PITTSBURGH ALLDERDICE HS

2409 Shady Ave

TSI Title 1 School Plan | 2023 - 2024

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.

STEERING COMMITTEE

Name	Position	Building/Group
James McCoy	Principal	Allderdice
Lyndsey Van Luik	Counselor/Student Services Chair	Allderdice
Tica Harris	Counselor	Allderdice
Courtney Stonestreet	Special Education Counselor	Allderdice
Mike Carey	Teacher	Allderdice
Ro Casciato	Teacher	Allderdice
Jon Parker	Teacher	Allderdice
Melissa Reilly	Teacher	Allderdice
Paula McCommons	Community Member	UPMC Behavioral Health
Tamara Garnett	Student Services Assistant	Allderdice
Andie Hartz	Literacy Coach	Allderdice
Mario Watkins	Parent	Allderdice Parent
Journey Thornton Darby	Student	Allderdice Student

Name	Position	Building/Group
Clifford Perkins	Assistant Principal	Allderdice
Raechel Palmer	Teacher	Allderdice
Crystal Caldwell	Assistant Principal	Allderdice
Katie George	Other	Allderdice
Dina Hartford	Other	AIU
Nina Sacco	District Level Leaders	Pittsburgh Public Schools

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	English Language Arts English Language Arts Mathematics
If social-emotional learning continues to be a priority and restorative practices and PBIS continue to be a focus at both the whole-school and and classroom level, a school environment will be promoted and sustained where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually, and physically.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy
Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Panorama - Self-efficacy and Self-Management	Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things?

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
New staff and long term subs will be partnered up with either a mentor or admin to teach them strategies on restorative circles.	2023-08-21 - 2023-08-29	Teacher mentor, ITL, Admin	restorative practices books and materials from the district . 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 $96,571.
Refresher school wide PD on restorative circles	2023-08-21 - 2023-08-29	Teacher leaders, Admin	restorative practices books and materials from the district . 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 $96,571.
Share information sheet with families on how Allderdice	2023-08-01 -	Admin,	Back to School mailing. FACE coordinator

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
will be incorporating restorative circles in classes for the 2023-2024 school year. Consider as a topic for a PSCC meeting in 2023.	2023-08-31	Teachers, FACE coordinators	salaries are covered through Title I funding and they can play a key role in this step. The salary or the FACE coordinator is $2,892.
Professional Development will be held regarding RethinkEd and how these lessons can be implemented in classrooms on a monthly basis.	-	Student services, admin	RethinkEd resources
Continue work related to PLGs as part of our initiative with professional learning for both restorative practices and PBIS. A focus on how to incorporate RethinkEd lessons into classes may also be a source of support during PLG session.	2023-09-01 - 2024-05-31	PD Planning Team, teacher leaders in PLG groups	Lesson Plans to support restorative practices, RethinkEd, PBIS
Teachers in the PSE department will be provided with an additional prep period in order to support students with disabilities on their caseload	2023-08-15 - 2024-06-14	Admin and students services team responsible for building master schedule	Master Schedule
Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period. Topics of	2023-09-01 - 2024-06-14	Admin, student panels	n/a

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
discussion will include visible thinking routines, restorative practices, and PBIS.			
Continue the PBIS programs that has been solidified in the previous school year. This includes classroom rewards and weekly incentives.	-	PBIS team, admin.	Weekly incentives in the cafeteria. Dragon tokens.
Hold an Anti-bias training in the first semester of the school year.	2023-08-21 - 2024-01-26	Organized by Admin	tbd

Anticipated Outcome

-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.

Monitoring/Evaluation

These areas will be monitored during leadership team meetings and other staff meetings, as needed.

Evidence-based Strategy

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

Goal Nickname	Measurable Goal Statement (Smart Goal)
English/Literacy	Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%.
ELA African American	Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%.
Math	Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period. Topics of discussion will include visible thinking routines, restorative practices, and PBIS.	2023-09-01 - 2024-06-14	Admin, student panels	n/a
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.	2023-08-21 - 2024-06-14	Admin, PD Planning Team, Visible Thinking Routines	Visible Thinking Routines textbooks (Ron Ritchhart, etc.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Team	
Hold professional learning quarterly as "refresher" sessions regarding visible thinking routines.	2023-08-21 - 2024-06-14	PD Planning Team, VTR team, admin	Various Presentations
Build a continuous cycle of staff peer observations of thinking routines. Follow up meetings will additionally occur to share out on the implementation in classes. These cycles will occur every 4-6 weeks. This will be connected to PLC collaborative teams.	2023-08-21 - 2024-06-14	VTR team, admin, pd planning team	PLC calendar
Update peer feedback form regarding the implementation of visible thinking routines.	2023-08-21 - 2023-09-30	VTR team, Admin	Previously used form
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.	2023-10-02 - 2024-06-14	PD Planning Team, VTR team, Admn	TBD
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	2023-09-04 - 2023-11-30	PSE department, PD Planning Team, Admin	Materials for PSE presentation to staff
Provide training in the first months of school, as needed, for teachers (including PSE teachers) receiving interactive smartboards (clear touch	2023-08-21 - 2023-10-13	Admin, possible	Presentation Materials re: use of interactive smart

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and vibe boards) with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.		outside trainers	boards
Share quarterly data with staff regarding failure data related to various sub groups.	2023-11-18 - 2024-06-14	SDSS, Admin	Quarterly failure reports
Share information with staff regarding how to use data from CDTs to inform instruction. This can also be discussed in PLC collaborative teams.	2023-08-14 - 2024-06-14	ITLs, instructional cabinet, Admin	Best practices information regarding using data from CDTs to inform instruction.

Anticipated Outcome

Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Monitoring/Evaluation

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.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things? (Panorama - Self-efficacy and Self-Management)	Restorative Practices	Refresher school wide PD on restorative circles	08/21/2023 - 08/29/2023

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period. Topics of discussion will include visible thinking routines, restorative practices, and PBIS.	09/01/2023 - 06/14/2024

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	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	09/04/2023 - 11/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	Provide training in the first months of school, as needed, for teachers (including PSE teachers) receiving interactive smartboards (clear touch and vibe boards) with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.	08/21/2023 - 10/13/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature   James McCoy   2023-06-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on the Algebra 1 Keystone data from the 2021-22 school year there was a proficiency rate of 84.2% for the white student subgroup. The All Student group had a proficiency rate of 68.9%. This was an increase. Based on the Literature Keystone data from the 2021-22 school year there was a proficiency rate of 88.2% for the white student subgroup. The All Student group had a proficiency rate of 73.0%. This was an increase.

Based on data from the 2020-21 SY the 4-year cohort graduation rate for the all student group was 92.5%. The target was met or exceeded and there was an increase in performance from the previous year for the following student groups: Black: 90.1% White: 95.1% Economically Disadvantaged: 89.1%

The average improvement by 1+ standard error of measure for all students on the end of year literature CDT was 44.7%

Zero percent of the English learners are on track to proficiency on the literature CDT for grades 9 and 11.

50.0% of 9th graders improved by 1+ standar error of measure on the biology CDT.

Challenges

Based on prof/adv students on the literature keystone, our black students increased their score, but their score of students in this category is at 36.1%, which is 52.1 percentage points lower than the white students. Our students with disabilities have a score of 25% and this was a decrease from last year.

Based on prof/adv students on the algebra keystone, our black students decreased their score in this category is at 23.3%, which is 60.9 percentage points lower than the white students. Our students with disabilities have a score of 3.6% and this was a decrease from last year. school year administration of the Literature Keystone there was a proficiency rate of 69.5% at Allderdice.

Based on data from the 2020-21 SY the regular attendance rate for the All-Student Group is 80.1%. The regular attendance rate for the following Student Groups are below the regular attendance rate for the All Student group: Black: 65.5% Hispanic: 75.9% Economically Disadvantaged: 64.6% English Learners: 68.8% Students with Disabilities: 64.1%

Based on the 2022 Spring Administration of the TLC Survey there

Strengths

For the African American group testing on the end of year CDTs, For this group, 59.6.% improved by a 1+ standard error of measure.

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).

White students are over 20% on track to proficiency on the 9th and 11th grade literature CDTs.

White students are 28.3% on track to proficiency on the biology CDT.

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

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.

Identify professional learning needs through analysis of a variety of data

Based on the data from the 2022 Spring Administration of the Panorama Student Survey there was a favorable response of 85%

Challenges

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).

The all student group had 0.8% meet the "middle of green" goal. By grade level: 9th - 0.0 10th - 1.1 11th - 0.0 For this group, 44.1% improved by a 1+ standard error of measure.

The student with disabilities group did not meet the "middle of the green" goal. For this group, 48.5% improved by a 1+ standard error of measure.

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

Strengths

for the topic of Supportive Relationships, this is an increase of 3% from the Fall administration.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Use multiple professional learning designs to support the learning needs of staff

Challenges

topic of Learning Strategies, this is an decrease of 3% from the Fall administration.

For African American students, 1.9% of students were above the "middle of green" goal. By grade level: 9th - 2.6 10th - 1.9 11th - 0.0 For this group, 48.7% improved by a 1+ standard error of measure. 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.

4.1% of African American students reached the "middle of green" goal.

Identify and address individual student learning needs *

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically*

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.

Based on the 2022 Spring Administration of the TLC Survey there was a rate of agreement of 87% for the Community Support and

Challenges

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).

The student with disabilities group did not meet the "middle of the green" goal. For this group, 31.8% improved by a 1+ standard error of measure.

Implement a multi-tiered system of supports for academics and behavior

There is a significant gap between black and white students that are on track to proficiency on the biology CDT for grade 9 (white - 28.3; black - 4.1)

Zero percent of the English learners are on track to proficiency on the literature CDT for grades 9 and 11.

Zero percent of the students with disabilities are on track to proficiency on the literature CDT for all three grade levels.

There is a significant gap between black and white students that

Challenges

are on track to proficiency on the literature CDT exams for all 3 grade levels (average for white - 17.4; black - 1.5)

Foster a culture of high expectations for success for all students, educators, families, and community members

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Most Notable Observations/Patterns

The consistent concerns around the gaps between our white and black students in areas of achievement, performance, etc. continue to be notable and the highest priority for our team. This is not only in terms of standardized assessments, but also grades, behavioral data, etc.

Challenges	Discussion Point	Priority for Planning
Based on prof/adv students on the literature keystone, our black students increased their score, but their score of students in this category is at 36.1%, which is 52.1 percentage points lower than the white students. Our students with disabilities have a score of 25% and this was a decrease from last year.		
Based on prof/adv students on the algebra keystone, our black students decreased their score in this category is at 23.3%, which is 60.9 percentage points lower than the white students. Our students with disabilities have a score of 3.6% and this was a decrease		

Challenges	Discussion Point	Priority for Planning
from last year. school year administration of the Literature Keystone there was a proficiency rate of 69.5% at Allderdice.		
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.		
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.		
Identify and address individual student learning needs *	The gap betweeen student groups passing grades during remote learning is large and consistent across grade levels.	✓
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	✓

Challenges	Discussion Point	Priority for Planning
	ALL students, educators, and families have positive relationships and interactions within the school community.	
Zero percent of the English learners are on track to proficiency on the literature CDT for grades 9 and 11.		
There is a significant gap between black and white students that are on track to proficiency on the literature CDT exams for all 3 grade levels (average for white - 17.4; black - 1.5)		
There is a significant gap between black and white students that are on track to proficiency on the biology CDT for grade 9 (white - 28.3; black - 4.1)		

ADDENDUM B: ACTION PLAN

Action Plan: Restorative Practices

Action Steps	Anticipated Start/Completion Date
New staff and long term subs will be partnered up with either a mentor or admin to teach them strategies on restorative circles.	08/21/2023 - 08/29/2023

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed	PD Step
restorative practices books and materials from the district . 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 $96,571.	no

Action Steps	Anticipated Start/Completion Date
Refresher school wide PD on restorative circles	08/21/2023 - 08/29/2023

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed	PD Step
restorative practices books and materials from the district . 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 $96,571.	yes

Action Steps	Anticipated Start/Completion Date
Share information sheet with families on how Allderdice will be incorporating restorative circles in classes for the 2023-2024 school year. Consider as a topic for a PSCC meeting in 2023.	08/01/2023 - 08/31/2023

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed		PD Step
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 $2,892.		no

Action Steps	Anticipated Start/Completion Date
Professional Development will be held regarding RethinkEd and how these lessons can be implemented in classrooms on a monthly basis.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed	PD Step
RethinkEd resources	yes

Action Steps	Anticipated Start/Completion Date
Continue work related to PLGs as part of our initiative with professional learning for both restorative practices and PBIS. A focus on how to incorporate RethinkEd lessons into classes may also be a source of support during PLG session.	09/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed	PD Step
Lesson Plans to support restorative practices, RethinkEd, PBIS	yes

Action Steps	Anticipated Start/Completion Date
Teachers in the PSE department will be provided with an additional prep period in order to support students with disabilities on their caseload	08/15/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed		PD Step
Master Schedule		no

Action Steps	Anticipated Start/Completion Date
Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period. Topics of discussion will include visible thinking routines, restorative practices, and PBIS.	09/01/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed		PD Step
n/a		yes

Action Steps	Anticipated Start/Completion Date
Continue the PBIS programs that has been solidified in the previous school year. This includes classroom rewards and weekly incentives.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed		PD Step
Weekly incentives in the cafeteria. Dragon tokens.		no

Action Steps	Anticipated Start/Completion Date
Hold an Anti-bias training in the first semester of the school year.	08/21/2023 - 01/26/2024

Monitoring/Evaluation	Anticipated Output
These areas will be monitored during leadership team meetings and other staff meetings, as needed.	-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.

Material/Resources/Supports Needed	PD Step
tbd	yes

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

Action Steps	Anticipated Start/Completion Date
Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period. Topics of discussion will include visible thinking routines, restorative practices, and PBIS.	09/01/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
n/a	yes

Action Steps	Anticipated Start/Completion Date
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.	08/21/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed		PD Step
Visible Thinking Routines textbooks (Ron Ritchhart, etc.)		yes

Action Steps	Anticipated Start/Completion Date
Hold professional learning quarterly as "refresher" sessions regarding visible thinking routines.	08/21/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
Various Presentations	yes

Action Steps	Anticipated Start/Completion Date
Build a continuous cycle of staff peer observations of thinking routines. Follow up meetings will additionally occur to share out on the implementation in classes. These cycles will occur every 4-6 weeks. This will be connected to PLC collaborative teams.	08/21/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
PLC calendar	yes

Action Steps	Anticipated Start/Completion Date
Update peer feedback form regarding the implementation of visible thinking routines.	08/21/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
Previously used form	no

Action Steps	Anticipated Start/Completion Date
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.	10/02/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
TBD	yes

Action Steps	Anticipated Start/Completion Date
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	09/04/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
Materials for PSE presentation to staff	yes

Action Steps	Anticipated Start/Completion Date
Provide training in the first months of school, as needed, for teachers (including PSE teachers) receiving interactive smartboards (clear touch and vibe boards) with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.	08/21/2023 - 10/13/2023

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
Presentation Materials re: use of interactive smart boards	yes

Action Steps	Anticipated Start/Completion Date
Share quarterly data with staff regarding failure data related to various sub groups.	11/18/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
Quarterly failure reports	no

Action Steps	Anticipated Start/Completion Date
Share information with staff regarding how to use data from CDTs to inform instruction. This can also be discussed in PLC collaborative teams.	08/14/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	Critical thinking skills and content retention will increase as students advance their ability to master skills. Student motivation will also increase during this process.

Material/Resources/Supports Needed	PD Step
Best practices information regarding using data from CDTs to inform instruction.	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things? (Panorama - Self-efficacy and Self-Management)	Restorative Practices	Refresher school wide PD on restorative circles	08/21/2023 - 08/29/2023
Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things? (Panorama - Self-efficacy and Self-Management)	Restorative Practices	Professional Development will be held regarding RethinkEd and how these lessons can be implemented in classrooms on a monthly basis.	01/01/0001 - 01/01/0001
Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in	Restorative Practices	Continue work related to PLGs as part of our initiative with	09/01/2023 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things? (Panorama - Self-efficacy and Self-Management)		professional learning for both restorative practices and PBIS. A focus on how to incorporate RethinkEd lessons into classes may also be a source of support during PLG session.	
Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things? (Panorama - Self-efficacy and Self-Management)	Restorative Practices	Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period.	09/01/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Topics of discussion will include visible thinking routines, restorative practices, and PBIS.	
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	Panels with student groups will be held quarterly for discussions on engagement in classrooms and classroom environments. This will be during the teachers professional learning period. Topics of discussion will include visible thinking routines, restorative	09/01/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		practices, and PBIS.	
Regarding the following four questions on the Panorama Survey related to self-efficacy and self management, the average response will reach 79% during the 4th quarter mini-survey. How confident are you that you can learn all the material presented in your classes? How confident are you that you can complete all the work that is assigned in your classes? During the past 30 days, how often did you come to class prepared? During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things? (Panorama - Self-efficacy and Self-Management)	Restorative Practices	Hold an Anti-bias training in the first semester of the school year.	08/21/2023 - 01/26/2024
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy)

Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American)

Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math) | Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning | 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. | 08/21/2023 - 06/14/2024 |

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	strategies, student accountable talk)		
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	Hold professional learning quarterly as "refresher" sessions regarding visible thinking routines.	08/21/2023 - 06/14/2024
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected	Incorporate a variety of	Build a continuous cycle of staff peer	08/21/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	observations of thinking routines. Follow up meetings will additionally occur to share out on the implementation in classes. These cycles will occur every 4-6 weeks. This will be connected to PLC collaborative teams.	06/14/2024
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible	Provide time quarterly for all teachers to engage in a discussion around the use of visible thinking routines, highlighting strengths,	10/02/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	challenges they have faced, and the impact on student learning and engagement. This will occur at least once per quarter during professional learning sessions.	
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies,	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	09/04/2023 - 11/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	student accountable talk)		
Students will be considered On Track to Proficiency by increasing their average CDT in Literacy to 21% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 12%. (English/Literacy) Students from the African American subgroup will be considered On Track to Proficiency by increasing their average CDT in Literature to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 1.9%. (ELA African American) Students will be considered On Track to Proficiency by increasing their average CDT in Algebra to 11% of all students reaching "above middle of the green" for expected performance on the end of year CDT. This is in grades 9-11. For the 22-23 school year, the average was 0.8%. (Math)	Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., Visible Thinking Routines, cooperative, strategies questioning strategies, student accountable talk)	Provide training in the first months of school, as needed, for teachers (including PSE teachers) receiving interactive smartboards (clear touch and vibe boards) with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.	08/21/2023 - 10/13/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	Whole school, PLG teams	Basics tenets of RP, RethinkEd resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Understanding of the core elements of RP, RethinkEd Resources	08/14/2023 - 09/08/2023	Admin, PD Planning Team

Danielson Framework Component Met in this Plan:

2c: Managing Classroom Procedures

2e: Organizing Physical Space

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
RethinkEd	Teaching Staff	RethinkEd resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Understanding and implementation of school-wide RethinkEd lesson. This will be in connection to our PBIS work, as well.	08/14/2023 - 06/14/2024	Admin, PD planning team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
2a: Creating an Environment of Respect and Rapport	
2e: Organizing Physical Space	

Professional Development Step	Audience	Topics of Prof. Dev
Student Panels - Staff PD	Teaching staff, student services dept	Student Engagement, Visible thinking routines, restorative practices, PBIS

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Understanding of the factors that impact student engagement from the student perspective.	08/14/2023 - 06/14/2024	Organized by PD planning team, admin. Students lead the discussion.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Anti-bias training	Whole-School	Anti-bias training. This was agreed upon during the SIP process at the end of the 22-23 school year.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will understand how their bias affects decisions and student results.	08/21/2023 - 01/26/2024	Admin, possible outside trainer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Visible Thinking Routines	Teaching Staff	Visible Thinking Routines, implementation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to demonstrate implementation of VTR through various forms of discussion and action in the classroom.	08/21/2023 - 06/14/2024	VTR team, PD planning team, Admin

Danielson Framework Component Met in this Plan:

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
PSE training	Teaching staff, student services	Supporting our PSE students across all classrooms

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will gain an understanding of not only procedures for support our PSE population, but best practices to support various learning styles.	08/21/2023 - 10/31/2023	PSE department, Admin

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Clear touch/Vibe training	teaching staff	Provide training in the first months of school, as needed, for teachers (including PSE teachers) receiving interactive smartboards (clear touch and vibe boards) with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Undstanding of how to use interactive white boards to further engage students.	08/21/2023 - 09/29/2023	Admin, possible outside trainers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Clear touch/Vibe training	teaching staff	Provide training in the first months of school, as needed, for teachers (including PSE teachers) receiving interactive smartboards (clear touch and vibe boards) with training and sharing of best practices. This may be needed on additional times throughout the school year based on teacher feedback.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Undstanding of how to use interactive white boards to further engage students.	08/21/2023 - 09/29/2023	Admin, possible outside trainers

Danielson Framework Component Met in this Plan:

1d: Demonstrating Knowledge of Resources

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Title 1 meeting - September 2023	Sharing of the school improvement plan and other Title I information	Parent Meeting	Allderdice parents and school community	Held in September of 2023
Weekly newsletter	Sharing of the school improvement plan document to families and school community	Email Blast	Families and school community	Late September 2023
Staff Welcome Professional Learning	Sharing of School Improvement Plan highlights and areas of focus for the school year	Staff professional learning - staff welcome	Allderdice Staff	Late August 2023