

PITTSBURGH ALLEGHENY 6-8

810 Arch Street

CSI School Plan | 2021 - 2022

Steering Committee

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Vision for Learning

To establish a learning community that promotes excellence in education, socialization and emotional wellness for the entire school community.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
8th grade maintained their NWEA ELA mean RIT score of from 209.3 from Fall 2020 to the Winter 2021.	Yes
All but one student group (Black-Math) met or exceeded the statewide growth target.	No
8th grade science MAP scores maintained from Fall 2020 to Winter 2021 administrations.	Yes
The Future Ready Index indicates that all content areas (ELA, Math, and Science) met the statewide academic growth target. In addition, all identified student groups met the statewide academic growth target.	Yes
Allegheny Middle School has a history of evidence over three years that they are growing students in grades 7 and 8 in ELA and Math. We will want to take a close look at what has contributed to this history of growth for these grades and continue to improve.	Yes
For the most part, growth across student groups is green and blue for students in 7th and 8th grade ELA and Math.	Yes
All student groups are on track to be 100% compliant with College and Career Standard Benchmarks.	Yes
Naviance data reveals that all student groups were on track to meeting the Career Standards Benchmark as of March 13, 2020. As of this date, 79% of eighth grade students had completed their portfolios.	No
Align curricular materials and lesson plans to the PA Standards	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Yes
Implement an evidence-based system of school-wide positive behavior interventions and supports	Yes
Implement evidence-based strategies to engage families to support learning	No
Mean RIT scores for 6th, 7th and 8th grade students increased by 3 points, 2 points or 6 points, respectively, from the fall to winter administration of the NWEA Math assessment.	No
6th grade increased from their NWEA ELA mean RIT score of 200.1 to 200.5 from Fall 2020 to the Winter 2021.	No
8th grade students performed above the projected RIT growth by 3 points.	No

There was a rate of agreement of 97% for the construct of instructional practices and support during the 2021 spring administration of the TLC Survey. This is an increase of 12% from the previous administration.	No
There was a rate of agreement of 100% for the construct of teacher leadership during the 2021 spring administration of the TLC Survey. This is an increase of 4% from the previous administration.	No
100% of 8th graders met the required career standards benchmark for the 2020-21 School Year.	No

Challenges

Challenge	Consideration In Plan
Allegheny Middle School has history of evidence over three years that grades 6 students are not meeting the PA Academic growth standard in ELA and Math. When we look at prior achievement versus exiting achievement, we discover that students are leaving sixth grade with a lower average achievement score.	Yes
Growth across student groups is mostly red for students in 6th grade ELA and Math indicating that they are not meeting the PA Academic Standard for growth.	Yes
The All Students student groups and Black and ED student groups in 7th grade Math are not on track to be successful in future Math courses.	Yes
ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. 69.3% of students are not proficient/advanced in ELA and 89.9% of students are not proficient/advanced in Math. 73.1% of students are not proficient/advanced in Science.	Yes
The percent regular attendance of 75.7% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	Yes
Overall achievement is low, although some growth was made for all grade levels. Mean RIT scores fell at the lower end of the norm range for all grades.	No
There was limited time to complete all required tasks with the entire student body.	No
There is a high number of tasks required for each grade level.	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	No

Collectively shape the vision for continuous improvement of teaching and learning	No
Implement an evidence-based system of school-wide positive behavior interventions and supports	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
7th grade decreased by .1 in their mean RIT score as evidence from NWEA ELA MAP measures.	Yes
The black student group was slightly below the academic growth target in Math.	Yes
The percent proficient and advanced across all student groups is low in both ELA and Math.	Yes
While students show that they are meeting the academic standard in Science, they are profiling in the lowest 60% of students statewide. To close the achievement gap, we need these students to exceed the PA Academic growth standard.	No
73.1% of students are not proficient on the PSSA Science assessment.	No
NWEA Science Mean RIT scores are low. 6th and 7th grade science scores declined.	No
There was a favorable response of 54% for the Challenging Feelings Topic during the 2020-21 spring administration of the Panorama Student Survey. This is a decrease of 2% from the previous administration.	No
There was a favorable response of 49% for the Self Efficacy Topic during the 2020-21 spring administration of the Panorama Student Survey. This is a decrease of 3% from the previous administration.	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
8th grade maintained their NWEA ELA mean RIT score of from 209.3 from Fall 2020 to the Winter 2021.	
8th grade science MAP scores maintained from Fall 2020 to Winter 2021 administrations.	
The Future Ready Index indicates that all content areas (ELA, Math, and Science) met the statewide academic growth target. In addition, all identified student groups met the statewide academic growth target.	
Allegheny Middle School has a history of evidence over three years that they are growing students in grades 7 and 8 in ELA and Math. We will want to take a close look at what has contributed to this history of growth for these grades and continue to improve.	
For the most part, growth across student groups is green and blue for students in 7th and 8th grade ELA and Math.	
All student groups are on track to be 100% compliant with College and Career Standard Benchmarks.	
Align curricular materials and lesson plans to the PA Standards	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	
Implement an evidence-based system of school-wide positive behavior interventions and supports	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Allegheny Middle School has history of evidence over three years that grades 6 students are not meeting the PA Academic growth standard in		No	

<p>ELA and Math. When we look at prior achievement versus exiting achievement, we discover that students are leaving sixth grade with a lower average achievement score.</p>			
<p>Growth across student groups is mostly red for students in 6th grade ELA and Math indicating that they are not meeting the PA Academic Standard for growth.</p>		No	
<p>The All Students student groups and Black and ED student groups in 7th grade Math are not on track to be successful in future Math courses.</p>		No	
<p>ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. 69.3% of students are not proficient/advanced in ELA and 89.9% of students are not proficient/advanced in Math. 73.1% of students are not proficient/advanced in Science.</p>		No	
<p>The percent regular attendance of 75.7% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.</p>		No	
<p>Implement an evidence-based system of school-wide positive behavior interventions and supports</p>	<p>Although we have improved teacher buy-in in our PBIS System, implementation is not as effective as we would like, because students attendance is still low. We have not yet created a consistent learning environment that motivates and provides supports to students that will help increase attendance and engagement in online and in-person environments.</p>	Yes	<p>If teachers and staff promote and sustain a (encouraging and restorative) school environment where all members feel welcomed, supported and safe in school, then students will be motivated to attend school and exceed school expectations.</p>
<p>Monitor and evaluate the impact of professional learning on staff practices and</p>		No	

student learning			
7th grade decreased by .1 in their mean RIT score as evidence from NWEA ELA MAP measures.		No	
The black student group was slightly below the academic growth target in Math.		No	
The percent proficient and advanced across all student groups is low in both ELA and Math.	Students have demonstrated difficulty thoroughly explaining rationale and reasoning with multi-step, open-ended problems requiring a Depth of Knowledge level 2 or above. Educators must provide scaffolds and feedback in a culturally responsive learning environment to challenge and prepare students to become independent learners that engage with productive struggle through tasks requiring a Depth of Knowledge level 2 or above. Students have historically showcased challenges with analytical writing as well as elaboration of their ideas associated with the analysis. Teachers have been challenged with implementing strategies that impact their students' progress with analysis and elaboration.	Yes	If a culturally-responsive environment is created which includes (but is not limited to), high expectations, independence, and productive struggle with multi-step, open-ended problems and students receive specially designed instruction focused on analysis techniques, analytical writing strategies, and elaboration through modeling, scaffolding, and collaborative opportunities, then students' problem-solving skills, comprehension and writing skills will be enhanced to apply higher order thinking skills to explain rationale and reasoning with multi-step/open-ended problems and writing skills that will lead to increased achievement in mathematics and ELA because student engagement, rigor and relevance collectively enhance student learning.

Goal Setting

Priority: If teachers and staff promote and sustain a (encouraging and restorative) school environment where all members feel welcomed, supported and safe in school, then students will be motivated to attend school and exceed school expectations.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	As of June 30, 2022, chronic absenteeism will decrease by 12.8% points from the EOY 2021 rate of 32.8% to 20%.	PBIS School Climate & Culture	Chronic Absence Rate will decrease by 3% points to 29.8% as of 9/30/2021.	Chronic Absence Rate will decrease by 6% points to 26.8% as of 12/30/2021.	Chronic Absence Rate will decrease by 9% points to 23.8% as of 3/30/2022.	As of June 30, 2022, chronic absenteeism will decrease by 12.8% points from the EOY 2021 rate of 32.8% to 20%.

Priority: If a culturally-responsive environment is created which includes (but is not limited to), high expectations, independence, and productive struggle with multi-step, open-ended problems and students receive specially designed instruction focused on analysis techniques, analytical writing strategies, and elaboration through modeling, scaffolding, and collaborative opportunities, then students’ problem-solving skills, comprehension and writing skills will be enhanced to apply higher order thinking skills to explain rationale and reasoning with multi-step/open-ended problems and writing skills that will lead to increased achievement in mathematics and ELA because student engagement, rigor and relevance collectively enhance student learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	By June 30, 2022 students will increase proficiency in mathematical open-ended, multi-step questions by a gain of 9.9% to a total of 20% of all students scoring proficient or advanced on the PSSA and Keystone metrics.	Math-Open-Ended Response Questions	Based on the initial baseline results, at the end of quarter 1, 10.1% of students scored proficient or advanced on Open Ended Response district assessments as of 9/30/2021.	Based on the initial baseline results, at the end of quarter 1, 14% of students scored proficient or advanced on Open Ended Response district assessments as of 12/30/2021.	Based on the initial baseline results, at the end of quarter 3, 17% of students will have scored proficient/advanced on Open Ended Response district assessments as of 3/30/2022.	By June 30, 2022 students will increase proficiency in mathematical open-ended, multi-step questions by a gain of 9.9% to a total of 20% of all students scoring proficient or advanced on the PSSA and Keystone metrics.
English Language Arts	By June 30, 2022 students will increase proficiency in ELA by 11.0% to a total of 41.6% of all students scoring proficient or advanced on the PSSA metrics.	ELA- TDA	Based on the initial baseline results at the end of Quarter 1, 10% of students will improve by one performance level on one of the components (Comprehension, Analysis, Essay Writing) using the TDA State Learning Progressions (Beginning, Emerging, Developing) as of 9/30/2021.	Based on the initial baseline results, at the end of Quarter 2, 20% of students will have improved by one performance level on one of the components (Comprehension, Analysis, Essay Writing) using the TDA Learning Progressions (Beginning, Emerging, Developing) as of 12/30/2021.	Based on the initial baseline results, at the end of Quarter 3, 30% of students will have improved by one performance level on one of the components (Comprehension, Analysis, Essay Writing) using the TDA Learning Progressions (Beginning, Emerging, Developing) as of 3/30/2022.	By June 30, 2022 students will increase proficiency in ELA by a gain of 11.0% to a total of 41.6% of all students scoring proficient or advanced on the PSSA metrics.

Action Plan

Action Plan for: Take part in regular embedded professional development focused on improving instruction (i.e. common planning, lesson study, professional learning communities). Engage teachers in an array of professional development opportunities and collaborative planning (specifically around building culturally responsive classrooms). ESSA Tier 3

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math-Open-Ended Response Questions ELA- TDA 		100% of ELA teacher will implement Close Reading Strategies and TDA Questions weekly in classrooms; Increase in Comprehension scores as evidenced by the learning progressions final rating. Students will closely read selected texts, excerpted text, and selected media for various purposes. They will cite evidence from the texts to support their analysis in discussions and in writing assignments. Increased student performance on open-ended response questions. Increased use of rigorous tasks during instruction. Increased student independence on challenging tasks and participation in mathematical discussions (partnerships or small groups). The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.		The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. Teachers will engage in weekly professional learning communities/collaborative team meetings that include establishing goals, data evaluation and student work analysis (learning team cycles) to gather data points to analyze individually and collectively. This will allow us to use student work to establish strengths and challenge areas to align with data we are gathering.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals (building a culturally responsive classroom, including collaborative planning using the 5E framework). Engage teachers in an array of professional development opportunities targeted at improving teaching. Teachers share common planning time, participate in workshops on using data to guide instructional decision-making. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	09/01/2021	06/17/2022	Math Team: Teachers & Interventionist, ITL & MAC	Articles or excerpts from “Culturally Responsive Teaching and the Brain” Professional Development Support from district coordinators and school improvement facilitators	Yes
Progress monitoring for implementation (Quarterly). Teachers will meet with students to provide feedback from progress monitoring on open ended response	11/15/2021	06/15/2022	Principal, ELA & Math Teachers & Interventionist, ITLs, LAC & MAC	Quarterly open-ended data spreadsheet Open-ended response tasks Open-ended response rubrics, Observation rubrics, Lesson plans	No

questions. Academic coach will meet with teachers to review student progress monitoring results and determine specific next steps according to student data. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.					
Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks and unpack standards/eligible content, and share instructional strategies (including planning using the 5E framework) that were identified during administrative instructional rounds. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	09/01/2021	06/15/2022	Math Team: Teachers & Interventionist, ITL & MAC	Standards & Eligible Content checklists RISE Rubric	Yes
Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals. Engage teachers in an array of professional development opportunities targeted at improving teaching. Teachers share common planning time, participate in workshops on using data to guide instructional decision-making. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	09/01/2021	06/15/2022	ELA Team: LAC, Teachers, Math Team: MAC, Interventionist & Teachers	Professional Development Support from the LAC, district coordinators and school improvement facilitators	Yes
Establish a timeline and professional development calendar. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/23/2021	09/30/2021	Principal, Leadership Team	Core leadership team will produce the PD calendar. Establish dedicated time for lead teachers to collaborate with the coaches and/or CTMs on a weekly basis.	Yes
Collect student work samples and conduct teacher feedback, reflection & planning sessions (quarterly). The completion of action steps and impact of the strategy will	09/30/2021	06/01/2022	Principal, coaches, ITLs	Lesson plans, observation rubrics	Yes

be monitored in monthly and quarterly routines with the leadership team.					
Provide ongoing PD on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	09/01/2021	06/15/2022	ELA CTM, LAC, ELA Lead teachers	Handout "A Close Look at Close Reading" by Beth Burke. Other materials aligned to close reading, Text Dependent Questions, and TDA Learning progressions designed by LAC and ELA CTM	Yes
Teachers will develop text dependent questions to guide CLOSE reading activities for at least one text per week and share their strategies within their PLC. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	10/01/2021	06/15/2022	Literacy Coach, and ELA/CTM	Dedicated team meeting time for teachers to collaborate on developing questions Professional Learning on choosing appropriate texts for close reading activities. Time to collaborate across a grade level team to collaborate on close reading routines and developing text dependent questions.	Yes
ELA teachers will explicitly teach the reading elements outlined in the eligible content document for their grade level. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	08/30/2021	06/27/2022	LAC, ELA CTM, Principal, ELA Lead Teachers	Completed chart of grade level appropriate reading elements. Sources of grade level texts	Yes
Share Standards and Eligible Content checklists with students so they can help monitor their data.	08/30/2021	06/24/2022	All staff	Standards and eligible content checklist	No
Foster teacher leadership through the implementation of peer observations, peer modeling, and using teacher strengths/expertise areas as topics for discussion during PLCs and collaborative team meetings to increase teacher leadership and empowerment.	08/30/2021	06/24/2022	Leadership team		Yes

Action Plan for: PBIS # 1 Positive Behavior Intervention and Supports (PBIS) established schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures and fit within ongoing school reform efforts. (PBIS, 2019) ESEA Tier 1,2,and 4

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> PBIS School Climate & Culture 		If we implement these Action Steps, then we will achieve lower chronic absenteeism, increase student achievement in expected behaviors, and heal our school culture/ climate in this New Normal.		The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. Teachers will engage in weekly professional learning communities/collaborative team meetings that include establishing goals, data evaluation and student work analysis (learning team cycles) to gather data points to analyze individually and collectively. This will allow us to use student work to establish strengths and challenge areas to align with data we are gathering.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Expectation rollout will be delivered in the beginning of the 1st quarter.	08/30/2021	09/24/2021	PBIS Team	PBIS Expectations	Yes
Utilizing Restorative practices will help our data based decision making system sort students for levels of support.	08/18/2021	06/10/2022	All Staff	RP resources	Yes
Expectation refresh/ reteach will be delivered at the start of the 2nd semester.	01/03/2022	01/07/2022	PBIS Team	PBIS Expectations	No
Face coordinator will collaborate with stakeholders to plan and facilitate monthly PSCC meetings and content nights.	08/30/2021	06/30/2022	Face and coordinator	Feedback from stakeholders	No
Tier data will be collected and assessed for effectiveness of supports, including data from community partners, on at least a bi-weekly basis.	08/30/2021	06/10/2022	PBIS Team	RP Google Form Power Bi	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Take part in regular embedded professional development focused on improving instruction (i.e. common planning, lesson study, professional learning communities). Engage teachers in an array of professional development opportunities and collaborative planning (specifically around building culturally responsive classrooms). ESSA Tier 3</p>	<ul style="list-style-type: none"> • Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals (building a culturally responsive classroom, including collaborative planning using the 5E framework). Engage teachers in an array of professional development opportunities targeted at improving teaching. Teachers share common planning time, participate in workshops on using data to guide instructional decision-making. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks and unpack standards/eligible content, and share instructional strategies (including planning using the 5E framework) that were identified during administrative instructional rounds. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals. Engage teachers in an array of professional development opportunities targeted at improving teaching. Teachers share common planning time, participate in workshops on using data to guide instructional decision-making. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Establish a timeline and professional development calendar. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Collect student work samples and conduct teacher feedback, reflection & planning sessions (quarterly). The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Provide ongoing PD on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

	<ul style="list-style-type: none"> • Teachers will develop text dependent questions to guide CLOSE reading activities for at least one text per week and share their strategies within their PLC. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • ELA teachers will explicitly teach the reading elements outlined in the eligible content document for their grade level. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Foster teacher leadership through the implementation of peer observations, peer modeling, and using teacher strengths/expertise areas as topics for discussion during PLCs and collaborative team meetings to increase teacher leadership and empowerment.
<p>PBIS # 1 Positive Behavior Intervention and Supports (PBIS) established schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures and fit within ongoing school reform efforts. (PBIS, 2019) ESEA Tier 1,2,and 4</p>	<ul style="list-style-type: none"> • Expectation rollout will be delivered in the beginning of the 1st quarter. • Utilizing Restorative practices will help our data based decision making system sort students for levels of support. • Tier data will be collected and assessed for effectiveness of supports, including data from community partners, on at least a bi-weekly basis.

Professional Development Activities

PLC Academic Areas of Focus						
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"> Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals (building a culturally responsive classroom, including collaborative planning using the 5E framework). Engage teachers in an array of professional development opportunities targeted at improving teaching. Teachers share common planning time, participate in workshops on using data to guide instructional decision-making. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks and unpack standards/eligible content, and share instructional strategies (including planning using the 5E framework) that were identified during administrative instructional rounds. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals. Engage teachers in an array of professional 	<p>Entire staff Additional & more intentional opportunities will be provided to the Math and ELA teams during weekly small group PLCs</p>	<p>-Facilitating mathematical discourse - Culturally responsive teaching & pedagogy -Problem-solving -Task selection & administration -Mathematical language routines -Assessment -Book study: "White Fragility" & related articles -Close reading -Analytical thinking and writing routines -Data collection and analysis - Tuning protocol for looking at student work -Restorative practices -PBIS updates & implementation</p>	<p>-Coaching observations - Teacher demonstrations of best practices</p>	<p>Leadership Team, coaches, ITLs</p>	<p>08/30/2021</p>	<p>06/18/2021</p>

<p>development opportunities targeted at improving teaching. Teachers share common planning time, participate in workshops on using data to guide instructional decision-making. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.</p> <ul style="list-style-type: none"> • Establish a timeline and professional development calendar. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Collect student work samples and conduct teacher feedback, reflection & planning sessions (quarterly). The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Provide ongoing PD on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • Teachers will develop text dependent questions to guide CLOSE reading activities for at least one text per week and share their strategies within their PLC. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. • ELA teachers will explicitly teach the reading elements outlined in the eligible content document for their grade level. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team. 						
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<ul style="list-style-type: none"> Tier data will be collected and assessed for effectiveness of supports, including data from community partners, on at least a bi-weekly basis. 					
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Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 1f: Designing Student Assessments 2a: Creating and Environment of Respect and Rapport 2c: Managing Classroom Procedures 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 	Language and Literacy Acquisition for All Students

		<ul style="list-style-type: none">• 4f: Showing Professionalism	
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School Culture and Student Engagement

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"> Expectation rollout will be delivered in the beginning of the 1st quarter. Utilizing Restorative practices will help our data based decision making system sort students for levels of support. Tier data will be collected and assessed for effectiveness of supports, including data from community partners, on at least a bi-weekly basis. 	All staff	- Restorative practices - Procedural use of discipline flow chart	- Decreased unique incidents and events - Decreased chronic absence rates	PBIS Team	08/30/2021	06/26/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Biweekly	<ul style="list-style-type: none"> 2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community 	