

PITTSBURGH BRASHEAR HS

590 Crane Ave

ATSI Title 1 School Plan | 2021 - 2022

Steering Committee

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Vision for Learning

The Brashear community will engage in study, work, service, and advocacy to develop global citizens who contribute to society in meaningful ways.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
32% of 10th graders met projections (32/101) with scores for both exams(Fall&Winter) on the NWEA Map.	No
27.2% of EL 10th graders 15/55 demonstrated growth on the ELA NWEA MAP Fall/Winter 19/20.	No
1% (3/333) 9th graders have a 70% or greater chance of being advanced on the Keystone Biology exam based on the PVAAS Projections.	No
Academic Growth Expectations in English Language Arts/Literature. Academic growth score of 75. The All Student Group met the standard demonstrating growth and increased in performance from the previous year.	Yes
ELs meeting growth expectations in Math. Academic Growth Score of 79. The target was met and there was an increase in performance from the previous year.	Yes
ELs meeting growth expectations in Science. Academic Growth Score of 71. The target was met; however, there was a decrease in performance from the previous year.	Yes
ELs meeting or exceeding growth expectations in English Language Arts/Literature. Academic Growth Score of 88. The target was met and performance was maintained from the previous year.	Yes
The number of 9th-grade students who met projection on the NWEA Map was 114/237 (48%) and the number of 10th-grade students who met projection on the NWEA Map was 119/227 (52%).	No
88% of the ALL student group completed the individual student success plan for the 11th-grade Naviance report PPS College and Career Readiness Scope and Sequence.	No
88% of the ALL student group completed the individual SMART goal for the 11th-grade Naviance report PPS College and Career Readiness Scope and Sequence.	No
There was a favorable response of 66% on the construct of self-management on the Panorama SEL Survey.	Yes
Provide frequent, timely, and systematic feedback and support on instructional practices.	Yes
Identify professional learning needs through analysis of a variety of data.	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Yes

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Yes
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Challenges

Challenge	Consideration In Plan
Regular attendance rate: Percent of students with regular attendance 59.6% (lagging indicator). The All Student Group did not meet the standard demonstrating growth; there was a decrease in performance from the previous year.	Yes
Graduation rate: 78.7% graduation of 4-year cohort (lagging indicator). The All Student Group did not meet the standard demonstrating growth; there was a decrease in performance from the previous year.	Yes
Percentage of students proficient/advanced in Math: 31.9% of all students scored proficient or advanced. The interim target was not met and there was a decrease in performance from the previous year.	Yes
Percentage of students proficient/advanced in Science: 22.6% of all students scored proficient or advanced. The interim target was not met and there was a decrease in performance from the previous year.	Yes
Percentage of students proficient/advanced in English Language Arts/Literature: 41.1% of all students scored proficient or advanced. The interim target was not met and there was a decrease in performance from the previous year.	Yes
65% of 10th graders (189/290) have a less than 40% chance of being proficient on the Algebra 1 Keystone Exam according to the the PVAAS projections.	No
There was a rate of agreement of 38% for the question staff and administration have a shared vision on the 2019 TLC Survey.	No
Foster a culture of high expectations for success for all students, educators, families, and community members.	Yes
Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	Yes
62% (180/289) 10th graders have a less than 40% chance of being proficient on the Keystone Literature exam based on the PVAAS Projections.	No
6% of black 10th graders 21/131 demonstrated growth on ELA NWEA MAP Fall/Winter 19/20.	No
56% (188/333) 9th graders have a less than 40% chance of being proficient on the Keystone Biology exam based on the PVAAS Projections.	No

Implement an evidence-based system of school-wide positive behavior interventions and supports.

Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Academic Growth Expectations in English Language Arts/Literature. Academic growth score of 75. The All Student Group met the standard demonstrating growth and increased in performance from the previous year.	
ELs meeting growth expectations in Math. Academic Growth Score of 79. The target was met and there was an increase in performance from the previous year.	
ELs meeting growth expectations in Science. Academic Growth Score of 71. The target was met; however, there was a decrease in performance from the previous year.	
ELs meeting or exceeding growth expectations in English Language Arts/Literature. Academic Growth Score of 88. The target was met and performance was maintained from the previous year.	
There was a favorable response of 66% on the construct of self-management on the Panorama SEL Survey.	
Provide frequent, timely, and systematic feedback and support on instructional practices.	
Identify professional learning needs through analysis of a variety of data.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Regular attendance rate: Percent of students with regular attendance 59.6% (lagging indicator). The All Student Group	Root Cause: There is not an intentional consistent system in place to align the work between committees (PBIS, MTSS, & discipline) and then	No	

did not meet the standard demonstrating growth; there was a decrease in performance from the previous year.	communicate expectations and updates to all stakeholders. Educators have access to strategies and tools to support social emotional learning and Restorative Practices; however, have not been trained on how to embed these tools and strategies into the content/classroom or given the space and flexibility to allow them to explore how to make these connections		
Graduation rate: 78.7% graduation of 4-year cohort (lagging indicator). The All Student Group did not meet the standard demonstrating growth; there was a decrease in performance from the previous year.		No	
Percentage of students proficient/advanced in Math: 31.9% of all students scored proficient or advanced. The interim target was not met and there was a decrease in performance from the previous year.	Root Cause: Not all educators are able to access and understand the available data or implement formative assessment/tools to identify student learning needs. In addition, instructional tools and effective (results driven, time and space to practice) training (that includes a gradual release for educators) are needed to support educators to identify and foster instructional shifts to meet individual student needs.	No	
Percentage of students proficient/advanced in Science: 22.6% of all students scored proficient or advanced. The interim target was not met and there was a decrease in performance from the previous year.	Root Cause: Not all educators are able to access and understand the available data or implement formative assessment/tools to identify student learning needs. In addition, instructional tools and effective (results-driven, time and space to practice) training are needed to support educators to identify and foster instructional shifts to meet individual student needs.	No	
Percentage of students proficient/advanced in English Language Arts/Literature: 41.1% of all students	Root Cause: Students struggle with generating tier 2 (academic vocabulary) terms because educators do not consistently use instructional practices to teach	No	

scored proficient or advanced. The interim target was not met and there was a decrease in performance from the previous year.	academic vocabulary and struggle to provide precise and descriptive student feedback.? Students are not given opportunities to speak and write across all content areas		
Foster a culture of high expectations for success for all students, educators, families, and community members.	Students struggle with generating tier 2 (academic vocabulary) terms because educators do not consistently use instructional practices to teach academic vocabulary and struggle to provide precise and descriptive student feedback.? Students are not given opportunities to speak and write across all content areas.	Yes	If educators consistently increase opportunities for students to engage in reading, writing, and speaking activities across all content areas with an equity lens, and provide precise and descriptive student feedback then students will be able to effectively generate academic language when speaking and writing.
Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	Not all educators are able to access and understand the available data or implement formative assessment/tools to identify student learning needs. In addition, instructional tools and effective (results driven, time and space to practice) training (that includes a gradual release for educators) are needed to support educators to identify and foster instructional shifts to meet individual student needs.	Yes	Educators will engage in professional growth opportunities and take ownership of their learning using an equity lens. Educators will learn to create and access data from formative and summative assessments, to provide timely feedback that is precise and descriptive for the student, monitor student learning, and adjust/construct instructional practices and programs.
Implement an evidence-based system of school-wide positive behavior interventions and supports.	Educators have access to strategies and tools to support social emotional learning and Restorative Practices; however, have not been trained on how to embed these tools and strategies into the content/classroom or given the space and flexibility to allow them to explore how to make these connections. There is not an intentional consistent system in place to align the work between committees (PBIS, MTSS, & discipline) and then communicate expectations and updates to all stakeholders.	Yes	To promote and sustain a positive and equitable school environment where all members feel welcomed, supported, and safe by assuring that all educators understand, intentionally teach, and consistently model Positive Behavior Interventions and Supports for all students and provide appropriate behavioral interventions and responses aligned to student code of conduct.

Goal Setting

Priority: If educators consistently increase opportunities for students to engage in reading, writing, and speaking activities across all content areas with an equity lens, and provide precise and descriptive student feedback then students will be able to effectively generate academic language when speaking and writing.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	In one instructional year, 11th-grade students will improve their Lexile levels and reading comprehension by using writing-to-learns activities across content areas. The percentage of 11th-grade students at 1050 or higher will increase quarterly. By June 30, 2022, 46.5% of 11th-grade students will have a Lexile score of 1050 or higher.	ELA - Lexile	Baseline from Spring 2021 MAP test: 55/320 (17.2% at or above 1050) First quarter target: Based on the 2021 Fall administration of the NWEA MAP assessment, 24.5% of 11th grade students will have a Lexile score of 1050 or higher.	Based on the 2021 Winter administration of the NWEA MAP assessment, 31.8% of 11th grade students will have a Lexile score of 1050 or higher.	Based on the 2022 Spring administration of the NWEA MAP assessment, 39.1% of 11th grade students will have a Lexile score of 1050 or higher.	In one instructional year, 11th-grade students will improve their lexile levels and reading comprehension by using writing-to-learns activities across content areas. The percentage of 11th-grade students at 1050 or higher will increase quarterly. By June 30, 2022, 46.5% of 11th-grade students will have a Lexile score of 1050 or higher.

Priority: Educators will engage in professional growth opportunities and take ownership of their learning using an equity lens. Educators will learn to create and access data from formative and summative assessments, to provide timely feedback that is precise and descriptive for the student, monitor student learning, and adjust/construct instructional practices and programs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	By the end of the 2021-2022 school year, 39.2% of 11th grade students will have demonstrated proficiency on the Algebra 1 Keystone exam.	Math	Baseline- 17.8% (57/320) 11th graders scored 233 or higher on the Spring NWEA MAP Math 6+ Growth assessment 1st Quarter Target: 23.2% (74/320) of 11th graders will achieve a RIT score of 233 or higher on the FALL 2021 NWEA MAP Math 6+ Growth assessment.	28.6% (92/320) of 11th graders will achieve a RIT score of 233 or higher on the Winter 2022 NWEA MAP Math 6+ Growth assessment.	34% (109/320) of 11th graders will achieve a RIT score of 233 or higher on the Spring 2022 NWEA MAP Math 6+ Growth assessment.	By the end of the 2021-2022 school year, 39.2% of 11th grade students will have demonstrated proficiency on the Algebra 1 Keystone exam.

Priority: To promote and sustain a positive and equitable school environment where all members feel welcomed, supported, and safe by assuring that all educators understand, intentionally teach, and consistently model Positive Behavior Interventions and Supports for all students and provide appropriate behavioral interventions and responses aligned to student code of conduct.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	By June 30, 2022, 80% of the interviewees at Brashear (staff and students) will be able to state the Brashear Core Values when prompted during walkthroughs and can locate the school-wide Core Values System Infographic.	PBIS	20% of the interviewees at Brashear (staff and students) will be able to state the Brashear Core Values when prompted during walkthroughs and can locate the school-wide Core Values System Infographic as measured by quarterly TFI walkthroughs performed by district LES team.	40% of the interviewees at Brashear (staff and students) will be able to state the Brashear Core Values when prompted during walkthroughs and can locate the school-wide Core Values System Infographic as measured by quarterly TFI walkthroughs performed by district LES team.	60% of the interviewees at Brashear (staff and students) will be able to state the Brashear Core Values when prompted during walkthroughs and can locate the school-wide Core Values System Infographic as measured by quarterly TFI walkthroughs performed by district LES team.	By June 30, 2022, 80% of the interviewees at Brashear (staff and students) will be able to state the Brashear Core Values when prompted during walkthroughs and can locate the school-wide Core Values System Infographic.

Action Plan

Action Plan for: PBIS (<https://www.pbis.org/resource/implementing-pbis-in-high-schools> , <https://www.pbis.org/resource-type/presentations#high-school-pbis> , www.midwestpbis.com)

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PBIS 		<p>Tangible Products: Brashear Class Core Values Infographic, School Culture Posters, Flow Chart for Office Managed versus Teacher Managed, Intersectionality of responsibilities and team members across committees, Mediation/Restorative Practice Request Form, and acknowledgement system. Observable Shifts: Saturation of the building for Brashear Core Values will be evident. Interactions between school community will reflect Brashear’s Core Values for Awareness, Advocacy, and Accountability. Use of Data Wise Agendas to organize meeting structure. Communication Shifts – Shifts in language used between staff and students to communicate expectations about Brashear’s Core Values. Staff will ground themselves using Brashear Core Values and Courageous Conversations Protocol to address school climate and culture. Use of affective statements when communicating with others. Collaboration Shifts – There will be more transparency across committees and collaboration of work produced that affects school culture. Discipline Shifts – There will be an increase in positive staff to staff, student to student, and staff to student interactions. There will be an increase in understanding of classroom vs office managed behaviors. The PBIS dashboard will reflect more accurate data in order for the PBIS team and Discipline Committee to effectively problem solve. The MTSS teams will be provided with efficient information based on student behavior in order to provide an effective plan of support for students.</p>		<p>PBIS Team and LES will work intermittently to monitor and support the progress of the PBIS Teams implementation of the new schoolwide Brashear Core Values through the TFI Walkthroughs and TFI survey data. In PBIS Meetings and half day PD, the PBIS team will share, review, and discuss the progress and data produced from quarterly Walkthroughs and TFI data. The PBIS Team will take self-assessment of TFI two times/year; they will collaborate with LES to analyze, compare, and plan action steps based on walkthroughs and surveys to identify areas of focus. The PBIS team will intermittently monitor the types of infractions that are occurring regularly via PBIS Dashboard in POWER BI. The PBIS Team and Discipline Committee will monitor types of infractions and problem areas within the building to identify areas of focus and acknowledgments via PBIS Dashboard in POWER BI. SAS Survey will be conducted and results will be used to help inform current and future work for Climate and Culture</p>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Design and submit Board Tab for Summer 2021 Climate and Culture Committee Planning for on-boarding staff and students and designing ongoing monthly professional development.	05/17/2021	05/21/2021	Katie George	-PBIS Board Tab for Summer Session -Culture and Climate Board Tab for Summer Session -Safeguarded time -Access to technology (i.e. books, printer, poster printer, laminator etc.)	No
Create professional development to demonstrate the overlap and	06/15/2021	08/18/2021	Katie George	-Access to information regarding Climate and Culture subcommittees; PBIS, MTSS, Discipline Data, Student Climate	Yes

transparency between building committees.				and Culture, Professional to Professional, and Racial Equity. - Communication between leads of each team to design professional develop slides -Provide intersectionality chart Virtual Alternate: MS Teams for planning	
Initial Professional Development to deepen the Climate and Culture Teams understanding of Data Wise and its integration in the PBIS work.	07/12/2021	09/30/2021	Katie George, Climate and Culture Team, District LES	Topics for committee staff development and resources: Introduction to Data Wise- Training provided by online course/ Ms. George & Dr. Schmitt Trainings offered by Equity Office to support our work Use of PBIS and Restorative Practices Virtual Alternate: MS Teams for planning	Yes
Design acknowledgement system (hybrid and brick and mortar)	06/15/2021	08/18/2021	Katie George	- Review virtual acknowledgement system - Review data from Semester 1 & 2 Shoutouts - Review data from TFI Walkthroughs - Develop brick and mortar year-long acknowledgement system Including: school-wide plan, secure funds, plan rewards, create calendar to share with school quarterly. - Setup necessary spaces for system to be displayed	No
Conduct TFI Survey with PBIS Team Members for monitoring progress and data collection to inform decision-making (1 of 2)	07/13/2021	10/15/2021	Katie George, LES, Dr. Schmitt	- Safeguarded time to conduct TFI survey (approximately 1 hour for survey and 1-hour data compiling and 1 hour for discussion about the data) Virtual Alternate: MS Teams for TFI Walkthrough following the 2020-2021 model	No
Professional development to recalibrate staff and onboard new staff members	07/13/2021	09/30/2021	Katie George	-Safeguarded time in the beginning of the year for staff professional development (minimum 1 hour) –Topics for staff: Introduction of Brashear’s Core Values Introduction of School-Wide Culture and Climate and its subcommittees Show the roles for each subcommittee (including members, meeting dates, purpose, and alignment to our school culture and climate) Open Invitation to staff to participate Virtual Alternate: MS Teams using whole group and breakout room options	Yes
Develop and implement a plan to onboard students	07/13/2021	09/30/2021	Katie George	- Safeguarded time in the beginning of the year for administrators to meet and rollout new work to students (1 class period minimum for an assembly) Topics: Grade Level Assemblies/Meetings Lesson Plans High Frequency Core Value Acknowledgement Focus Culture and Climate Team Presentations Proactive Restorative QOD with Core Value Focus Delivery of quarterly acknowledgements Virtual Alternate: MS Teams for assemblies which will be shared in grade-level MS Teams/ Schoology.	No
Develop grade-level steering committees to comprise our	08/16/2021	06/12/2022	Katie George, PBIS Team, Culture and Climate Committee, District LES	-This committee will be student driven with supports from Culture and Climate Team Members and our District LES. -	No

Student Culture Climate Committee				The committee will work to enhance student voice and input into our school's culture and climate. Protected Meeting Time Training on the PBIS Tier 1 System (www.midwestpbis.com) Leader In Me Lessons PBIS Data Learning sessions to equip students to participate in the work Virtual Alternate: MS Teams for meeting students	
Coordinate work with Equity Office, Angela Allie, and Elizabeth Brovey	08/16/2021	04/12/0022	Katie George, Climate and Culture Team, District LES, Equity Office	Calendars for professional development opportunities Participation from Equity Office in trainings and meetings when needed Safeguarded time to meet and plan for 2021-2022 professional development opportunities	No
Equity Advocates work within Leader in Me	08/16/2021	04/12/0022	Katie George, Climate and Culture Team, District LES, Equity Office	-Time to meet with Angela Allie and SEAs to determine roles within Brashear -Develop a plan for work within Leader in Me course and other student-fronted spaces	No
Implementation Student Steering Committees	08/16/2021	04/12/2022	Katie George, Climate and Culture Team, District LES	-Development of student grade-level meetings -Assignment of adult sponsors -Determine meeting locations and agendas -Share calendar with Brashear Community to maximize participation	No
Build the capacity of the School Culture and Climate Committee	08/30/2021	04/01/2022	Katie George, PBIS Team Members, District Learning Environment?Specialist, ITLs, Academic Coaches	-The committee's purpose is to promote transparency through communication and collaboration -Through our committee we intend to build the subcommittees' capacity to implement subcommittee specific plans to support school climate and culture and encourage increased student and staff participation. This includes: Safeguarded time for the committee to maintain and strengthen communication and collaboration across committees Meeting schedules for all committees Weekly Updates in emails, announcements Designated Time during PD for staff questions, feedback and information distribution. Designated time in Faculty meetings to share updates Increased Flexibility: use of MS Teams for additional meetings to facilitate increased options for staff participation	No
Implementing ongoing professional development to promote the school's climate and culture around Brashear's Core Values	08/30/2021	04/01/2022	Climate and Culture Team, District LES	-Dates for professional development which will occur once a month and during half-day professional development. - Monitoring and adjusting practices based on data throughout the school year with clear connections to our Climate and Culture committees and Brashear's Core Values. Ongoing PD Topics: Brashear PBIS System and Core Values Materials from www.midwestpbis.com for review of TIER 1 School Wide System and implementation of Classroom systems. · Brashear PBIS Dashboard Data Brashear Discipline Data Youth Court Opportunities for staff feedback	Yes

				to monitor and adjust PBIS implementation Brashear PBIS School Wide System 6 Classroom Practices, Discipline Data Reviews Classroom Acknowledgement Systems Recalibration of Restorative Practices Ongoing Professional Development to reinforce and strengthen staff understanding of work. Virtual Alternate: MS Teams for PD using small-group breakout rooms and full group meetings.	
Writing of a document to demonstrate the Climate and Culture's work to the Data Wise process. The purpose of this document is to ground, direct, and support our climate and culture committees by conducting the data wise process to enhance the impact our work has on the school-wide climate and culture.	05/24/2021	06/17/2022	Katie George, Ameeta Schmitt	Data Wise Book Data Wise Training (EduX/ Videos) SIP Plan Data Wise Rolling Agendas Produce documents to assist in the alignment Safe-guarded time to explain the documents to our various committees that will serve as the launching point for our summer work.	No
Ongoing Professional Development to deepen subcommittees' members knowledge and practices to influence school climate and culture	08/31/2021	04/12/0022	Katie George, Climate and Culture Team, District LES	Topics for committee staff development and resources: Beyond Diversity Training for any new staff member PBIS Trainings coordinated with District PBIS Staff Release time to attend meetings Data Wise Training (provided by online course/ Ms. George & Dr. Schmitt) Trainings offered by Equity Office to support our work Virtual Alternate: MS Teams for meetings	Yes
Conduct TFI Survey with PBIS Team Members for monitoring progress and data collection to inform decision-making (2 of 2)	03/12/2022	05/31/2022	Katie George, LES, Dr. Schmitt	- Safeguarded time to conduct TFI survey (approximately 1 hour for survey and 1-hour data compiling -Data to share with PBIS Team and Climate and Culture Teams to inform planning for following year. -Meeting for discussing about shifts to make for 2022-2023 School Year.	No
Conduct SAS Survey	03/12/2022	05/31/2022	Katie George and Dr. Schmitt	-SAS Survey -Safeguarded time to explain purpose of survey and administer survey -Reminder emails to staff for completion. -Collect data and analyze data to inform SIP 2022-23	No

Action Plan for: Improving reading, writing, and speaking using Writing-to-Learn

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> • ELA - Lexile • Math 		Improved literacy		Student work, observations, lesson plans	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Identify content supervisors to assist with department Professional Learning to support the writing-to-learn goal.	08/20/2021	09/20/2021	Kimberly Safran, Principal, and Shelly Bynum, LAC	None	No
Teachers will plan weekly writing-to-learn activities. Teachers should plan opportunities for students to write daily.	08/30/2021	06/20/2022	Teachers	None	No
During PLC teachers will pull out opportunities for writing daily within the curriculum and find ways to supplement the core with additional writing prompts related to texts.	08/30/2021	06/20/2022	Teachers		No
During PLC teachers will share, discuss, and evaluate students' writing-to-learn work. Teachers will assess student work using a rubric.	08/20/2021	06/20/2022			Yes
Teachers will engage in monthly Professional Learning on writing-to-learn.	10/01/2021	06/10/2022	Shelly Bynum LAC		Yes
During PLC teachers will plan writing-to-learn activities. WTL activities are short, informal writing tasks that help students think through key concepts or ideas central to content. These activities increase fluency. Additionally, they provide students an opportunity for processing information and teachers with formative assessment data.	10/01/2021	05/06/2022	Teachers		Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS (https://www.pbis.org/resource/implementing-pbis-in-high-schools , https://www.pbis.org/resource-type/presentations#high-school-pbis , www.midwestpbis.com)	<ul style="list-style-type: none"> • Create professional development to demonstrate the overlap and transparency between building committees. • Initial Professional Development to deepen the Climate and Culture Teams understanding of Data Wise and its integration in the PBIS work. • Professional development to recalibrate staff and onboard new staff members • Implementing ongoing professional development to promote the school’s climate and culture around Brashear’s Core Values • Ongoing Professional Development to deepen subcommittees’ members knowledge and practices to influence school climate and culture
Improving reading, writing, and speaking using Writing-to-Learn	<ul style="list-style-type: none"> • During PLC teachers will share, discuss, and evaluate students' writing-to-learn work. Teachers will assess student work using a rubric. • Teachers will engage in monthly Professional Learning on writing-to-learn. • During PLC teachers will plan writing-to-learn activities. WTL activities are short, informal writing tasks that help students think through key concepts or ideas central to content. These activities increase fluency. Additionally, they provide students an opportunity for processing information and teachers with formative assessment data.

Professional Development Activities

Create professional development to demonstrate the overlap and transparency between building committees.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create professional development to demonstrate the overlap and transparency between building committees. 	All Staff	Building Reporting Structure Who's Who Leadership and Responsibilities Committees	Staff will be able to identify who to report to Staff will know communication expectations and protocols between committees and leaders Calendars will be available for staff to access committees and their work Introduction of School-Wide Culture and Climate and its subcommittees Show the roles for each subcommittee (including members, meeting dates, purpose, and alignment to our school culture and climate)	Katie George	06/15/2021	08/31/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	½ Day PD, Monthly Monday PLC	<ul style="list-style-type: none"> 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 4d: Participating in a Professional Community 	

Initial Professional Development to deepen the Climate and Culture Teams understanding of Data Wise and its integration in the PBIS work.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Initial Professional Development to deepen the Climate and Culture Teams understanding of Data Wise and its integration in the PBIS work. 	All Staff	Introduction to Data Wise Process, Introduction to Data Wise Agenda and Plusses and Deltas, Integration of Data Wise with PBIS work.	Staff will use Data Wise Agenda for PBIS Meetings Use of Data Wise Action Research Process to gather data to inform decisions for 2022-23 School Year.	Katie George	07/13/2021	09/30/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 	

Professional development to recalibrate staff and onboard new staff members

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional development to recalibrate staff and onboard new staff members 	Brashear Staff	Brashear PBIS System, Core Value Matrix, Intersectionality Visual, Acknowledgement System, Agenda/Plan for Grade Level Assembly Meetings, Lesson Plan Schedule	Staff will be able to identify the core pieces of Brashear School Wide System Naming Core Values Staff can identify classroom and school-wide acknowledgements and how to use them. Staff can identify classroom resources to help manage student behavior Intentional Explanation of intersection between PBIS/MTSS/Restorative Practice/Racial Equity, Evidence of PBIS will be observable within classrooms	Katie George	07/13/2021	09/30/2021
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	2 half days		<ul style="list-style-type: none"> 3e: Demonstrating Flexibility and Responsiveness 2d: Managing Student Behavior 			

Implementing ongoing professional development to promote the school's climate and culture around Brashear's Core Value

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementing ongoing professional development to promote the school's climate and culture around Brashear's Core Values 	Brashear Staff	Ongoing PD Topics: Brashear PBIS System and Core Values Materials from www.midwestpbis.com for review of TIER 1 School Wide System and implementation of Classroom systems. · Brashear PBIS Dashboard Data Brashear Discipline Data Youth Court Opportunities for staff feedback to monitor and adjust PBIS implementation Brashear PBIS School Wide System 6 Classroom Practices, Discipline Data Reviews Classroom Acknowledgement Systems Recalibration of Restorative Practices	Staff will be able to identify the core pieces of Brashear School Wide System Naming Core Values Identifying when and why acknowledgements were given Staff can identify where data can be found Classroom Matrices created Classroom Acknowledgement Systems created Intentional Explanation of intersection of PBIS/MTSS/Restorative Practice/Racial Equity Evidence of PBIS will be observable within classrooms Data driven decisions will be made based on student behavior and engagement	Climate and Culture Team, District LES	08/16/2021	04/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly PD during PLC	<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2a: Creating and Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 	

Ongoing Professional Development to deepen subcommittees' members knowledge and practices to influence school climate and culture

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ongoing Professional Development to deepen subcommittees' members knowledge and practices to influence school climate and culture 	Climate and Culture Committees	Beyond Diversity Training for any new staff member, PBIS Trainings coordinated with District PBIS Staff, Release time to attend meetings and trainings, Data Wise Training, Trainings offered by Equity Office to support our work	Engage in Courageous Conversations using the protocol Development of school-based PDs to return learning to the school Incorporation of new learning and methods into PBIS and Climate and Culture work	Katie George, Climate and Culture Team, District LES	08/31/2021	04/01/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing PD Opportunities/ TBD	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 	

Writing-to-Learn Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will engage in monthly Professional Learning on writing-to-learn. 	Teachers	writing-to-learn	Implementation of writing-to-learn activities during observations, lesson plans, and student work	Shelly Bynum, LAC	10/01/2021	05/06/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once a month	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 	Language and Literacy Acquisition for All Students

Assessing Student Work and Engaging in the Plan-Do-Check-Act Feedback Cycle

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> During PLC teachers will share, discuss, and evaluate students' writing-to-learn work. Teachers will assess student work using a rubric. 	Teachers	Writing-to-Learn	Student work	Teachers	10/01/2021	05/06/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 4f: Showing Professionalism 4a: Reflecting on Teaching 	Language and Literacy Acquisition for All Students

Planning Writing to Learning Activities

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> During PLC teachers will plan writing-to-learn activities. WTL activities are short, informal writing tasks that help students think through key concepts or ideas central to content. These activities increase fluency. Additionally, they provide students an opportunity for processing information and teachers with formative assessment data. 	Teachers	Lesson planning, Writing-to-Learn	Evidence of WTL activities in lesson plans and during classroom observation	Teachers	10/01/2021	05/06/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 	Language and Literacy Acquisition for All Students