individual needs. It is the responsibility of the school leaders to support staff and provide opportunities for collaboration. School leaders have the responsibility to continually reach out and engage parents and families to build greater trust and stronger relationships.

Parents

Parents and Families of Laboratory Charter School Students are encouraged to be active participants in their student's lives. This includes embracing the shared values and beliefs of LAB as well as utilizing workshops and trainings to strengthen the relationship between home and school.

Community

As a school community, it is important that LAB stays connected and that everyone has a sense of belonging. If anyone is affected by harm done by anyone within the school community or within the community as a whole LAB creates a space for restoration and healing. The wider school community must be committed to LAB's values around restorative practices', social emotional learning, technology and student agency and must integrate within their partnerships. LAB's community stakeholders have a responsibility to vigorously recruit stakeholders from the wider community.

Other (Optional)

Laboratory Charter School believes: 1) Through positive parental involvement, a collaborative staff, academically enriched student engagement and administrative support, LAB students can become anything that they aspire to be. 2) Education takes a village. 3) Accountability is for EVERYONE (staff, students, teachers, parents, and the community). 4) We should provide a consistent, fair, and nurturing environment for LAB's school community. 5) With proper planning, and a positive attitude, anything is possible.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Regular Attendance	The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.
English Language Arts Growth Measure	The growth for English Language Arts from 21-22 was 75.0%. This rate was 1% away from the statewide average for growth and 5% higher than the statewide performance average.

Challenges

Indicator	Comments/Notable Observations
College and Career Measures	The goal was not met for 5th and 8th grade for this measure. LAB had 13.6% which was 74/4% away from the statewide average.
Proficiency Goal for English Language Arts, Math and Science	Proficiency was not met for any of these subject areas on the PSSA.

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

Strengths

Indicator	**Comments/Notable Observations**
Regular Attendance **ESSA Student Subgroups** Hispanic, Economically Disadvantaged, Students with Disabilities	For all three of these subgroups their attendance rate for 21-22 met or exceeded the interim target expectation.
Indicator	**Comments/Notable Observations**

English Language Arts Growth according to PVAAS **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	Both subgroups for 21-22 met or exceeded the interim target expectation.

Challenges

Indicator English Language Arts Performance on the PSSA **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** This subgroup maintained their performance from the previous year and did not met the goal for performance or for growth.
Indicator Mathematics Performance **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** This subgroup did not show growth and did not met the goal for performance or for growth.

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.

Regular Attendance: The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.
English Language Arts Growth according to PVAAS: Both subgroups for 21-22 met or exceeded the interim target expectation.

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.

English Language Arts Performance on the PSSA for all subgroups
Mathematics Performance on the PSSA for all subgroups

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Students in the most intensive tier moved to a least intensive tier by the end of the year.
Exact Path	The usage on the learning paths increased from the mid point to the end of the year which allowed for a large amount of growth for grades.

English Language Arts Summary

Strengths

There is a Schoolwide Intervention Block that all students receive using research based programs.
English Language Arts blocks are 90 minutes which allows for small groups to happen.

Challenges

Attendance of scholars would help to improve our score. With bus transportation being unreliable at times, if a child isn't able to catch the bus then they will miss a day of instruction.
Our Extended Day program is a another support we use for instructional support but most of the kids who need it can't stay because they rely on bs transportation home.

Mathematics

Data	Comments/Notable Observations
Exact Path	The usage on the learning paths increased from the mid point to the end of the year which allowed for a large amount of growth for grades.

Mathematics Summary

Strengths

Students like the learning path lessons and practice. Teachers have extended time to work with students in small groups to ensure they have the proper skills.

Challenges

We need to purchase a math intervention program to help students who are referred to MTSS. Also we need to see how to align the Math Intervention Block to see better growth of all students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
School Benchmarks Using SAS	Students performed well on the teacher made SAS assessments.

Science, Technology, and Engineering Education Summary

Strengths

There were no observable strengths.

Challenges

We need to look at using Next Generation Standards in every grade. That might help anchor a more deeper knowledge and understanding of Science since they are not tested on it every year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
XELLO	Students in K-5 utilized the program. Students in 6-8 need to get on the program.

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

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

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.

There is a program established to help students in K-8 with college and career readiness skills
Students in K-5th grade utilized the program in the year 2022-2023

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.

There was no usage of the program in grades 6th-8th.
K-8th grade students did not hit the mark of lessons needed for the state measure.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Math PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students.
ELA PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students.
Science PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students-4th and 8th.

Students with Disabilities

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

Data	Comments/Notable Observations
ELA PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students.
Math PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students.
Science PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students-4th and 8th

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students.
Math PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students.

Science PSSA	There needs to be an increase of the proficient and advanced students as well as the growth rate for students-4th and 8th

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	
Hawaiian/Pacific Islander	This sample is too little to have measurable data. in growth or performance for ELA, Math and Science
2 or More Races	This sample is too little to have measurable data. in growth or performance for ELA, Math and Science
Asian	
Black	This sample is too little to have measurable data. in growth or performance for ELA, Math and Science
Hispanic	For performance in ELA, Math and Science they did not meet the statewide goal and decreased from previous years. In growth for Math they meet or exceeded the target but decreased from last year. In Math they did not meet the target but increased from last year. In Science they did not meet the target and decreased from last year.
White	This sample is too little to have measurable data in ELA Growth, Math Growth and Science Performance and Growth. For performance in ELA they did not meet the target and they maintained the same from the previous year. For Math Performance they did not meet the target but increased from the previous 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.

The attendance rates for these subgroups is improving.
All subgroups meet the statewide growth goal.

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.

Math, ELA and Science Performance scores need to increase for all subgroups and tested grades.
Math, ELA and Science Growth scores need to increase for all subgroups and tested grades.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

All of the plans pay special attention to closing the skills gap for the subgroups mentioned in this plan.

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.

In order to supplement the Tier 1 Math Program with an intervention we need to find a program that would help to ensure growth.

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
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	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Out MTSS framework is operational and with additional tools to help support academic interventions at the higher tiers that would help greatly.
Parent Engagement is high and so to encourage parents to come in and volunteer in the school would help with getting more bodies in front of students who need help reading.
The Professional Learning for Staff is strong. More of a focus can be spent on high leverage instructional protocols for the classroom.

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?

There were no pressing challenges. We could always use more programs to support our MTSS framework.
Our Hispanic Population is increasing and we need to ensure that we continue to support students who have a language barrier with research based programs. Also how to engage them within the school community would be beneficial.
We need to get families involved and apart of the discussion around student growth and academics so they know how to best help their child. The parent coordinator can take lead on this endeavor with lead teachers and building administration.
There are a high number of truant students for LAB. Strategically using the Truancy Coordinator, Home Interventionist to deal with those concerns would help to increase attendance.

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
Regular Attendance: The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.	True
English Language Arts Growth according to PVAAS: Both subgroups for 21-22 met or exceeded the interim target expectation.	True
There is a Schoolwide Intervention Block that all students receive using research based programs.	True
English Language Arts blocks are 90 minutes which allows for small groups to happen.	True
Students like the learning path lessons and practice. Teachers have extended time to work with students in small groups to ensure they have the proper skills.	True
There were no observable strengths.	False
There is a program established to help students in K-8 with college and career readiness skills	False
Students in K-5th grade utilized the program in the year 2022-2023	False
The attendance rates for these subgroups is improving.	True
Out MTSS framework is operational and with additional tools to help support academic interventions at the higher tiers that would help greatly.	True
Parent Engagement is high and so to encourage parents to come in and volunteer in the school would help with getting more bodies in front of students who need help reading.	True
The Professional Learning for Staff is strong. More of a focus can be spent on high leverage instructional protocols for the classroom.	True
All subgroups meet the statewide growth goal.	True
All of the plans pay special attention to closing the skills gap for the subgroups mentioned in this plan.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
English Language Arts Performance on the PSSA for all subgroups	True
Mathematics Performance on the PSSA for all subgroups	True
Attendance of scholars would help to improve our score. With bus transportation being unreliable at times, if a child isn't able to catch the bus then they will miss a day of instruction.	True
Our Extended Day program is a another support we use for instructional support but most of the kids who need it can't stay because they rely on bs transportation home.	True
We need to purchase a math intervention program to help students who are referred to MTSS. Also we need to see how to align the Math Intervention Block to see better growth of all students.	True
We need to look at using Next Generation Standards in every grade. That might help anchor a more deeper knowledge and understanding of Science since they are not tested on it every year.	False
There was no usage of the program in grades 6th-8th.	False
K-8th grade students did not hit the mark of lessons needed for the state measure.	False
Math, ELA and Science Performance scores need to increase for all subgroups and tested grades.	False
There were no pressing challenges. We could always use more programs to support our MTSS framework.	True
Math, ELA and Science Growth scores need to increase for all subgroups and tested grades.	True
In order to supplement the Tier 1 Math Program with an intervention we need to find a program that would help to ensure growth.	True
Our Hispanic Population is increasing and we need to ensure that we continue to support students who have a language barrier with research based programs. Also how to engage them within the school community would be beneficial.	True
We need to get families involved and apart of the discussion around student growth and academics so they know how to best help their child. The parent coordinator can take lead on this endeavor with lead teachers and building administration.	True
There are a high number of truant students for LAB. Strategically using the Truancy Coordinator, Home Interventionist to deal with those concerns would help to increase attendance.	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.

There needs to be a focus on getting more academic interventions for math. Also looking at the Math intervention Block to see how effective it is and what changes need to happen. There has to be a considerable amount of student growth and growth in student performance on the PSSAs for every subject and sub group.   The Hispanic Subgroup shows inconsistent achievement and growth across grade levels and subject areas. The team agrees that Tier II and III interventions need to be more focused on closing the achievement gap with this sub group.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Arts Performance on the PSSA for all subgroups	Inconsistency in attendance and students enrolled	False
Mathematics Performance on the PSSA for all subgroups	Inconsistency in attendance and students enrolled	False
Attendance of scholars would help to improve our score. With bus transportation being unreliable at times, if a child isn't able to catch the bus then they will miss a day of instruction.	If students are missing school they are going to fall behind academically so we need to intervene and make sure we remove all barriers for families.	True
Our Extended Day program is a another support we use for instructional support but most of the kids who need it can't stay because they rely on bs transportation home.	We need to push the usage of Exact Path and tutoring in the extended day. The Exact Path is a diagnostic and adaptive tool that will meet and support every scholar. This helps because in rooms/ groups where we have a teaching aide they can still run the program with fidelity.	False
We need to purchase a math intervention program to help students who are referred to MTSS. Also we need to see how to align the Math Intervention Block to see better growth of all students.	We have looked into a number of programs and identified Do Math. Now we are training staff in order to utilize this program.	True
There were no pressing challenges. We could always use more programs to support our MTSS framework.	MTSS Framework is there along with a MTSS coordinator and interventionist. They are working together to support teachers and scholars.	False
Math, ELA and Science Growth scores need to increase for all subgroups and tested grades.	Grade Group Meetings need to be used to train and support teachers so their instructional practice becomes more effective.	True
In order to supplement the Tier 1 Math Program with an intervention we need to find a program that would help to ensure growth.	An updated curriculum was purchased to increase the tier one interventions for students.	False
Our Hispanic Population is increasing and we need to ensure that we continue to support students who have a language barrier with research based programs. Also how to engage	Our ELL Coordinator is working to identify other programs and ways to support the academic program for ELL students.	False

them within the school community would be beneficial.		
We need to get families involved and apart of the discussion around student growth and academics so they know how to best help their child. The parent coordinator can take lead on this endeavor with lead teachers and building administration.	The Parent Coordinator is working with teachers to increase workshops that are geared around academics.	True
There are a high number of truant students for LAB. Strategically using the Truancy Coordinator, Home Interventionist to deal with those concerns would help to increase attendance.	There has to be more focus on dealing with truancy.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular Attendance: The attendance rate for 21-22 was 80.9%. This rate for LAB was 2.2% away from the state average.	Students and Families feel safe at LAB and students love coming to school.
English Language Arts Growth according to PVAAS: Both subgroups for 21-22 met or exceeded the interim target expectation.	There needs to be a focus on who were the students and then see if they took advantage of any of the academic interventions.
There is a Schoolwide Intervention Block that all students receive using research based programs.	We need to continue this and make sure that the pull out groups are fluid based on data and progress monitoring.
English Language Arts blocks are 90 minutes which allows for small groups to happen.	Continue this practice. Where else can we fit in reading?
Students like the learning path lessons and practice. Teachers have extended time to work with students in small groups to ensure they have the proper skills.	Are we able to do campus wide competitions so that we can get them even more excited to use the program?
Out MTSS framework is operational and with additional tools to help support academic interventions at the higher tiers that would help greatly.	Our Truancy Coordinator and Parent Coordinator are apart of the MTSS Team to ensure we are having consistency around the building.
Parent Engagement is high and so to encourage parents to come in and volunteer in the school would help with getting more bodies in front of students who need help reading.	With engagement high, the parent coordinator should be able to provide more workshops led by instructional staff for families. This will help so they are aware of how to best support their child.
The Professional Learning for Staff is strong. More of a focus can be spent on high leverage instructional protocols for the classroom.	With an increase in staff who are on an emergency permit we need to increase the amount of planning time daily to allow multiple opportunities to provide support an coaching.
The attendance rates for these subgroups is improving.	The truancy coordinator needs to increase the monitoring of attendance and communication to stakeholders.

All subgroups meet the statewide growth goal.	Subgroups met the statewide growth goal however they barely made it. We need to triangulate data to see individually how each student improved.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Attendance will improve to the monthly average of 85% daily attendance rate for LAB students in K-8th grade.
	MTSS will utilize more research based interventions to ensure students are supported within each tier.
	All teachers K-8th grade will participate in grade group meetings each week that are focused on examining student work, strengthening instructional practices, integrating writing across the curriculum and reviewing student data. This will help with teachers having more support for what their small groups should look like for the intervention block and their instructional blocks.
	Parent engagement and academic workshops will increase so that parents can take a more active approach in their child's learning.

Goal Setting

Priority: All teachers K-8th grade will participate in grade group meetings each week that are focused on examining student work, strengthening instructional practices, integrating writing across the curriculum and reviewing student data. This will help with teachers having more support for what their small groups should look like for the intervention block and their instructional blocks.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
All professional staff will participate in a minimum of 14 days of professional development for the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Professional Development			
Target Year 1	**Target Year 2**	**Target Year 3**	
All professional staff will participate in a minimum of 10 days of professional development for the 2023-2024 school year.	All professional staff will participate in a minimum of 12 days of professional development for the 2024-2025 school year.	All professional staff will participate in a minimum of 14 days of professional development for the 2025-2026 school year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All professional staff will participate in a minimum of 3 days of professional development by November for the 2023-2024 school year.	All professional staff will participate in an additional 3 days of professional development by March for the 2023-2024 school year.	All professional staff will participate in an additional 3 days of professional development by June for the 2023-2024 school year.	All professional staff will participate in a minimum of 10 days collectively of professional development for the 2023-2024 school year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Teachers in grades K-8 will meet twice a week for grade group meetings around instruction, MTSS, Special Education and Technology Integration.			
Measurable Goal Nickname (35 Character Max)			
Grade Group Meetings			
Target Year 1	**Target Year 2**	**Target Year 3**	

All teachers will have one weekly meeting focusing on instruction, MTSS, SPED and/or Technology Integration.	All teachers will have two weekly meetings focusing on instruction, MTSS, SPED and/or Technology Integration.	Teachers in grades K-8 will meet twice a week for grade group meetings around instruction, MTSS, Special Education and Technology Integration.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All teachers will have one weekly meeting focusing on instruction, MTSS, SPED and/or Technology Integration.	All teachers will have one weekly meeting focusing on instruction, MTSS, SPED and/or Technology Integration.	All teachers will have two weekly meetings focusing on instruction, MTSS, SPED and/or Technology Integration.	All teachers will have two weekly meetings focusing on instruction, MTSS, SPED and/or Technology Integration.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
By the end of year three, all stakeholders will be able to effectively integrate the five components of social emotional learning across the school setting.			
Measurable Goal Nickname (35 Character Max)			
SEL			
Target Year 1	**Target Year 2**	**Target Year 3**	
All students will participate in social emotional learning from a specialist teacher at least twice per week.	Teachers will incorporate social emotional learning within their instructional program across subjects	By the end of year three, all stakeholders will be able to effectively integrate the five components of social emotional learning across the school setting.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students in K-8 will have social emotional lessons twice a week.	All teachers will incorporate social emotional learning within their proactive circles block.	All teachers will integrate the five components of social emotional learning across all content areas.	By the end of year three, all stakeholders will be able to effectively integrate the five components of social emotional learning across the school setting.

Priority: Attendance will improve to the monthly average of 85% daily attendance rate for LAB students in K-8th grade.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)			
LAB's monthly attendance rate will be 85% or greater to ensure students are in person for learning.			
Measurable Goal Nickname (35 Character Max)			
Monthly Attendance Rate			
Target Year 1	**Target Year 2**	**Target Year 3**	
LAB's Monthly Attendance Rate for the school year of 23-24 will be greater than 85%	LAB's Monthly Attendance Rate for the school year of 24-25 will be greater than 85%	LAB's monthly attendance rate will be 85% or greater to ensure students are in person for learning.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
. LAB's Monthly Attendance Rate for the school year of 23-24 will be greater than 85%	LAB's Monthly Attendance Rate for the school year of 23-24 will be greater than 85%	LAB's Monthly Attendance Rate for the school year of 24-25 will be greater than 85%	LAB's Monthly Attendance Rate for the school year of 24-25 will be greater than 85%

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 90% compliance by families to their attendance improvement plan.			
Measurable Goal Nickname (35 Character Max)			
Attendance Improvement Plans			
Target Year 1	**Target Year 2**	**Target Year 3**	
The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 70% compliance by families to their attendance improvement plan.	The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 80% compliance by families to their attendance improvement plan.	The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 90% compliance by families to their attendance improvement plan.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 70% compliance by families to their attendance improvement plan.	The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 80% compliance by families to their attendance improvement plan.	The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 90% compliance by families to their attendance improvement plan.	The Parent Coordinator and the Truancy Liaison will meet with all families who are truant with 90% compliance by families to their attendance improvement plan.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	**Target Year 2**	**Target Year 3**	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Priority: MTSS will utilize more research based interventions to ensure students are supported within each tier.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The MTSS Team will increase supports within each tier by 20% each year.			
Measurable Goal Nickname (35 Character Max)			
MTSS Interventions			
Target Year 1	**Target Year 2**	**Target Year 3**	
The MTSS Team will increase supports within each tier by 10% each year.	The MTSS Team will increase supports within each tier by 15% each year.	The MTSS Team will increase supports within each tier by 20% each year.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The MTSS Team will increase supports within each tier by 10% for 23-24 school year	The MTSS Team will increase supports within each tier by 15% for 24-25 school year.	The MTSS Team will increase supports within each tier by 20% for 24-25 school year	The MTSS Team will increase supports within each tier by 20% for 224-25 school year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			

Target Year 1	Target Year 2	Target Year 3	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Parent engagement and academic workshops will increase so that parents can take a more active approach in their child's learning.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
LAB will hold at least 10 workshops each year by the 25-26 school year via in person or by Zoom.			
Measurable Goal Nickname (35 Character Max)			
Family Workshops			
Target Year 1	**Target Year 2**	**Target Year 3**	
LAB will hold at least 6 workshops each year by the 23-24 school year via in person or by Zoom.	LAB will hold at least 8 workshops each year by the 24-25 school year via in person or by Zoom.	LAB will hold at least 10 workshops each year by the 25-26 school year via in person or by Zoom.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
LAB will hold at least 6 workshops each year by the 23-24 school year via in person or by Zoom.	LAB will hold at least 6 workshops each year by the 23-24 school year via in person or by Zoom.	LAB will hold at least 8 workshops each year by the 24-25 school year via in person or by Zoom.	LAB will hold at least 10 workshops each year by the 24-25 school year via in person or by Zoom.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
LAB will increase community partnerships by 10% each academic year from the previous year in order to provide more resources for the staff, students and families of LAB.			
Measurable Goal Nickname (35 Character Max)			
Community Partnerships			
Target Year 1	**Target Year 2**	**Target Year 3**	
LAB will increase community partnerships by 10% each academic year from the 22-23	LAB will increase community partnerships by 10% each academic year from the 23-24	LAB will increase community partnerships by 10% each academic year from the previous year in order to provide more resources for the	

school year.	school year.	staff, students and families of LAB.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
LAB will increase community partnerships by 10% each academic year from the 22-23 school year	LAB will increase community partnerships by 10% each academic year from the 22-23 school year	LAB will increase community partnerships by 10% each academic year from the 23-24 school year	LAB will increase community partnerships by 10% each academic year from the 24-25 school year

Action Plan

Measurable Goals

Professional Development	Grade Group Meetings
SEL	Monthly Attendance Rate
Attendance Improvement Plans	
MTSS Interventions	
Family Workshops	Community Partnerships

Action Plan For: Restorative Practices and Social Emotional Learning

Measurable Goals:
• All professional staff will participate in a minimum of 14 days of professional development for the 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
All LAB Staff will be trained in Restorative Practices and Social Emotional Learning,		2023-08-13	2024-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Andrea Coleman-Hill, CEO Andria Cole, RP/SEL Implementation Coach Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator	Monthly Coaching Visits Materials for "The Zone" Implementation Materials to help support establishing safe places in classrooms	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Staff will participate in Micro-Trainings throughout the year to ensure implementation of RP/ SEL is happening.		2023-08-14	2024-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Andrea Coleman-Hill, CEO Andria Cole, RP/SEL Implementation Coach		Yes	Yes

Action Step		Anticipated Start/Completion Date	
Coaching Cycle will be used for teachers who are having a hard time connecting with their scholars and creating a connected classroom community. These are Monthly walks that happen.		2024-08-13	2024-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Andrea Coleman-Hill, CEO Andria Cole, RP/SEL Implementation Coach Building Leadership		Yes	Yes

Action Step		Anticipated Start/Completion Date	
Parents will be able to participate in monthly workshops. This will allow for continuity across home and school with conflict management, expressing feelings, dealing with trauma.		2023-08-13	2024-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Andrea Coleman-Hill, CEO Andria Cole, RP/SEL Implementation Coach Building Leaders Parent Coordinator Truancy Coordinator/ Home Interventionist		Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
LAB Staff and scholars will create a connected school community. This will provide a framework for the school community to reduce suspensions by giving teachers and scholars tools needed to handle conflict. Teachers will also be trained on how to teach social emotional skills and embed them into their lessons so instruction can truly reach the whole child.	Dr. Andrea Coleman-Hill-Monthly Andria Cole-Monthly Tennille Bennett, Rhonada Cyrus, Derrick Lewis-El and Kelly Bourne-Daily/ Weekly/ Monthly

Action Plan For: Data Analysis Meetings

Measurable Goals:
• All professional staff will participate in a minimum of 14 days of professional development for the 2025-2026 school year.
• Teachers in grades K-8 will meet twice a week for grade group meetings around instruction, MTSS, Special Education and Technology Integration.

Action Step		Anticipated Start/Completion Date	
School staff will analyze benchmark data to determine needs for the schoolwide intervention block and MTSS Intervention supports.		2023-08-13	2024-06-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator	Benchmark results from Exact Path and DIBELS. Learning Path Data from Exact Path. Classroom Assessments and Behavioral Data	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Both campuses will come together to review District Level data and build school wide plans.		2023-08-13	2024-06-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator	Benchmark Data -present and past Data Analysis Protocol Sheet	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
School Leadership and Teachers will engage parents in data talks with their child in order to understand where they are and where they need to be in all areas.		2023-08-13	2024-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator	workshops for families		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
LAB Scholars will show 10% growth from their Fall Benchmark to their Spring Benchmark in Math and ELA.	Tennille Bennett, Rhonada Cyrus, Derrick Lewis-El and Kelly Bourne-Daily/ Weekly/ Monthly Akeesha Oliver/ Weekly

Action Plan For: Multi Tiered System of Support

Measurable Goals:
• All professional staff will participate in a minimum of 14 days of professional development for the 2025-2026 school year.
• Teachers in grades K-8 will meet twice a week for grade group meetings around instruction, MTSS, Special Education and Technology Integration.

Action Step		Anticipated Start/Completion Date	
The MTSS Team will meet to review data and interventions with teachers bi-weekly. They will use data to inform student supports as needed.		2023-08-13	2024-06-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator	ELA and Math Interventions from Core Programs DO Math Benchmark Data AIMES Web with Probes Classroom Assessments and Interventions Behavioral Data Attendance Data	Yes	Yes
Action Step		Anticipated Start/Completion	

		Date
School Staff will be trained in Tier 1 and Tier 2 interventions which the school has purchased for behavior, reading and math.		2023-08-13	2023-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Team Building Leadership Parent Coordinator Truancy Coordinator/ Home Interventionist Student Services	Interventions from Core Programs Do Math Training Schoolwide Intervention Block Expectations and materials Attendance Data Behavioral Data	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Staff will learn how to progress monitor for scholars in their room so that they can have more information to make data based decisions.		2023-08-13	2024-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Team Building Leadership Student Services		Yes	No

Action Step		Anticipated Start/Completion Date	
Redefining supports for ELL Scholars in the core program and within the intervention framework.		2023-08-13	2024-06-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Team ELL Coordinator Building Leadership Student Services	Reaching out to some surrounding schools who have the same demographics to see how they are addressing this.		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through the monitoring of scholars and the adjustment of needed interventions, LAB scholars will have at least 10% growth from Fall to Spring Benchmarks.	School Leadership MTSS Meetings: bi-weekly Data Meetings: quarterly

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	• Restorative Practices and Social Emotional Learning • Data Analysis Meetings • Multi Tiered System of Support	Emotional Vocabulary and Language	$ 10,000.00
Other Expenditures	• Data Analysis Meetings • Multi Tiered System of Support	Intervention Technology - Edmentum	$ 33,300.00
Other Expenditures	• Restorative Practices and Social Emotional Learning • Data Analysis Meetings • Multi Tiered System of Support	Principals budget for supplemental supplies (2 buildings)	$ 20,000.00
Instruction	• Restorative Practices and Social Emotional Learning	Professional Development (Restorative Practice and SEL)	$ 28,443.00

	• Multi Tiered System of Support		
Instruction	• Restorative Practices and Social Emotional Learning • Data Analysis Meetings • Multi Tiered System of Support	Benefits for 9 Teaching Assistants	$ 81,174.00
Instruction	• Restorative Practices and Social Emotional Learning • Data Analysis Meetings • Multi Tiered System of Support	Salaries for 9 Teaching Assistants	$300,484.00
Other Expenditures	• Restorative Practices and Social Emotional Learning • Data Analysis Meetings • Multi Tiered System of Support	Benefits for 1 Guidance Counselor	$ 13,195.00
Other Expenditures	• Restorative Practices and Social Emotional Learning • Multi Tiered System of Support	Salaries for 1 Guidance Counselor	$ 68,959.00
Other Expenditures	• Restorative Practices and Social Emotional Learning • Data Analysis Meetings • Multi Tiered System of Support	Attendance, Truancy, Homeless Liaison	$ 63,955.00
Other Expenditures	• Restorative Practices and Social Emotional Learning	Parent Coordinator	$ 71,693.00

	- Data Analysis Meetings - Multi Tiered System of Support			
Total Expenditures			0	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Restorative Practices and Social Emotional Learning	All LAB Staff will be trained in Restorative Practices and Social Emotional Learning,
Restorative Practices and Social Emotional Learning	Staff will participate in Micro-Trainings throughout the year to ensure implementation of RP/ SEL is happening.
Restorative Practices and Social Emotional Learning	Coaching Cycle will be used for teachers who are having a hard time connecting with their scholars and creating a connected classroom community. These are Monthly walks that happen.
Restorative Practices and Social Emotional Learning	Parents will be able to participate in monthly workshops. This will allow for continuity across home and school with conflict management, expressing feelings, dealing with trauma.
Data Analysis Meetings	School staff will analyze benchmark data to determine needs for the schoolwide intervention block and MTSS Intervention supports.
Data Analysis Meetings	Both campuses will come together to review District Level data and build school wide plans.
Multi Tiered System of Support	The MTSS Team will meet to review data and interventions with teachers bi-weekly. They will use data to inform student supports as needed.
Multi Tiered System of Support	School Staff will be trained in Tier 1 and Tier 2 interventions which the school has purchased for behavior, reading and math.
Multi Tiered System of Support	Staff will learn how to progress monitor for scholars in their room so that they can have more information to make data based decisions.

Restorative Practices and SEL Training

Action Step
• All LAB Staff will be trained in Restorative Practices and Social Emotional Learning, • The MTSS Team will meet to review data and interventions with teachers bi-weekly. They will use data to inform student supports as needed.
Audience
K-8 Instructional and Support Staff
Topics to be Included
Proactive Circles Schoolwide SEL Creating Our Routines Addressing Bullying Preparing for Circle Addressing Trauma
Evidence of Learning

Instructional and Non Instructional Staff will utilize daily proactive circles, responsive circles and the schoolwide discipline protocol. Students will lead their own restorative circles.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator Andria Cole, RP/SEL Implementation Coach	2023-08-13	2024-06-14

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Weekly
Observation and Practice Framework Met in this Plan	
4c: Communicating with Families 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Inservice day	One Week during Pre-Service Training Micro Trainings throughout the year
Observation and Practice Framework Met in this Plan	
4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Exact Path Training

Action Step		
- School staff will analyze benchmark data to determine needs for the schoolwide intervention block and MTSS Intervention supports. - The MTSS Team will meet to review data and interventions with teachers bi-weekly. They will use data to inform student supports as needed.		
Audience		
All Instructional and Instructional Support Staff		
Topics to be Included		
How to create student groups using the Learning Path Data. How to identify scholar needs from their dashboard. How to communicate Exact Path data to families.		
Evidence of Learning		
School staff will use the Exact Path Program to create small groups during intervention block and instructional blocks by skill. Students will use Exact Path-Learning Path for 40 minutes a week in Math, Reading and Language Arts.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator	2023-08-13	2024-06-14

Learning Format

Type of Activities	Frequency

Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 1c: Setting Instructional Outcomes • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 1f: Designing Student Assessments • 4f: Showing Professionalism • 1e: Designing Coherent Instruction • 4d: Participating in a Professional Community • 1c: Setting Instructional Outcomes • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	

Data Meetings

Action Step
• The MTSS Team will meet to review data and interventions with teachers bi-weekly. They will use data to inform student supports as needed. • School staff will analyze benchmark data to determine needs for the schoolwide intervention block and MTSS Intervention supports.
Audience
All Staff

Topics to be Included		
Data Analysis Data Patterns Interventions Progress Monitoring		
Evidence of Learning		
Staff will be able to make data based decisions regarding scholar data. Teams will be able to determine the correct level of intervention, support or enrichment for scholars. Scholars will be able to speak to their growth and data each period.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tennille Bennett, Middle School Principal Rhonada Cyrus Middle School RP/SEL Coach Dr. Derrick Lewis-El, Elementary Assistant Principal Kelly Bourne, Elementary Principal Akeesha Oliver, MTSS Coordinator Sabriyah Trent, Truancy Coordinator Faith Williams, MTSS Instructional Assistant Thuyarraya Berry, school Psychologist	2023-08-13	2024-06-14

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Weekly
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction • 4c: Communicating with Families • 1b: Demonstrating Knowledge of Students • 4d: Participating in a Professional Community • 1a: Demonstrating Knowledge of Content and Pedagogy • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Monthly Town Halls					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• All LAB Staff will be trained in Restorative Practices and Social Emotional Learning, • School staff will analyze benchmark data to determine needs for the schoolwide intervention block and MTSS Intervention supports. • The MTSS Team will meet to review data and interventions with teachers bi-weekly. They will use data to inform student supports as needed.	Families	Families will get updates and trainings on how to aid their students at home by understanding their data and their progress toward their goals. School leadership will host trainings and workshops to strengthen families knowledge of instructional, data and RP/SEL.	Tennille Bennett, Middle School Principal Kelly Bourne, Elementary Principal Candace Wilburn, Parent Coordinator Andria Cole, RP/SEL Implementation Coach	08/13/2023	06/14/2024

Communications	
Type of Communication	**Frequency**
Presentation	Monthly
Email	Weekly
Other	Daily and Weekly updates on Class Dojo

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Kelly M Bourne	2024-03-13
School Improvement Facilitator Signature	**Date**
Kelly M Bourne	2024-03-13