

PITTSBURGH ALLEGHENY K-5

810 Arch Street

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

At Allegheny K-5 we are a collaborative and innovative community dedicated to ensuring that all students become life-long learners, problem solvers, and thinkers who will succeed in any endeavor and all learning environments. Teaching practices are both reflective and responsive to the needs of our students. Decisions are based on data and the needs of ALL children. We encourage children to take risks, be intellectually engaged and always challenge themselves. Ultimately, we want our teachers and students to be responsible, respectful, reflective and productive citizens who make positive choices for themselves; in turn creating more expansive opportunities.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we (Allegheny K-5) commit to monitoring and evaluating professional learning on staff practices and student learning that is rooted in culturally responsive and evidence based pedagogy then all student groups will increase in academic achievement.	English Language Arts Mathematics
If we (Allegheny K-5) commit to implementing an evidence-based system of schoolwide positive behavior interventions and supports then all student groups will experience a positive climate and similar classroom management/discipline responses.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
Improve the school within a framework of district support.	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By June 2024, 70.0% of all students will score proficient or advanced on the ELA PSSA.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Math

By June 2024, 60.0% of all students will score proficient or advanced on the Math PSSA.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Participate in Summer Leadership Academy with school-based instructional leaders. Reflect on learning and share with the team. Take the collective learning from the sessions and apply it to a Theory of Action that strengthens Culture, Systems and Instruction within our building. Update the School Improvement plan as needed.

2023-07-31 -
2023-08-04Michael
Barbone/PrincipalParticipation in the PPS
Summer Leadership
Academy

Review District approved Professional Development Catalogue and highlight expectation outcomes to be reviewed by instructional cabinet and guide feedback given to teachers during classroom observations.

2023-07-10 -
2023-09-13Michael
Barbone/PrincipalProfessional Development
Catalogue

Conduct school-wide, grade level data chats using questions guided by the learning acquired from District Professional development. The School Improvement plan measurable goals will also drive the monitoring of student achievement, throughout the year.

2023-08-01 -
2024-06-12Michael
Barbone/PrincipalDatachat notes, CDT
results, DIBELS data

Welcome back Professional Development meeting where the road map for the school improvement plan will be communicated to all staff. This will highlight the importance of district and school led professional development and it's impact on student outcomes

2023-07-31 -
2023-09-01Julie
Swiderski/Assistant
PrincipalLibrary, projector,
PowerPoint, teacher
feedback of the
presentation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize ELA instructional coach to help in the transition to our new curriculum during the two days per month she is scheduled at our building per month.	-	Nicole Odoriso/Teacher ITL1	Coaching Agenda

Anticipated Outcome

By closely monitoring and evaluating professional development during a year of curriculum adoption it will elevate the importance of professional development and continuing education for teachers.

Monitoring/Evaluation

School leaders track educator participation in professional learning activities for each district based PD. Evidence will also be collected by submission of sample lesson plans, and observation of practice.

Evidence-based Strategy

Effectively implement a school-wide system of Positive Behavior Interventions and Supports (PBIS).

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	By May 2024, staff will score an 80% or above implementation average via the SAS School-wide System Subscale survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Meet with PBIS team over the the summer to review current PBIS notebook and align Tab's with Tier 1 Features 1-15.	2023-07-01 - 2023-08-07	Julie Swiderski/Assistant Principal	Notebook, SWPBIS Tiered Fidelity Inventory
With feedback from the PBIS team and referral data from 2022-2023, a T chart with classroom and office handles issues as well as a infraction flow-chart will be created for teacher use. These documents will be distributed in the beginning of the year (Engage staff in facilitated process to define behaviors and differentiate between office-managed and classroom-managed behavioral examples.)	2023-07-01 - 2023-08-31	Julie Swiderski/Assistant Principal	Referral Data, PBIS documents
Referral follow-up system will be included in the weekly bulletin, This automated process will ensure that all staff members are updated with processing, next steps and status of office submitted referrals. This new process will be documented and presented at the beginning of the year to staff.	2023-07-01 - 2023-09-01	Michael Barbone/Principal	Microsoft forms. Microsoft Lists and Procedure documents
Update Student Handbook to highlight expectations for student conduct.	2023-07-01 - 2023-09-01	Julie Swiderski/Assistant Principal	Student Handbook
Conduct school initiated TFI survey in September, create staff mini survey for measurable goal monitoring for School Improvement Plan. Administer survey and communicate results through the year	2023-09-01 - 2024-05-30	Michael Barbone/Principal	Microsoft forms, PBIS notebook, PSCC meeting agenda items.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to stakeholders.			
Look at TLC survey results from 2022-23 and adjust improvement plan as needed.	2023-07-01 - 2023-07-28	Michael Barbone/Principal	TLC survey results
Meet with Learning Environment specialist and creat PBIS action so that it aligns with School Improvement Plan and Theory of Action planning from Summer Leadership Academy	2023-07-01 - 2023-09-30	Julie Swiderski/Assistant Principal	SIP, SLA notes, PBIS Notebook, SAS survey results.

Anticipated Outcome

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

Monitoring/Evaluation

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 70.0% of all students will score proficient or advanced on the ELA PSSA. (ELA)	Improve the school within a framework of district support.	Welcome back Professional Development meeting where the road map for the school improvement plan will be communicated to all staff. This will highlight the importance of district and school led professional development and it's impact on student outcomes	07/31/2023 - 09/01/2023
By June 2024, 60.0% of all students will score proficient or advanced on the Math PSSA. (Math)			

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

Michael Barbone

2023-06-21

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on the Math PSSA/Keystone data from the 2021-22 school year there was an academic Growth Score of 100.0 for the All Student group in comparison to the statewide average of 76.2.

Based on the ELA PSSA/Keystone data from the 2021-22 school year there was an academic Growth Score of 94.0 for the All Student group in comparison to the statewide average of 76.0.

Based on the Science PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 75.9% for the All Student group in comparison to the statewide average of 54.34%.

Based on the data from the 3rd administration of the CDT, 41.8% of students in grade 3 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

In 2022-23, the attendance rate for students considered economically disadvantaged was 92.2%. Overall, the attendance rate was 93.0%. This does not show a significant disparity.

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

Based on the data from the 3rd administration of the CDT, 48.6%

Challenges

Based on the ELA PSSA/Keystone data from the 2020-21 school year there was a proficiency rate of 57.1% for the All Student group in comparison to 45.0% of African American students. Based on the ELA PSSA/Keystone data from the 2020-21 school year there was a proficiency rate of 57.1% for the All Student group in comparison to 23.6% of Students with Disabilities.

Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 43.9% for the All Student group in comparison to 29.2% of African American students. Based on the Math PSSA/Keystone data from the 2020-21 school year there was a proficiency rate of 43.9% for the All Student group in comparison to 21.8% of Students with Disabilities.

On the Spring 2023 Panorama SEL Survey, only 53% of students responded favorably to the questions in the Emotional Regulation construct.

Based on the data from the 3rd administration of the CDT, 94.4% of students in grade 4 participated in the Science CDT

Based on the data from the 3rd administration of the CDT, 11.7% of students with disabilities in grades 3-5 earned an overall ELA CDT

Strengths

of students in grade 4 earned an overall Math CDT score that is equal to or greater than the middle of the green range

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

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

100% of 5th grade students have completed the Naviance Tasks for the 2022-23 school year.

Based on the data from the 3rd administration of the CDT, 18.1% of students in grade 4 earned an overall Math CDT score that is equal to or greater than the middle of the green range

On the Spring 2023 Panorama SEL Survey, only 70% of students responded favorably to the questions in the Self Efficacy construct.

In 2022-23, the attendance rate for Black students was 92.4%. Overall, the attendance rate was 93.0%. This does not show a significant disparity.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Challenges

score that is equal to or greater than the middle of the green range. This is compared to the all student group of 27.0%.

Based on the data from the 3rd administration of the CDT, 12.7% of Black students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range. This is compared to the all student group of 27.0%.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Based on the data from the 3rd administration of the CDT, 3.3% of students with disabilities in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range. This is compared to the all student group of 12.7%.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Based on the data from the 3rd administration of the CDT, 16.9% of students in grade 5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT, 27.0% of students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Challenges

Based on the data from the 3rd administration of the CDT, 3.7% of students in grade 5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Provide frequent, timely, and systematic feedback and support on instructional practices

Based on the data from the 3rd administration of the CDT, 12.7% of students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

On the Spring 2023 Panorama SEL Survey, only 52% of students responded favorably to the questions in the Challenging Feelings construct.

On the Spring 2023 Self Assessment Survey Items staff 9% (in-place) of staff indicated consequences for problem behaviors are defined clearly. 72% of staff also indicated that this feature was a High Improvement Priority.

On the Spring 2023 Self Assessment Survey Items staff 29% (in-place) of staff indicated distinctions between office versus classroom managed problem behaviors are clear. 52% of staff also indicated that this feature was a High Improvement Priority.

Based on the data from the 3rd administration of the CDT, 4.7% of Black students students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green

Challenges

range. This is compared to the all student group of 12.7%.

On the Spring 2023 Self Assessment Survey Items staff indicated the implementation average was at 68%. This was a decrease in 20% from last year.

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

Based on the data from the 3rd administration of the CDT, 0.0% of Black students students in grade 5 earned an overall Math CDT score that is equal to or greater than the middle of the green range. This is compared to 4.2% of White students in grade 5.

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

Most Notable Observations/Patterns

N/A

Challenges**Discussion Point****Priority for Planning**

Based on the ELA PSSA/Keystone data from the 2020-21 school year there was a proficiency rate of 57.1% for the All Student group in comparison to 45.0% of African American students. Based on the ELA PSSA/Keystone data from the 2020-21 school year there was a proficiency rate of 57.1% for the All Student group in comparison to 23.6% of Students with Disabilities.

On the Spring 2023 Panorama SEL Survey, only 53% of students responded favorably to the questions in the Emotional Regulation construct.

Monitor and evaluate the impact of professional learning on staff practices and student learning

This year we are introducing a new curriculum for ELA in grades K-5 with a focus on the science of reading, and structured literacy. In math, we will be focusing on building our knowledge around the standards of mathematical practice number 1 and 4 as well as implementing Number Talks. This will require that we monitor and evaluate the supports given to teachers in order to promote their learning.



Provide frequent, timely, and systematic feedback and support on instructional practices

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning

Challenges**Discussion Point****Priority for Planning**

and adjust programs and instructional practices

Based on the data from the 3rd administration of the CDT, 11.7% of students with disabilities in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range. This is compared to the all student group of 27.0%.

Based on the data from the 3rd administration of the CDT, 12.7% of Black students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range. This is compared to the all student group of 27.0%.

Based on the data from the 3rd administration of the CDT, 3.3% of students with disabilities in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range. This is compared to the all student group of 12.7%.

Based on the data from the 3rd administration of the CDT, 27.0% of students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT, 3.7% of students in grade 5 earned an overall Math CDT score that is equal to or greater than the

Challenges

Discussion Point

Priority for Planning

middle of the green range

On the Spring 2023 Self Assessment Survey Items staff 29% (in-place) of staff indicated distinctions between office versus classroom managed problem behaviors are clear. 52% of staff also indicated that this feature was a High Improvement Priority.

Based on the data from the 3rd administration of the CDT, 4.7% of Black students students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range. This is compared to the all student group of 12.7%.

On the Spring 2023 Self Assessment Survey Items staff indicated the implementation average was at 68%. This was a decrease in 20% from last year.

Factors that may have contributed to the drop of staff perception of the implementation average are change in administrative leadership, removal of punitive tracking and required utilization of a district mandated referral tracking system. A drop of 20% in one year is a significant change.



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

Based on the data from the 3rd administration of the CDT, 12.7% of students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Challenges**Discussion Point****Priority for Planning**

Based on the data from the 3rd administration of the CDT, 0.0% of Black students students in grade 5 earned an overall Math CDT score that is equal to or greater than the middle of the green range. This is compared to 4.2% of White students in grade 5.

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

ADDENDUM B: ACTION PLAN

Action Plan: Improve the school within a framework of district support.

Action Steps	Anticipated Start/Completion Date
Participate in Summer Leadership Academy with school-based instructional leaders. Reflect on learning and share with the team. Take the collective learning from the sessions and apply it to a Theory of Action that strengthens Culture, Systems and Instruction within our building. Update the School Improvement plan as needed.	07/31/2023 - 08/04/2023

Monitoring/Evaluation	Anticipated Output
School leaders track educator participation in professional learning activities for each district based PD. Evidence will also be collected by submission of sample lesson plans, and observation of practice.	By closely monitoring and evaluating professional development during a year of curriculum adoption it will elevate the importance of professional development and continuing education for teachers.

Material/Resources/Supports Needed	PD Step
Participation in the PPS Summer Leadership Academy	no



Action Steps**Anticipated Start/Completion Date**

Review District approved Professional Development Catalogue and highlight expectation outcomes to be reviewed by instructional cabinet and guide feedback given to teachers during classroom observations.

07/10/2023 - 09/13/2023

Monitoring/Evaluation**Anticipated Output**

School leaders track educator participation in professional learning activities for each district based PD. Evidence will also be collected by submission of sample lesson plans, and observation of practice.

By closely monitoring and evaluating professional development during a year of curriculum adoption it will elevate the importance of professional development and continuing education for teachers.

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

Professional Development Catalogue

no



Action Steps**Anticipated Start/Completion Date**

Conduct school-wide, grade level data chats using questions guided by the learning acquired from District Professional development. The School Improvement plan measurable goals will also drive the monitoring of student achievement, throughout the year.

08/01/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

School leaders track educator participation in professional learning activities for each district based PD. Evidence will also be collected by submission of sample lesson plans, and observation of practice.

By closely monitoring and evaluating professional development during a year of curriculum adoption it will elevate the importance of professional development and continuing education for teachers.

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

Datachat notes, CDT results, DIBELS data

no



Action Steps**Anticipated Start/Completion Date**

Welcome back Professional Development meeting where the road map for the school improvement plan will be communicated to all staff. This will highlight the importance of district and school led professional development and it's impact on student outcomes

07/31/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

School leaders track educator participation in professional learning activities for each district based PD. Evidence will also be collected by submission of sample lesson plans, and observation of practice.

By closely monitoring and evaluating professional development during a year of curriculum adoption it will elevate the importance of professional development and continuing education for teachers.

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

Library, projector, PowerPoint, teacher feedback of the presentation.

yes



Action Steps**Anticipated Start/Completion Date**

Utilize ELA instructional coach to help in the transition to our new curriculum during the two days per month she is scheduled at our building per month.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

School leaders track educator participation in professional learning activities for each district based PD. Evidence will also be collected by submission of sample lesson plans, and observation of practice.

By closely monitoring and evaluating professional development during a year of curriculum adoption it will elevate the importance of professional development and continuing education for teachers.

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

Coaching Agenda

no

Action Plan: Effectively implement a school-wide system of Positive Behavior Interventions and Supports (PBIS).

Action Steps**Anticipated Start/Completion Date**

Meet with PBIS team over the the summer to review current PBIS notebook and align Tab's with Tier 1 Features 1-15.

07/01/2023 - 08/07/2023

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

Notebook, SWPBIS Tiered Fidelity Inventory

no



Action Steps**Anticipated Start/Completion Date**

With feedback from the PBIS team and referral data from 2022-2023, a T chart with classroom and office handles issues as well as a infraction flow-chart will be created for teacher use. These documents will be distributed in the beginning of the year (Engage staff in facilitated process to define behaviors and differentiate between office-managed and classroom-managed behavioral examples.)

07/01/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

Referral Data, PBIS documents

no



Action Steps**Anticipated Start/Completion Date**

Referral follow-up system will be included in the weekly bulletin, This automated process will ensure that all staff members are updated with processing, next steps and status of office submitted referrals. This new process will be documented and presented at the beginning of the year to staff.

07/01/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

Microsoft forms. Microsoft Lists and Procedure documents

no



Action Steps**Anticipated Start/Completion Date**

Update Student Handbook to highlight expectations for student conduct.

07/01/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

Student Handbook

no



Action Steps**Anticipated Start/Completion Date**

Conduct school initiated TFI survey in September, create staff mini survey for measurable goal monitoring for School Improvement Plan. Administer survey and communicate results through the year to stakeholders.

09/01/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

Microsoft forms, PBIS notebook, PSCC meeting agenda items.

no



Action Steps**Anticipated Start/Completion Date**

Look at TLC survey results from 2022-23 and adjust improvement plan as needed.

07/01/2023 - 07/28/2023

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

TLC survey results

no



Action Steps**Anticipated Start/Completion Date**

Meet with Learning Environment specialist and creat PBIS action so that it aligns with School Improvement Plan and Theory of Action planning from Summer Leadership Academy

07/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

School leaders and PBIS team will monitor implementation using data in the form of the TFI, surveys, PBIS notebook, referral data, administrator processing responses and supporting documents through out the year.

All staff will be able to clearly articulate the features of the school wide behavior plan so that we can ensure all student groups experience a positive climate and similar classroom management/discipline responses.

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

SIP, SLA notes, PBIS Notebook, SAS survey results.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 70.0% of all students will score proficient or advanced on the ELA PSSA. (ELA)	Improve the school within a framework of district support.	Welcome back Professional Development meeting where the road map for the school improvement plan will be communicated to all staff. This will highlight the importance of district and school led professional development and it's impact on student outcomes	07/31/2023 - 09/01/2023
By June 2024, 60.0% of all students will score proficient or advanced on the Math PSSA. (Math)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Welcome Back to School Professional Development	Teachers K-5, related arts, support personnel, and Paraprofessionals	SIP plan roll-out, SLA learning, Theory of Action planning, District Professional Learning Catalog.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff survey, table artifacts, Visible Thinking Routines	08/22/2023 - 08/22/2023	Michael Barbone/Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communicate School Improvement Plan to Key Stakeholders	Give context, reasoning and goals of school improvement plan to all stakeholders at the beginning of the year. Each quarterly benchmark will be communicated via PSCC agenda notes monthly to parents.	Presentation in person and hybrid virtual	Parents, community members and staff	August 2023 - May 2024
