

PITTSBURGH ALLDERDICE HS

2409 Shady Ave

ATSI Title 1 School Plan | 2022 - 2023

DRAFT

Steering Committee

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Vision for Learning

Mission Statement: Pittsburgh Allderdice High School, a large and diverse school representing a variety of communities, provides an environment where all students can achieve academic excellence and excel in all aspects of life. The school promotes the relationship between and among students and caring adults, and believes that this is paramount to the social, emotional and academic success of all students. In a safe and welcoming environment, all students will be challenged to reach high academic standards, becoming lifelong learners and contributing members of their current and future communities.

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Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
	No
	No
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 222.4 for tenth graders at Allderdice. The district grade-level mean RIT was 216.3. The overall grade-level mean RIT (national) is 222.9.	No
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 223 for eleventh graders at Allderdice. The district grade-level mean RIT was 218.3. The overall grade-level mean RIT (national) is 224.6.	No
2020-2021 Strengths: Black students increase their Mean RIT score between grades 10 and 11 in both reading and math.	No
2020-2021 Strengths: Students with disabilities increase their mean RIT scores between grades 9 and 10 and 10 and 11 in both reading and math.	No
2019-2020 Strengths: Our Black Students RIT scores increase in 10th and then in 11th grade in reading.	No
2019-2020 Strengths: Black students increase their RIT scores between 10th and 11th grade.	No
N/A	No
Based on the Algebra 1 Keystone data from the 2020-21 school year there was a proficiency rate of 55.6% for the All Student group in comparison to the statewide average of 37.3%. Allderdice had a participation rate of 93% on this assessment. During the 2018-19 school year administration of the Algebra 1 Keystone there was a proficiency rate of 63.5% at Allderdice.	No
Based on data from the 2019-20 SY, there was a 4-year cohort graduation rate of 88.5%. This exceeds the Statewide Average of 87.4%. The Statewide 2030 Goal is 92.4%.	No
	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 230 for ninth graders at Allderdice. The district grade-level mean RIT was 225.3. The overall grade-level mean RIT (national) is 228.7. 169 out of 307 of the ninth graders that have a valid growth score are at or above the grade-level mean RIT.	No

Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 69% for the Time construct. This is a increase of 2% from the previous administration (Spring 2021).	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Yes
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Yes
Use multiple professional learning designs to support the learning needs of staff	Yes
Identify professional learning needs through analysis of a variety of data	No
	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 237.1 for tenth graders at Allderdice. The district grade-level mean RIT was 229. The overall grade-level mean RIT (national) is 231.2. 150 out of 245 of the tenth graders that have a valid growth score are at or above the grade-level mean RIT.	No
Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 57% for the topic of Emotion Regulation, this is an increase of 1% from the Fall administration.	No
Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 85% for the topic of Supportive Relationships, this is an increase of 3% from the Fall administration.	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 237.9 for eleventh graders at Allderdice. The district grade-level mean RIT was 229.9. The overall grade-level mean RIT (national) is 233.5. 159 out of 279 of the eleventh graders that have a valid growth score are at or above the grade-level mean RIT.	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 232.8 for twelfth graders at Allderdice. The district grade-level mean RIT was 228.1. The overall grade-level mean RIT (national) is 233.3.	No

Challenges

Challenge	Consideration In Plan
Based on the Biology Keystone data from the 2020-21 school year there was a proficiency rate of 48.5% for the All Student group in	No

comparison to the statewide average of 63.7%. Allderdice had a participation rate of 95.5% on this assessment. During the 2018-19 school year administration of the Biology Keystone there was a proficiency rate of 57.6% at Allderdice.	
Based on the Literature Keystone data from the 2020-21 school year there was a proficiency rate of 41.7% for the All Student group in comparison to the statewide average of 55%. Allderdice had a participation rate of 72.7% on this assessment. During the 2018-19 school year administration of the Literature Keystone there was a proficiency rate of 69.5% at Allderdice.	Yes
Based on data from the 2019-20 SY, the Regular Attendance rate was 74.7%. The statewide average was 85.8%. The Regular Attendance target was not met, performance was maintained from the previous year.	Yes
Based on the Biology Keystone data from the 2020-21 school year there was a proficiency rate of 18.5% for the Student with Disabilities student group. The All Student group had a proficiency rate of 48.5%. During the 2018-19 school year administration of the Biology Keystone there was a proficiency rate of 26.3% for the Student with Disabilities student group. Based on the Algebra 1 Keystone data from the 2020-21 school year there was a proficiency rate of 11.5% for the Student with Disabilities student group. The All Student group had a proficiency rate of 55.6%. During the 2018-19 school year administration of the Algebra 1 Keystone there was a proficiency rate of 37.1% for the Student with Disabilities student group.	No
Based on the Algebra 1 Keystone data from the 2020-21 school year there was a proficiency rate of 32.3% for the Black student group. The All Student group had a proficiency rate of 55.6%. During the 2018-19 school year administration of the Algebra 1 Keystone there was a proficiency rate of 43.3% for the Black student group. Based on the Biology Keystone data from the 2020-21 school year there was a proficiency rate of 20.6% for the Black student group. The All Student group had a proficiency rate of 48.5%. During the 2018-19 school year administration of the Biology Keystone there was a proficiency rate of 33.3% for the Black student group.	Yes
	No
Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 78% for the Instructional Practices and Support construct. This is a decline of 6% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 78% for the School Leadership construct. This is a decline of 1% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 65% for the Facilities and Resources construct. This is a decline of 14% from the previous administration (Spring 2021).	Yes
Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 48% for the topic of Self-Efficacy, this is an decrease of 5% from the Fall administration. Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 55% for the topic of Positive Feelings, this is an decrease of 3% from the Fall administration. Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 60% for the topic of Learning Strategies, this is an decrease of 3% from the Fall administration.	Yes
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, -138 out of 307 of the ninth graders that have a valid growth score are not at or above the grade-level mean RIT. -95 out of the 245 tenth graders that have a valid growth score are not at or	No

above the grade-level mean RIT. -120 out of 279 of the eleventh graders that have a valid growth score are not at or above the grade-level mean RIT.	
Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 87% for the Community Support and Involvement construct. This is a decline of 4% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 80% for the Teacher Leadership construct. This is a decline of 11% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 58% for the Managing Student Conduct construct. This is a decline of 11% from the previous administration (Spring 2021).	Yes
Identify and address individual student learning needs *	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members *	Yes
Implement a multi-tiered system of supports for academics and behavior *	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 214.6 for ninth graders at Allderdice. The district grade-level mean RIT was 214.8. The overall grade-level mean RIT (national) is 220.5. 161 out of 322 of the ninth graders that have a valid growth score are at or above the grade level mean RIT. The mean RIT score indicates that the average Lexile range for ninth grade students is 870L-1020L. The "on track" Lexile range for College and Career Readiness is 1195L-1505L.	No
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, 144 out of 269 of the eleventh graders that have a valid growth score are at or above the grade level mean RIT. The mean RIT score indicates that the average Lexile range for eleventh grade students is 1030L-1180L. The "on track" Lexile range for College and Career Readiness is 1285L-1600L.	Yes
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, 121 out of 223 of the tenth graders that have a valid growth score are at or above the grade level mean RIT. The mean RIT score indicates that the average Lexile range for tenth grade students is 1010-1160. The "on track" Lexile range for College and Career Readiness is 1240L-1555L.	No
2020-2021 Challenges: At each of the grade levels, a gap persists between students with disabilities and the overall student body in both reading and math.	Yes
	Yes
2019-2020 Challenges: At each of the grade levels, a gap persists between white and black students in English.	No

2019-2020 Challenges: At each of the grade levels, a gap persists between white and black students in Math.	No
N/A	No
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 214.9 for twelfth graders at Allderdice. The district grade-level mean RIT was 216.3. The overall grade-level mean RIT (national) is 223.9. 99 out of 244 of the twelfth graders that have a valid growth score are at or above the grade level mean RIT. The mean RIT score indicates that the average Lexile range for twelfth grade students is 870L-1020L. The "on track" Lexile range for College and Career Readiness is 1185L-1600L.	No
Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 48% for the topic of Challenging Feelings, this is an decrease of 7% from the Fall administration.	Yes
2020-2021 Challenges: At each of the grade levels, a gap persists between white and black students in both reading and math.	No

Most Notable Observations/Patterns

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Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	There was strong evidence of initiatives to support this practice during remote learning.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Despite operating in a remote environment for a large portion of the year, staff members found ways to consistently recognize students for meeting PBIS expectations.
Use multiple professional learning designs to support the learning needs of staff	Multiple learning designs were used during this year of remote learning in order to meet staff professional learning needs.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Based on the Literature Keystone data from the 2020-21 school year there was a proficiency rate of 41.7% for the All Student group in comparison to the statewide average of 55%. Allderdice had a participation rate of 72.7% on this assessment. During the 2018-19 school year administration of the Literature Keystone there was a proficiency rate of 69.5% at Allderdice.		No	
Based on data from the 2019-20 SY, the Regular Attendance rate was 74.7%. The statewide average was 85.8%. The Regular Attendance target was not met, performance was		No	

maintained from the previous year.			
<p>Based on the Algebra 1 Keystone data from the 2020-21 school year there was a proficiency rate of 32.3% for the Black student group. The All Student group had a proficiency rate of 55.6%. During the 2018-19 school year administration of the Algebra 1 Keystone there was a proficiency rate of 43.3% for the Black student group. Based on the Biology Keystone data from the 2020-21 school year there was a proficiency rate of 20.6% for the Black student group. The All Student group had a proficiency rate of 48.5%. During the 2018-19 school year administration of the Biology Keystone there was a proficiency rate of 33.3% for the Black student group.</p>		No	
<p>Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 78% for the Instructional Practices and Support construct. This is a decline of 6% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 78% for the School Leadership construct. This is a decline of 1% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 65% for the Facilities and Resources construct. This is a decline of 14% from the previous administration (Spring 2021).</p>		No	
<p>Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 48% for the topic of Self-Efficacy, this is an decrease of 5%</p>		No	

<p>from the Fall administration. Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 55% for the topic of Positive Feelings, this is an decrease of 3% from the Fall administration. Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 60% for the topic of Learning Strategies, this is an decrease of 3% from the Fall administration.</p>			
<p>Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 87% for the Community Support and Involvement construct. This is a decline of 4% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 80% for the Teacher Leadership construct. This is a decline of 11% from the previous administration (Spring 2021). Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 58% for the Managing Student Conduct construct. This is a decline of 11% from the previous administration (Spring 2021).</p>		No	
<p>Identify and address individual student learning needs *</p>	<p>The gap between student groups passing grades during remote learning is large and consistent across grade levels.</p>	Yes	<p>IF teachers have access to visible thinking routine strategies and a process to collaborate and provide feedback for each other in order to implement these routines in the classroom, THEN students will develop their thinking and learning abilities, and understand content more deeply to ensure that their individual learning needs are met.</p>
<p>Foster a culture of high expectations for success</p>	<p>All members of the school community do not</p>	No	

for all students, educators, families, and community members *	feel safe, welcomed, and supported because not ALL students, educators, and families have positive relationships and interactions within the school community.		
Implement a multi-tiered system of supports for academics and behavior *	A consistent MTSS system to meet student needs is still not functioning across grade levels.	No	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	All members of the school community do not feel safe, welcomed, and supported because not ALL students, educators, and families have positive relationships and interactions within the school community. Students and teachers have not been given enough time to “breath” “process” “take a break”. The transition back to school was challenging and filled with disruptions (change of the start date, change of superintendent, bussing, testing, change of PD calendar, staffing shortages, etc..). Mental health and social emotional learning was not prioritized enough.	Yes	IF we can move away from exterior definitions of success to individualized and responsive patterns of goal setting for students and culturally responsive instruction, THEN we can create an environment where all members of the school community feel safe, welcomed, and supported.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		No	
Based on the 2021-22 Winter administration of the Reading NWEA MAP assessment, 144 out of 269 of the eleventh graders that have a valid growth score are at or above the grade level mean RIT. The mean RIT score indicates that the average Lexile range for eleventh grade students is 1030L-1180L. The "on track" Lexile range for College and Career Readiness is 1285L-1600L.		No	
2020-2021 Challenges: At each of the grade levels, a gap persists between students with disabilities and the overall student body in both		No	

reading and math.			
		No	
Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 48% for the topic of Challenging Feelings, this is an decrease of 7% from the Fall administration.		No	

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Goal Setting

Priority: IF teachers have access to visible thinking routine strategies and a process to collaborate and provide feedback for each other in order to implement these routines in the classroom, THEN students will develop their thinking and learning abilities, and understand content more deeply to ensure that their individual learning needs are met.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	80% of students will be considered On Track to Proficiency by increasing their average Full CDT in Literacy by 18 points for expected performance on the end of year Full CDT.	English/Literacy	95% of students enrolled in ELA courses will complete the full Literacy CDT by September 30.	80% of students will demonstrate growth by increasing their Full CDT score by 10 points for expected performance on the end of year Full CDT.	N/A	80% of students will demonstrate growth by increasing their Full CDT score by 18 points for expected performance on the end of year Full CDT.
English Language Arts	80% of PSE students will demonstrate growth by increasing their average Full CDT score by 15 points for expected performance on the end of year Full CDT.	ELA PSE	95% of PSE students enrolled in Literacy courses will complete the full Reading CDT by September 30.	80% of PSE students will demonstrate growth by increasing their average Full CDT score by 8 points for expected performance on the end of year Full CDT.		80% of PSE students will demonstrate growth by increasing their average Full CDT score by 15 points for expected performance on the end of year Full CDT.
Mathematics	Based on Full CDT scores in areas of Algebra I (1215), Algebra II (1309), or Geometry (1246), 70% of students will be at or above the 50th percentile indicator for expected performance on the end of year Full CDT.	Math	95% of students enrolled in Algebra & Geometry courses will complete the full Mathematics CDT by September 30.	Based on Full CDT scores in areas of Algebra I (1215), Algebra II (1309), or Geometry (1246), 65% of students will be at or above the 50th percentile indicator for expected performance on the end of year Full CDT.	N/A	Based on Full CDT scores in areas of Algebra I (1215), Algebra II (1309), or Geometry (1246), 70% of students will be at or above the 50th percentile indicator for expected performance on the end of year Full CDT.

Priority: IF we can move away from exterior definitions of success to individualized and responsive patterns of goal setting for students and culturally responsive instruction, THEN we can create an environment where all members of the school community feel safe, welcomed, and supported.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	There will be a favorable response rate average of 75% by the 4th quarter of the 22-23 school year based on the 6 question Panorama SEL survey, which focuses on questions on the following topics: supportive relationships, self-efficacy, positive feelings, learning strategies and self-management.	Panorama	There will be a favorable response rate average of 68% by the 1st quarter of the 22-23 school year based on the 6 question Panorama SEL survey, which focuses on questions on the following topics: supportive relationships, self-efficacy, positive feelings, learning strategies and self-management.	There will be a favorable response rate average of 70% by the 2nd quarter of the 22-23 school year based on the 6 question Panorama SEL survey, which focuses on questions on the following topics: supportive relationships, self-efficacy, positive feelings, learning strategies and self-management.	There will be a favorable response rate average of 72% by the 3rd quarter of the 22-23 school year based on the 6 question Panorama SEL survey, which focuses on questions on the following topics: supportive relationships, self-efficacy, positive feelings, learning strategies and self-management.	There will be a favorable response rate average of 75% by the 4th quarter of the 22-23 school year based on the 6 question Panorama SEL survey, which focuses on questions on the following topics: supportive relationships, self-efficacy, positive feelings, learning strategies and self-management.

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Action Plan

Action Plan for: Restorative Practices					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Panorama 		-Increased, nuanced knowledge of where ALL students' strength and growth areas are regarding their social/emotional needs. These actions will also demonstrate growth in learning and skill acquisition in all student sub groups as it will be applied to content delivery, as well.		These areas will be monitored during leadership team meetings and other staff meetings, as needed.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
New staff and long term subs will be partnered up with either a mentor or admin to teach them strategies on restorative circles.	08/21/2022	08/29/2022	Teacher mentor, ITL, Admin	restorative practices books . The student services assistant, whose salary is covered by Title I money, is heading up our restorative practice efforts alongside admin and the PD planning team. The salary for the student services assistant is \$98,803.	No
Refresher school wide PD on restorative circles	08/21/2022	08/29/2022	ITLs, Admin, Restorative Team,	restorative practice books. The student services assistant, whose salary is covered by Title I money, is heading up our restorative practice efforts alongside admin and the PD planning team. The salary for the student services assistant is \$98,803.	Yes
Share information sheet with families on how Allderdice will be incorporating restorative circles in classes for the 2022-23 school year. Consider as a topic for a PSCC meeting in 2022.	08/01/2022	08/31/2022	Admin, Teachers, FACE coordinators	Back to School mailing. FACE coordinator salaries are covered through Title I funding and they can play a key role in this step. The salary or the FACE coordinator is \$2,911.	No
Professional Development will be held regarding how to incorporate SEL into restorative circles.	10/03/2022	06/09/2023	PD Planning Team, Administration	SEL materials/Restorative Practice materials. The student services assistant, whose salary is covered by Title I money, is heading up our restorative practice efforts alongside admin and the PD planning team. The salary for the student services assistant is \$98,803.	Yes
Dragon Connections. Review expectations with staff in August. Add this to agenda for new teacher/mentor training.	08/15/2022	09/23/2022	Teachers, ITLs, Admin	Back to School PD . Our social worker will also help to devise the Dragon connections list and this social worker's salary is partially covered through Title I expenses (.57 of the salary of \$145,402).	No

Staff will take part in a binder study related to our ongoing CLR (cultural and linguistic responsiveness) throughout PD sessions for the 22-23 school year.	08/01/2022	06/16/2023	PD Planning Team, Administration	CLR Binders	Yes
Recommit to PLGs as part of our initiative with professional learning for both restorative practices and PBIS. A focus on how to incorporate SEL into circles will also be a source of support during PLG session.	09/19/2022	06/16/2023	PD Planning Team, teacher leaders in PLG groups	Lesson Plans to support restorative practices, SEL, PBIS	Yes
Teachers in the PSE department will be provided with an additional prep period in order to support students with disabilities on their caseload	08/15/2022	06/16/2023	Admin and students services team responsible for building master schedule	Master Schedule	No
Professional Development will be held quarterly, possibly during half-day PDs, from our Black Student Union regarding anti-racist classrooms and supporting the mental health of our African American students	09/19/2022	06/16/2023	PD Planning Team, BSU teacher and student leaders	BSU Presentation materials. Support will also come from our student services assistant in this process, whose salary is fully covered by Title I and is \$98,803 (with benefits).	Yes

Action Plan for: Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> English/Literacy ELA PSE Math 		Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.		In addition to reviewing student outcomes on content and school-wide assessments, these areas will be monitored during leadership team meetings and other staff meetings, as needed.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
ITLs and school leaders review visible thinking routines and other higher order thinking strategies to establish a clear vision for re-engaging in this work as a focus for the year.	08/01/2022	06/16/2023	Admin, ITLs	Visible Thinking Routines textbooks (Ron Ritchhart, etc.)	No
Establish a structure that allows educators to engage in a continuous improvement model centered around the implementation of visible thinking routines and other higher order thinking strategies.	08/01/2022	06/16/2023	Admin, PD Planning Team	Visible Thinking Routines textbooks (Ron Ritchhart, etc.)	No
Create a visible thinking routines implementation calendar.	09/01/2022	06/16/2023	Admin, PD Planning Team	School Calendar, PD Planning Calendar	No
Introduce one visible thinking routine during PLCs. This will be shared at the monthly ITL meetings and/or in professional learning. As part of the introduction include how the routine can support differentiation. Allow teachers to discuss ways to implement this routine in their class. (repeat this process with a new visible thinking routine each month)	09/01/2022	06/09/2023	Admin, Teachers in PLCs, PD Planning Team	PLC Calendar	Yes
Provide teachers with time to try the routine in their class.	09/01/2022	06/16/2023	Teachers	Materials provided to teachers regarding visible thinking routines	No
Establish a feedback protocol. Discuss with teachers their preferred way to receive feedback, would they prefer to be observed using the routine by a coach, school leader, ITL, or another teacher in the building. Every	09/01/2022	06/16/2023	Teacher with the support of others in the school	Feedback preference form for staff	Yes

teacher should receive feedback on each visible thinking routine introduced.					
Provide opportunities for teachers to reflect on the routine at the end of each month during PLCs. This expectation will be shared during the monthly ITL meeting.	09/01/2022	06/16/2023	Admin, ITLs, teacher-leaders in PLCs	PLC Calendar	No
Provide time quarterly for all teachers to engage in a discussion around the use of visible thinking routines, highlighting strengths, challenges they have faced, and the impact on student learning and engagement. This will occur at least once per quarter during professional learning sessions.	10/01/2022	06/16/2023	PD Planning Team, Admin	PD calendar, Visible Thinking Routines materials	Yes
Professional Learning will be given regarding support of PSE students - led by the PSE department, which may include how to use visible thinking routines in special education	09/01/2022	11/30/2022	PD Planning Team, Admin	Materials for PSE presentation to staff	Yes
Provide students with opportunities to use collaborative strategies during the instructional delivery process.	09/01/2022	06/16/2023	Teachers		No
Provide training, as needed, for PSE teachers receiving interactive smartboards with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.	10/01/2022	06/16/2023	Administration with possible support from an outside provider.	Interactive smartboards. These are being provided from the A-TSI grant. The grant portion for the interactive smartboards is \$65,978. Additionally, GoGuardian software will be provided for PSE teachers with a cost of \$7,889. This software will support PSE staff with fully engaging students in their learning in our 1:1 laptop program.	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Restorative Practices	<ul style="list-style-type: none"> • Refresher school wide PD on restorative circles • Professional Development will be held regarding how to incorporate SEL into restorative circles. • Staff will take part in a binder study related to our ongoing CLR (cultural and linguistic responsiveness) throughout PD sessions for the 22-23 school year. • Recommit to PLGs as part of our initiative with professional learning for both restorative practices and PBIS. A focus on how to incorporate SEL into circles will also be a source of support during PLG session. • Professional Development will be held quarterly, possibly during half-day PDs, from our Black Student Union regarding anti-racist classrooms and supporting the mental health of our African American students
Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	<ul style="list-style-type: none"> • Introduce one visible thinking routine during PLCs. This will be shared at the monthly ITL meetings and/or in professional learning. As part of the introduction include how the routine can support differentiation. Allow teachers to discuss ways to implement this routine in their class. (repeat this process with a new visible thinking routine each month) • Establish a feedback protocol. Discuss with teachers their preferred way to receive feedback, would they prefer to be observed using the routine by a coach, school leader, ITL, or another teacher in the building. Every teacher should receive feedback on each visible thinking routine introduced. • Provide time quarterly for all teachers to engage in a discussion around the use of visible thinking routines, highlighting strengths, challenges they have faced, and the impact on student learning and engagement. This will occur at least once per quarter during professional learning sessions. • Professional Learning will be given regarding support of PSE students - led by the PSE department, which may include how to use visible thinking routines in special education

Professional Development Activities

Restorative Practices Refresher						
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"> Refresher school wide PD on restorative circles 	Whole School	Restorative circles and overall goals of restorative practices.	Circles held in all classrooms	Administration	08/23/2022	08/23/2022
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once for this particular refresher		<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 	Teaching Diverse Learners in an Inclusive Setting		

Restorative Practices PD including PLGs

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"> Recommit to PLGs as part of our initiative with professional learning for both restorative practices and PBIS. A focus on how to incorporate SEL into circles will also be a source of support during PLG session. 	Whole school	Incorporating SEL into circles, implementing circles in classrooms, PBIS techniques shared through PLGs, further exploration of restorative practices.	Teachers will use a variety of skills/techniques in the implementation of restorative practices	Admin and various teachers for PLGs	09/06/2022	06/06/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	PLGs will be every 4-6 weeks and Restorative Practices PD will occur quarterly, approximately.	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 	Teaching Diverse Learners in an Inclusive Setting
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Approximately quarterly	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 	Teaching Diverse Learners in an Inclusive Setting

CLR Binder Study						
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"> Staff will take part in a binder study related to our ongoing CLR (cultural and linguistic responsiveness) throughout PD sessions for the 22-23 school year. 	Teaching staff	All topics related to Cultural and Linguistic Responsive Teaching and Learning	Application of CLR techniques in all classes.	CLR team	08/23/2022	06/06/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings		
Book study	bi-weekly		<ul style="list-style-type: none"> 3c: Engaging Students in Learning 	Language and Literacy Acquisition for All Students		

Black Student Union Leading PD

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 will be held quarterly, possibly during half-day PDs, from our Black Student Union regarding anti-racist classrooms and supporting the mental health of our African American students 	Whole school	Anti-racist classrooms, mental health support of students of color	Practices outline in PD observed in classrooms, academic improvements in AA data	BSU students and BSU teacher leaders	08/23/2022	06/06/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly, approximately		<ul style="list-style-type: none"> 3c: Engaging Students in Learning 		Teaching Diverse Learners in an Inclusive Setting	

Visible Thinking Routines

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"> Introduce one visible thinking routine during PLCs. This will be shared at the monthly ITL meetings and/or in professional learning. As part of the introduction include how the routine can support differentiation. Allow teachers to discuss ways to implement this routine in their class. (repeat this process with a new visible thinking routine each month) Establish a feedback protocol. Discuss with teachers their preferred way to receive feedback, would they prefer to be observed using the routine by a coach, school leader, ITL, or another teacher in the building. Every teacher should receive feedback on each visible thinking routine introduced. Provide time quarterly for all teachers to engage in a discussion around the use of visible thinking routines, highlighting strengths, challenges they have faced, and the impact on student learning and engagement. This will occur at least once per quarter during professional learning sessions. Professional Learning will be given regarding support of PSE students - led by the PSE department, which may include how to use visible thinking routines in special education 	Teaching Staff	Visible Thinking Routines, Supporting PSE students with thinking routines, sharing best practices	Engagement of students (3C), improvements in content and school wide assessments	Admin, PD planning team	08/23/2022	06/06/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	monthly	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1f: Designing Student Assessments 	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	PD every 4-6 weeks	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1f: Designing Student Assessments 	Language and Literacy Acquisition for All Students

Professional Learning Community (PLC)

weekly

- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

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