

PITTSBURGH ALLEGHENY 6-8

810 Arch Street

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Yarra Howze	Principal	Allegheny 6-8
Dr. Monica Lamar	District Level Leaders	Pittsburgh Public Schools
Merceda Gomez	ELA Coach	Allegheny 6-8
Sara Webb	Teacher	Allegheny 6-8
Jane Albright	Teacher	Allegheny 6-8
Seth Wermager	Teacher	Allegheny 6-8
Lawrence Coyne	Teacher	Allegheny 6-8
Janiece Anderson	Other	Allegheny 6-8
Rhonda Graham	District Level Leaders	Pittsburgh Public Schools
Ann Cristofano	Community Member	Girl Scouts
Ravone Johnson	Parent	Allegheny 6-8
Makaela Blakeman	Education Specialist	Allegheny 6-8

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we implement an evidence-based systematic whole school approach to address attendance challenges, then we will be able to provide tiered interventions to better support students and families focused on improving student attendance.	Regular Attendance
If we use available data to identify and address the learning needs of each student and focus on including higher order questions during instruction, then we will increase achievement in reading and math across all grade levels.	Mathematics Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Attendance Works (Check and Connect)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Rates	By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish an attendance team with clear roles for each member.	2023-08-01 - 2023-08-31	Principal	
Create a schedule for the attendance team to meet consistently throughout the year.	2023-08-01 - 2024-06-14	Principal and Attendance Team	Meeting Calendar
Set school wide goals for attendance and share goals with the school community.	2023-08-21 - 2024-06-14	Attendance Team	Attendance Goals and Expectations
Create a system to track attendance interventions that allows the team to identify implementation challenges and the impact of the intervention.	2023-08-21 - 2024-06-16	Principal and Attendance Team	Attendance tracking system and documents
Review intervention data and utilize data to make adjustments, as needed.	2023-10-02 - 2024-06-14	Attendance Team and Grade Level ITLs	Data documents
During attendance team meetings review attendance data broken down by student group and other meaningful criteria.	2023-08-21 - 2024-06-16	Principal, Attendance Team, SDSS	Attendance data reports
Provide regular attendance updates to staff.	2023-08-28 - 2024-06-16	Attendance Team, SDSS	Attendance reports

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide parents with attendance policies, updates, and other important information regarding attendance.	2023-09-04 - 2024-06-16	PBIS Lead, School Social Worker	Attendance documents
Facilitate a parent meeting to recruit parent volunteers, share the ATA Attendance Challenge, and strategies that support maintaining regular attendance.	2023-09-05 - 2024-06-16	PBIS Team, FACE Coordinator	PBIS Documents
During monthly PSCC meetings, team members will share attendance rates, trends, and challenge updates with parents.	2023-09-05 - 2024-06-16	PBIS Team, FACE Coordinator	Title I funds will be utilized to pay the stipend and benefits for a Family and Community Engagement Coordinator (FACE) (\$ 2,911). The FACE coordinator will support the attendance strategy by helping to communicate updates and offerings to families.
Recruit at least one parent per month to support the school environment (i.e. SEEK incentive, etc.)	-	Attendance Team and Grade Level ITLs	Data documents

Anticipated Outcome

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Monitoring/Evaluation

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Evidence-based Strategy

HOTS (Higher Order Thinking Questions)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math- Unit Assessments	As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.
Math- Open Ended Responses	By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review HOTS and implementation for lesson planning.	2023-08-25 - 2023-09-29	Leadership Team	Distinguished lesson plan template, HOTS Powerpoint
Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan.	2023-09-01 - 2024-06-14	All content team leads	HOTS Powerpoint, HOTS planning tools, lesson plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.		and team members	implementation
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.	2023-10-01 - 2024-06-14	Leadership Team	Student work protocols, student work samples, feedback forms
Students will be introduced to and required to use higher order thinking strategies, such as close reading, annotating, critical thinking, problem solving.	2023-09-05 - 2024-06-14	Teachers	Anchor charts of higher order thinking strategies and routines
Teachers will assess student progress and understanding of skills and standards through the administration of unit tests, and common formative assessments on the open-ended responses. They will also analyze the data collected from these assessments to formulate next steps in instruction for whole, small, and individual groups of students.	2023-09-05 - 2024-06-14	Teachers	Unit tests, common formative assessments, data collection templates
Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. Introduce one of the aforementioned strategies per month. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2023-11-01 - 2024-06-14	ELA Team	
Teachers analyze data from local and state assessments to craft instruction and progress monitor student achievement.	2023-10-31 - 2024-06-14	Math and ELA team	Close reading anchor chart, TDA progress monitoring

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		members	chart, learning progressions, TDA rubrics, Open ended response rubrics,
<p>ELA 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. Math teachers will continue to provide students with multiple opportunities to solve word problems. Collaborative strategies, accountable talk, and higher order questioning will be used to help support students while working through word problems. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.</p>	2023-10-31 - 2024-06-14	Math and ELA team members	Close reading anchor chart, TDA progress monitoring chart, learning progressions, TDA rubrics, Open ended response rubrics,

Anticipated Outcome
 Increase in academic performance. Increase in proficient and advanced students

Monitoring/Evaluation
 Unit assessments, open-ended response samples, TDA samples



Evidence-based Strategy

CASEL's Guide to Schoolwide SEL

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Educators will engage in efficacy training.

2023-08-22 -
2023-10-16

Annabelle
Cillo

CASEL's Guide to Schoolwide SEL site, Project Manager for efficacy trainings

Student service team and student envoys will roll out efficacy strategies.

2023-10-23 -
2024-06-14

Student
service team

Efficacy Strategies, CASEL's Guide to Schoolwide SEL site

Educators will engage in a book study from "Unearthing Joy"

2023-11-06 -
2024-06-14

Leadership
Team

Pages from "Unearthing Joy", or texts for each teacher

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Set school wide goals for attendance and share goals with the school community.	08/21/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Create a system to track attendance interventions that allows the team to identify implementation challenges and the impact of the intervention.	08/21/2023 - 06/16/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Provide regular attendance updates to staff.	08/28/2023 - 06/16/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Provide parents with attendance policies, updates, and other important information regarding attendance.	09/04/2023 - 06/16/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)	HOTS (Higher Order Thinking Questions)	Review HOTS and implementation for lesson planning.	08/25/2023 - 09/29/2023
By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)</p> <p>By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)</p>	<p>HOTS (Higher Order Thinking Questions)</p>	<p>Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. Introduce one of the aforementioned strategies per month. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines</p>	<p>11/01/2023 - 06/14/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

with the
leadership team.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)</p> <p>By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)</p>	<p>HOTS (Higher Order Thinking Questions)</p>	<p>ELA 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. Math teachers will continue to provide students with multiple opportunities to solve word problems. Collaborative strategies, accountable talk, and higher order questioning will</p>	<p>09/05/2023 - 06/14/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

be used to help support students while working through word problems. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments) By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)	HOTS (Higher Order Thinking Questions)	Teachers analyze data from local and state assessments to craft instruction and progress monitor student achievement.	09/05/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	CASEL's Guide to Schoolwide SEL	Educators will engage in efficacy training.	08/22/2023 - 10/16/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	CASEL's Guide to Schoolwide SEL	Student service team and student envoys will roll out efficacy strategies.	10/23/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	CASEL's Guide to Schoolwide SEL	Educators will engage in a book study from "Unearthing Joy"	11/06/2023 - 06/14/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on 2021-2022 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met. The Academic Growth Score of 98.0 meets/exceeds the average statewide growth score of 76.0 and statewide growth standard of 70.0

Based on 2021-2022 Math standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met. The Academic Growth Score of 86.0 meets/exceeds the average statewide growth score of 76.2 and statewide growth standard of 70.0

Based on 2021-2022 Science standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met. The Academic Growth Score of 80.0 meets/exceeds the average statewide growth score of 74.6 and statewide growth standard of 70.0

Over 50% of students at each grade level showcased academic growth on the most recent PSSA.

The all student group exceeded the standard for demonstrating growth. The academic growth score was 80.0% compared to the

Challenges

Based on the ELA PSSA data from the 2021-22 school year there was a proficiency rate of 0% for the Students with Disabilities student group. The All student group had a proficiency rate of 37.1%.

Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 0% for the Students with Disabilities student group. The All-student group had a proficiency rate of 4.5%

Based on data from the 2021-22 school year, the percent of students with Regular Attendance was 77.2% compared to the state average of 85.8% and the statewide performance standard of 94.1%

Overall mathematics achievement is low, although some growth was made for all grade levels.

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

Identify and address individual student learning needs.

Strengths

statewide average of 74.6%.

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 evidence-based strategies to engage families to support learning

Student worked diligently to complete the 8th grade tasks in the short time frame provided to them.

37.4% improved by 1+ standard error of measure on the Spring CDT assessment.

Based on the ELA Standard for Demonstrating Growth, the All Student Group met/exceeded the interim target for growth with a score of 98.0. The Black student group - 86.0 and ED group- 98.0. All student groups increased the academic growth score from the year before.

The regular attendance rate increased between the 2021-2022 and 2022-2023 school years from 58% to 75.3%.

Challenges

Under 50% of students at each grade level performed at the proficient level on the most recent PSSA.

There was limited time to complete all required tasks with the entire student body.

The all student group did not meet the interim goal/improvement target on the 2021-2022 Science PSSAs.

The percent proficient and advanced across all student groups is low in both ELA and Math.

N/A

Strengths

The Students Considered Economically Disadvantaged student group exceeded the statewide growth target in ELA at 98.0 and increased their score from the year before.

The Students Considered Economically Disadvantaged student group exceeded the statewide growth target in Math at 86.0 and increased their score from the year before.

N/A

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>Based on the ELA PSSA data from the 2021-22 school year there was a proficiency rate of 0% for the Students with Disabilities student group. The All student group had a proficiency rate of 37.1%.</p>		
<p>Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 0% for the Students with Disabilities student group. The All-student group had a proficiency rate of 4.5%</p>	<p>Students have gaps across all skills in math. Math was more difficult to teach in a virtual setting. Teachers are not identifying the needs of each individual students and planning instruction according to these gaps.</p>	<p>✓</p>
<p>Based on data from the 2021-22 school year, the percent of students with Regular Attendance was 77.2% compared to the state average of 85.8% and the statewide performance standard of 94.1%</p>	<p>The PBIS team has not been using attendance data to plan for interventions based on the attendance needs of students. The PBIS team has not been operating with a full team this year. One person has been carrying the weight of the team due to covid related issues.</p>	<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: Attendance Works (Check and Connect)

Action Steps	Anticipated Start/Completion Date
Establish an attendance team with clear roles for each member.	08/01/2023 - 08/31/2023
Monitoring/Evaluation	Anticipated Output
PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.	Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.
Material/Resources/Supports Needed	PD Step
	no

Action Steps**Anticipated Start/Completion Date**

Create a schedule for the attendance team to meet consistently throughout the year.

08/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Meeting Calendar

no



Action Steps**Anticipated Start/Completion Date**

Set school wide goals for attendance and share goals with the school community.

08/21/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Attendance Goals and Expectations

yes



Action Steps**Anticipated Start/Completion Date**

Create a system to track attendance interventions that allows the team to identify implementation challenges and the impact of the intervention.

08/21/2023 - 06/16/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Attendance tracking system and documents

yes



Action Steps**Anticipated Start/Completion Date**

Review intervention data and utilize data to make adjustments, as needed.

10/02/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Data documents

no



Action Steps**Anticipated Start/Completion Date**

During attendance team meetings review attendance data broken down by student group and other meaningful criteria.

08/21/2023 - 06/16/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Attendance data reports

no



Action Steps**Anticipated Start/Completion Date**

Provide regular attendance updates to staff.

08/28/2023 - 06/16/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Attendance reports

yes



Action Steps**Anticipated Start/Completion Date**

Provide parents with attendance policies, updates, and other important information regarding attendance.

09/04/2023 - 06/16/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Attendance documents

yes



Action Steps**Anticipated Start/Completion Date**

Facilitate a parent meeting to recruit parent volunteers, share the ATA Attendance Challenge, and strategies that support maintaining regular attendance.

09/05/2023 - 06/16/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

PBIS Documents



Action Steps**Anticipated Start/Completion Date**

During monthly PSCC meetings, team members will share attendance rates, trends, and challenge updates with parents.

09/05/2023 - 06/16/2024

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Title I funds will be utilized to pay the stipend and benefits for a Family and Community Engagement Coordinator (FACE) (\$ 2,911). The FACE coordinator will support the attendance strategy by helping to communicate updates and offerings to families.

no



Action Steps**Anticipated Start/Completion Date**

Recruit at least one parent per month to support the school environment (i.e. SEEK incentive, etc.)

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

PowerBI, student attendance goals, Attendance Team will use data to support student attendance goals and create attendance incentives and plans.

Implementation of this action plan should result in increased strategic initiatives put in place to decrease absenteeism and chronic absenteeism. Team will identify students who had chronic absenteeism during the 2023-2024 school year. Teachers will be submitting names of students after 3 days of school has been missed.

Material/Resources/Supports Needed**PD Step**

Data documents

no

Action Plan: HOTS (Higher Order Thinking Questions)

Action Steps**Anticipated Start/Completion Date**

Review HOTS and implementation for lesson planning.

08/25/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

Distinguished lesson plan template, HOTS Powerpoint

yes

Action Steps**Anticipated Start/Completion Date**

Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.

09/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

HOTS Powerpoint, HOTS planning tools, lesson plan implementation

no



Action Steps**Anticipated Start/Completion Date**

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.

10/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

Student work protocols, student work samples, feedback forms

no



Action Steps**Anticipated Start/Completion Date**

Students will be introduced to and required to use higher order thinking strategies, such as close reading, annotating, critical thinking, problem solving.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

Anchor charts of higher order thinking strategies and routines

no



Action Steps**Anticipated Start/Completion Date**

Teachers will assess student progress and understanding of skills and standards through the administration of unit tests, and common formative assessments on the open-ended responses. They will also analyze the data collected from these assessments to formulate next steps in instruction for whole, small, and individual groups of students.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

Unit tests, common formative assessments, data collection templates

no



Action Steps**Anticipated Start/Completion Date**

Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. Introduce one of the aforementioned strategies per month. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

11/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

yes



Action Steps**Anticipated Start/Completion Date**

Teachers analyze data from local and state assessments to craft instruction and progress monitor student achievement.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

State and local assessments

yes



Action Steps**Anticipated Start/Completion Date**

ELA 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. Math teachers will continue to provide students with multiple opportunities to solve word problems. Collaborative strategies, accountable talk, and higher order questioning will be used to help support students while working through word problems. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

10/31/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Unit assessments, open-ended response samples, TDA samples

Increase in academic performance. Increase in proficient and advanced students

Material/Resources/Supports Needed**PD Step**

State and local assessments

no



Action Plan: CASEL's Guide to Schoolwide SEL

Action Steps

Anticipated Start/Completion Date

Educators will engage in efficacy training.

08/22/2023 - 10/16/2023

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

CASEL's Guide to Schoolwide SEL site, Project Manager for efficacy trainings

yes



Action Steps**Anticipated Start/Completion Date**

Student service team and student envoys will roll out efficacy strategies.

10/23/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Efficacy Strategies, CASEL's Guide to Schoolwide SEL site

yes



Action Steps**Anticipated Start/Completion Date**

Educators will engage in a book study from "Unearthing Joy"

11/06/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Pages from "Unearthing Joy", or texts for each teacher

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Set school wide goals for attendance and share goals with the school community.	08/21/2023 - 06/14/2024
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Create a system to track attendance interventions that allows the team to identify implementation challenges and the impact of the intervention.	08/21/2023 - 06/16/2024
By June 30, 2024, regular attendance rates will maintain or exceed our current regular attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Attendance Works (Check and Connect)	Provide regular attendance updates to staff.	08/28/2023 - 06/16/2024
By June 30, 2024, regular attendance rates will maintain or exceed our current regular	Attendance	Provide parents	09/04/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
attendance rate at 75.3% for students with 90 or more membership days. (Attendance Rates)	Works (Check and Connect)	with attendance policies, updates, and other important information regarding attendance.	- 06/16/2024
As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)	HOTS (Higher Order Thinking Questions)	Review HOTS and implementation for lesson planning.	08/25/2023 - 09/29/2023
By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)			
As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)	HOTS (Higher Order Thinking Questions)	Provide ongoing PD reviews on literacy routines (including close reading strategies & vocabulary development, analytical thinking and writing) for all 6-8 teachers. Introduce one of	11/01/2023 - 06/14/2024
By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the aforementioned strategies per month. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	
<p>As a result of targeted instruction in Math, 50% of students in grades 6-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)</p> <p>By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)</p>	<p>HOTS (Higher Order Thinking Questions)</p>	<p>ELA 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. Math teachers will continue to</p>	<p>09/05/2023 - 06/14/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>provide students with multiple opportunities to solve word problems. Collaborative strategies, accountable talk, and higher order questioning will be used to help support students while working through word problems. The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.</p>	
As a result of targeted instruction in Math, 50% of students in grades 6-8 will	HOTS	Teachers analyze	09/05/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Math- Unit Assessments)</p> <p>By June 30, 2024, at least 25% of all students will score at the proficient or advanced level on the PSSA Mathematics metrics. (Math- Open Ended Responses)</p>	(Higher Order Thinking Questions)	data from local and state assessments to craft instruction and progress monitor student achievement.	- 06/14/2024
	CASEL's Guide to Schoolwide SEL	Educators will engage in efficacy training.	08/22/2023 - 10/16/2023
	CASEL's Guide to Schoolwide SEL	Student service team and student envoys will roll out efficacy strategies.	10/23/2023 - 06/14/2024
	CASEL's Guide to Schoolwide SEL	Educators will engage in a book study from "Unearthing Joy"	11/06/2023 - 06/14/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Literacy Routines	Staff	Literacy strategies and routines

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Routines and strategies implemented in classroom instruction	09/01/2023 - 06/14/2024	ELA Team

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

Professional Development Step	Audience	Topics of Prof. Dev
Mathematical Thinking Routines	Staff	Mathematical language routines, higher order thinking strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Routines and strategies implemented in classroom instruction	09/01/2023 - 06/14/2024	Math Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Efficacy Training

Staff

Social-Emotional Learning and Student Efficacy

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Components of efficacy embedded into classroom routines

09/11/2023 - 06/14/2024

Leadership Team/School LES

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

