

PITTSBURGH ARLINGTON K-8

800 Rectenwald Street

TSI Title 1 School Plan | 2022 - 2023

DRAFT

## Steering Committee

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## Vision for Learning

At Pittsburgh Arlington we are a community school where students SOAR to their highest potential of success. At Pittsburgh Arlington we strive to provide a quality education where students are energized, accountable and engaged in learning. Our school community celebrates individuality and empowers everyone to be life-long learners. In partnership with all stakeholders, our goal is to create relevant learning opportunities for students that help them develop the knowledge, critical thinking skills, and resilient character traits needed to succeed in a diverse and ever-changing world.

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## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Based on the 2021-2022 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 190.1 for fourth graders at Arlington. The district grade level mean RIT was 196.1. The overall grade level mean RIT (national) is 202.5. 7 out of 32 of the fourth graders that have a valid growth score are at or above the grade level mean RIT.	No
Based on data from the 2021-22 SY Winter administration of the Math NWEA MAP assessment the average RIT score for the 2 or More Races Student Group was 196. The average RIT score for the All-Student Group was 184.	No
Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the 2 or More Races Student Group was 193. The average RIT score for the All-Student Group was 181.	No
The Sixth Grade Mean Science RIT score of 194.1 was lower than the PPS mean of 201.7. Current data shows 24% of students are at or above the norm grade level mean RIT of 208.	No
Based on the ELA PSSA data from the 2020-21 school year there was a proficiency rate of 31.6% for the 2 or more Races student group. The All-Student group had a proficiency rate of 11.4%.	No
Based on the Math PSSA data from the 2020-21 school year there was a proficiency rate of 3.3% for the Student with Disabilities student group. The All-Student group had a proficiency rate of 1.7%.	No
	No
Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Positive Feelings had an overall favorable response of 58% with an increase of 8% from the Fall administration.	Yes
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	No
Identify professional learning needs through analysis of a variety of data.	Yes
The Kindergarten Mean Math RIT score of 149 was lower than the PPS mean of 156.9. Current data shows 42% of students are at or above the norm grade level mean RIT of 153.7.	No
Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Challenging Feelings had an overall	Yes

favorable response of 43% this is an increase of 11% from the fall administration.	
The First Grade Mean Math RIT score of 163.7 was lower than the PPS mean of 171.8. Current data shows 27% of students are at or above the norm grade level mean RIT of 173.4.	No
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Yes
Based on data from the 2021-22 SY Winter administration of the Science NWEA MAP assessment the average RIT score for the 2 or More Races Student Group was 203. The average RIT score for the All-Student Group was 193.	No
	No

## Challenges

Challenge	Consideration In Plan
Based on the ELA PSSA data from the 2020-21 school year there was a proficiency rate of 11.4% for the All Student group in comparison to the statewide average of 55%. Pittsburgh Arlington had a participation rate of 75.9% on this assessment. During the 2018-19 school year administration of the ELA PSSA there was a proficiency rate of 28.6% at Arlington.	Yes
Based on the Math PSSA data from the 2020-21 school year there was a proficiency rate of 1.7% for the All Student group in comparison to the statewide average of 37.3%. Pittsburgh Arlington had a participation rate of 74.6% on this assessment. During the 2018-19 school year administration of the Math PSSA there was a proficiency rate of 11.4% at Arlington.	Yes
The Second Grade Mean Math RIT score of 168.4 was lower than the PPS mean of 183. Current data shows 9% of students are at or above the norm grade level mean RIT of 186.9.	Yes
The Fifth Grade Mean Math RIT score of 195.4 was lower than the PPS mean of 205.8. Current data shows 4% of students are at or above the norm grade level mean RIT of 216.7.	Yes
The Seventh Grade Mean Math RIT score of 205.9 was lower than the PPS mean of 216.8. Current data shows 5% of students are at or above the norm grade level mean RIT of 225.4.	Yes
Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Self-Management had an overall favorable response of 52% with an decrease of 2% from the Fall administration.	Yes

Based on data from the 2022 Spring Administration of the TLC Survey, the Managing Student Conduct construct had a rate of agreement of 65%, which is 4% below the district average and a 25% decrease from the previous year.	Yes
Based on data from the 2022 Spring Administration of the TLC Survey, the Professional Development construct had a rate of agreement of 76%, which is 1% below the district average and a 5% decrease from the previous year.	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Identify and address individual student learning needs.	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Foster a culture of high expectations for success for all students, educators, families, and community member.	Yes
Based on the 2021-2022 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 195.5 for fifth graders at Arlington. The district grade level mean RIT was 201.6. The overall grade level mean RIT (national) is 209.1. 6 out of 30 of the fifth graders that have a valid growth score are at or above the grade level mean RIT.	Yes
Based on the 2021-2022 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 152.1 for first graders at Arlington. The district grade level mean RIT was 162.8. The overall grade level mean RIT (national) is 165.8. 4 out of 25 of the first graders that have a valid growth score are at or above the grade level mean RIT.	Yes
Based on the 2021-2022 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 162.4 for second graders at Arlington. The district grade-level mean RIT was 176.8. The overall grade level mean RIT(national) is 181.2. 3 out of 28 of the second graders that have a valid growth score are at or above the grade level mean RIT.	No
The 3rd Grade mean RIT score from the 2021-2022 Winter administration of the NWEA ELA MAP Assessment was 171.1. The RIT score indicates that the average lexile range for 3rd grade students is BR20L-130L. The "on track" lexile range for College and Career readiness is 590-935L.	Yes
Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the Black Student Group was 179. The average RIT score for the All-Student Group was 181.	Yes
Based on data from the 2021-22 SY Winter administration of the Math NWEA MAP assessment the average RIT score for the Black Student Group was 182. The average RIT score for the All-Student Group was 184.	No

Based on data from the 2021-22 SY Winter administration of the Science NWEA MAP assessment the average RIT score for the Students with Disabilities Student Group was 187. The average RIT score for the All-Student Group was 193.	Yes
Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the Students with Disabilities Student Group was 173. The average RIT score for the All-Student Group was 181.	Yes
Based on data from the 2021-22 SY Winter administration of the Math NWEA MAP assessment the average RIT score for the Students with Disabilities student group was 180. The average RIT score for the All-Student Group was 184.	Yes
The Fifth Grade Mean RIT score of 188 was lower than the PPS mean of 199. Current data shows 8% of students are at or above the norm grade level mean RIT of 205.4.	No
The Eighth Grade Mean Science RIT score of 198.5 was lower than the PPS mean of 207.3. Current data shows 8% of students are at or above the norm grade level mean RIT of 213.	No
Based on the Science PSSA data from the 2020-21 school year there was a proficiency rate of 12.2% for the All Student group in comparison to the statewide average of 63.7%. Pittsburgh Arlington had a participation rate of 58.3% on this assessment. During the 2018-19 school year administration of the Science PSSA there was a proficiency rate of 28.6% at Arlington.	Yes
Based on data from the 2020-21 SY 73% of students met the Career Standards Benchmark. This is below the statewide average of 86.2%. The Statewide Performance Standard is 98%.	Yes
Based on the ELA PSSA data from the 2020-21 school year there was a proficiency rate of 6% for the Black student group. The All-Student group had a proficiency rate of 11.4%.	No
Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Emotion Regulation had an overall favorable response of 33% with an decrease of 13% from the Fall administration.	Yes

### Most Notable Observations/Patterns

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Positive Feelings had an overall favorable response of 58% with an increase of 8% from the Fall administration.	We prioritized Naviance this year and provided students with an option to attend career day activities as part of this requirement.
Identify professional learning needs through analysis of a variety of data.	Regular meeting times and set protocol allow us to reach a variety of student needs throughout the school year.
Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Challenging Feelings had an overall favorable response of 43% this is an increase of 11% from the fall administration.	A 30 minute intervention each Monday is devoted to Social Emotional Learning. Both teachers and students have been trained with efficacy as a focus for success.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Through the continued solidification and use of the school-wide behavior interventions and supports, student behaviors can be improved and an increased emphasis can be placed on improved academics.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Based on the ELA PSSA data from the 2020-21 school year there was a proficiency rate of 11.4% for the All Student group in comparison to the statewide average of 55%. Pittsburgh Arlington had a participation rate of 75.9% on this assessment. During the 2018-19 school year administration of the ELA PSSA there was a proficiency rate of 28.6% at Arlington.	Students are often missing key instruction based on other factors.	No	
Based on the Math PSSA data from the 2020-	Students are often missing key instruction based	No	



<p>21 school year there was a proficiency rate of 1.7% for the All Student group in comparison to the statewide average of 37.3%. Pittsburgh Arlington had a participation rate of 74.6% on this assessment. During the 2018-19 school year administration of the Math PSSA there was a proficiency rate of 11.4% at Arlington.</p>	<p>on other factors.</p>		
<p>The Second Grade Mean Math RIT score of 168.4 was lower than the PPS mean of 183. Current data shows 9% of students are at or above the norm grade level mean RIT of 186.9.</p>		<p>No</p>	
<p>The Fifth Grade Mean Math RIT score of 195.4 was lower than the PPS mean of 205.8. Current data shows 4% of students are at or above the norm grade level mean RIT of 216.7.</p>		<p>No</p>	
<p>The Seventh Grade Mean Math RIT score of 205.9 was lower than the PPS mean of 216.8. Current data shows 5% of students are at or above the norm grade level mean RIT of 225.4.</p>		<p>No</p>	
<p>Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Self-Management had an overall favorable response of 52% with an decrease of 2% from the Fall administration.</p>	<p>While tier one is implemented with fidelity. Due to mental health needs with tier 2 and 3 students we continue to struggle with implementing interventions for these students.</p>	<p>No</p>	
<p>Based on data from the 2022 Spring Administration of the TLC Survey, the Managing Student Conduct construct had a rate of agreement of 65%, which is 4% below the district average and a 25% decrease from the previous year.</p>		<p>No</p>	
<p>Based on data from the 2022 Spring Administration of the TLC Survey, the</p>		<p>No</p>	

<p>Professional Development construct had a rate of agreement of 76%, which is 1% below the district average and a 5% decrease from the previous year.</p>			
<p>Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based</p>		No	
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</p>	<p>Students &amp; Parents: Lowered expectations can impact the feeling of being welcomed. Some students and parents also have lowered expectations for the school. Educators: Some educators feel burned out; some feel as if the school does not provide a safe environment for open, honest, but difficult conversation. Staff interactions with each other are not always positive. Negative behaviors between staff do not present a positive model for students. Curriculum tools are not culturally relevant and appropriate for the demographics we serve.</p>	No	
<p>Identify and address individual student learning needs.</p>	<p>Observational data indicates that at times, teachers do not provide enough struggle time to allow students to process the higher-level questions across content areas and grade levels. A collective effort across contents must be maintained to grow student abilities to justify thinking both verbally and in writing. Based on observational data, teachers typically ask DOK 1 questions of students, but often do not build to DOK 2 and DOK 3 questions. IN order to address student learning needs there needs to be time for planning and collaboration -Teachers are newer – have they been given the proper supports and strategies -DI is still an issue -Lack of small group and DI with data -Effectively using data (accurate</p>	Yes	<p>IF educators maximize PLC time and effectively use data to support instruction by planning scaffolds, bell to bell instruction, DI, consistently building DOK 2 &amp; 3 questions into their instruction across all content areas and provide adequate time for students to process and respond both verbally and in writing THEN students will be able to make the necessary connections to infer, elaborate on responses, engage in analysis, and conduct necessary problem-solving within each content.</p>

	data) -Fear of letting go of control		
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	All members of the school environment do not feel welcomed. Students & Parents: Lowered expectations can impact the feeling of being welcomed. Some students and parents also have lowered expectations for the school. Educators: Some educators feel burned out; some feel as if the school does not provide a safe environment for open, honest, but difficult conversation. Staff interactions with each other are not always positive. Negative behaviors between staff do not present a positive model for students. Curriculum tools are not culturally relevant and appropriate for the demographics we serve. - Partnerships come in the build and have a different experience than what they -Staff interactions are still not always positive (in isolation) -We are a different school now -We feel like an elementary school -Burnout is related to the pandemic -Typical end of year burnout - Parents & a lot of community work to do still - Arlington still has a bad wrap	Yes	If educators explicitly teach SEL skills to all students Then student's will have a better understanding of SEL competencies and be able to more effectively self-regulate and strengthen their social emotional well-being.
Foster a culture of high expectations for success for all students, educators, families, and community member.	An effective system was not in place to support students and educators when challenging behavior impacted instruction. Some educators may have lowered expectations for students based on the history of overall student behaviors and lowered student academic outcomes at the school. At times this has led to a "it's good for them" approach/attitude from some educators.	No	
Based on the 2021-2022 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 195.5 for fifth graders at Arlington. The district grade level mean RIT		No	

<p>was 201.6. The overall grade level mean RIT (national) is 209.1. 6 out of 30 of the fifth graders that have a valid growth score are at or above the grade level mean RIT.</p>			
<p>Based on the 2021-2022 Winter administration of the Reading NWEA MAP assessment, there was a mean RIT score of 152.1 for first graders at Arlington. The district grade level mean RIT was 162.8. The overall grade level mean RIT (national) is 165.8. 4 out of 25 of the first graders that have a valid growth score are at or above the grade level mean RIT.</p>		No	
<p>The 3rd Grade mean RIT score from the 2021-2022 Winter administration of the NWEA ELA MAP Assessment was 171.1. The RIT score indicates that the average lexile range for 3rd grade students is BR20L-130L. The "on track" lexile range for College and Career readiness is 590-935L.</p>		No	
<p>Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the Black Student Group was 179. The average RIT score for the All-Student Group was 181.</p>		No	
<p>Based on data from the 2021-22 SY Winter administration of the Science NWEA MAP assessment the average RIT score for the Students with Disabilities Student Group was 187. The average RIT score for the All-Student Group was 193.</p>		No	
<p>Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the</p>		No	

<p>Students with Disabilities Student Group was 173. The average RIT score for the All-Student Group was 181.</p>			
<p>Based on data from the 2021-22 SY Winter administration of the Math NWEA MAP assessment the average RIT score for the Students with Disabilities student group was 180. The average RIT score for the All-Student Group was 184.</p>		No	
<p>Based on the Science PSSA data from the 2020-21 school year there was a proficiency rate of 12.2% for the All Student group in comparison to the statewide average of 63.7%. Pittsburgh Arlington had a participation rate of 58.3% on this assessment. During the 2018-19 school year administration of the Science PSSA there was a proficiency rate of 28.6% at Arlington.</p>		No	
<p>Based on data from the 2020-21 SY 73% of students met the Career Standards Benchmark. This is below the statewide average of 86.2%. The Statewide Performance Standard is 98%.</p>		No	
<p>Based on data from the 2022 Spring administration of the Panorama Student Survey, the construct Emotion Regulation had an overall favorable response of 33% with an decrease of 13% from the Fall administration.</p>		No	

## Goal Setting

**Priority:** IF educators maximize PLC time and effectively use data to support instruction by planning scaffolds, bell to bell instruction, DI, consistently building DOK 2 & 3 questions into their instruction across all content areas and provide adequate time for students to process and respond both verbally and in writing THEN students will be able to make the necessary connections to infer, elaborate on responses, engage in analysis, and conduct necessary problem-solving within each content.

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, 20.5% or more of 3rd -8th grade students at Pittsburgh Arlington will score proficient or advance on the 2022 PSSA Mathematics assessment.	PSSA Math Goal	95% of students enrolled in Mathematics courses will complete the full Reading CDT by September 30.	Based on data from the 2nd administration of the Mathematics CDT, 15% of students will earn an Overall CDT Score that is equal or greater than the Green Range by the end of the second quarter.	Based on data from the 3rd administration of the Mathematics CDT, 18% of students will earn an Overall CDT Score that is equal to or greater than the middle of the green range by the end of the third quarter.	By June 30, 2022, 20.5% or more of 3rd -8th grade students at Pittsburgh Arlington will score proficient or advance on the 2022 PSSA Mathematics assessment.
English Language Arts	By June 30, 2023, 35.8% or more of 3rd -8th grade students at Pittsburgh Arlington will score proficient or advance on the 2023 PSSA Reading assessment.	PSSA ELA Goal	95% of students enrolled in ELA courses will complete the full Reading CDT by September 30.	Based on data from the 2nd administration of the Reading CDT, 25% of students will earn an Overall CDT Score that is equal or greater than the Green Range by the end of the second quarter.	Based on data from the 3rd administration of the Reading CDT, 30% of students will earn an Overall CDT Score that is equal to or greater than the middle of the green range by the end of the third quarter.	By June 30, 2023, 35.8% or more of 3rd -8th grade students at Pittsburgh Arlington will score proficient or advance on the 2023 PSSA Reading assessment.

**Priority:** If educators explicitly teach SEL skills to all students Then student’s will have a better understanding of SEL competencies and be able to more effectively self-regulate and strengthen their social emotional well-being.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Social emotional learning	By June 30, 2023 there will be a favorable response of 50% or above for the topic of Emotion Regulation on the Panorama Student Survey.	SEL Goal Panorama	There will be a favorable response of 35% or above for the topic of Emotion Regulation on the Panorama Student Survey.	There will be a favorable response of 40% or above for the topic of Emotion Regulation on the Panorama Student Survey.	There will be a favorable response of 45% or above for the topic of Emotion Regulation on the Panorama Student Survey.	By June 30, 2023 there will be a favorable response of 50% or above for the topic of Emotion Regulation on the Panorama Student Survey.

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## Action Plan

**Action Plan for:** Use data to set achievement goals and differentiate instruction.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>PSSA Math Goal</li> <li>PSSA ELA Goal</li> </ul>		Teachers will consistently engage in PLCs structured around the continuous improvement model. Consist use of student data embedded in meetings and discussion will be part of the culture at Arlington. Teachers will strengthen their understanding of the standards and have a better understanding of individual student learning needs.		The leadership team will review observational check-list/look fors data monthly. The leadership team will also focus on varying sources of academic student data monthly to setup a monthly focus strategy. Teachers will review student data to inform planning and instruction as a regular part of the PLC cycle.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Decide what benchmarks will be given in each content area, develop a school level assessment map	07/01/2022	08/31/2022	Administrators & Leadership Team	District assessment calendar, school calendar, list of available assessments	No
Provide a Performance Matters refresher PD for staff	08/15/2022	10/28/2022	Instructional Cabinet	DREA, PD time	Yes
Revise the PLC model to strengthen the use of the Continuous Improvement Model, with student data at the center. Ensure the structure allows for implementation in all content areas.	07/18/2022	09/09/2022	Instructional Cabinet	PLC schedules, teacher schedules, PLC materials	No
Maximize the use of student's library time to provide prep time to teachers so that PLCs can be added to the schedule and to add at least one ITL period a week.	06/01/2022	08/31/2022	Principal	Master schedule	No
Provide PD for staff highlighting the changes to the PLC cycle and expectations.	08/15/2022	08/31/2022	Administration & ITLs	PLC Resources, PD time	Yes
Create a progress monitoring tool for the standards, connected to the benchmark (consider unit by unit) differentiated by content area. This tool will be incorporated in the PLC cycle.	07/01/2022	09/16/2022	ITLs & Administration	Standards document, PLC resources	No
Throughout the year provide refresher PD focused on the standards being covered for each unit. This will be done by content area.	09/01/2022	05/31/2023	ITLs	Standards, Unit Maps, PD time, planning materials	Yes



Create a school based mentoring structure for new teachers.	07/01/2022	08/31/2022	Administrators	Kelie Skweres	No
Connect new teachers to school-based mentors (when possible, within their content area).	08/15/2022	09/30/2022	Administrators	Teacher mentors	No
Create checklist/look fors to be used once a month for a check-in to focus on progress monitoring of the focus strategy of the month. Determine observation schedule. Share out progress in staff meetings, sharing trends, not individual teacher data. As part of the share, updates to student data will be included.	06/01/2022	09/30/2022	Administrators, coaches, ITLs	Schedules, unit maps, staff meeting time	No
The instructional cabinet will review student data monthly. Based on the data reviewed the Instructional Cabinet will determine an area of focus for the month. As part of this monthly meeting the Instructional Cabinet will determine the data source that will be reviewed for the following month. This process will help to provide teachers with resources and support to make instructional adjustments based off of the student data reviewed. Coaches will provide cycles of support to teachers that need additional implementation support.	09/01/2022	06/16/2023	Principal	Student data, coaches, protected time for Instructional Cabinet to meet	No

**Action Plan for:** Provide explicit instruction in SEL competencies using a sequenced step by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>SEL Goal Panorama</li> </ul>		All students will receive explicit SEL instruction throughout the school year. SEL instruction will be monitored and supported throughout the year. SEL will be regularly incorporated during the PD cycle. Students, teachers, and families will be consistently informed and updated related to SEL implementation.		SEL implementation will be monitored monthly. Monthly monitoring will include observational data, referrals, survey data, and PBIS dashboard.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Create Homeroom(HR) Schedule and expectations to include utilizing 2 HR periods a week to teach SEL lessons.	06/01/2022	08/31/2022	Principal	Master schedule	No
Identify a SEL program/resource to implement schoolwide at Arlington.	06/01/2022	08/31/2022	Leadership Team	SEL program/resource options	No
Provide staff with a training introducing the SEL program/resource. This should be completed within the first two weeks of school.	08/15/2022	09/30/2022	Principal	SEL program/resource	Yes
Continue to provide SEL PD throughout the year. Utilize the PD time in the morning for this. This should be a biweekly PD focus during the first two months of school then shift to a monthly focus.	08/15/2022	06/16/2023	School-based Student Services Team	SEL resources, protected PD time	Yes
Once a month, ITLs, social worker, and counselor will visit classrooms to observe SEL implementation.	09/01/2022	06/16/2023	ITLs, social worker, and counselor	Observation checklist	No
Counselor and Social Worker will provide follow-up SEL support to staff, as needed	09/16/2022	06/16/2023	Counselor, Social Worker	SEL Resources	Yes
School culture team will review behavioral data, referrals, mini surveys, PBIS dashboard, lunch reflection referrals monthly. This data will be utilized to make adjustments to PBIS structure and SEL implementation, as needed.	09/01/2022	06/16/2023	School Culture Team	School culture data: PBIS dashboard, survey results, referrals, etc..	No

Provide families and community members with monthly school culture updates during PSCC meetings. Including areas of focus, school-level data, and any changes.	08/01/2022	06/16/2023	Principal, Family and Community Engagement Coordinator (FACE)	Time on the PSCC Meeting agenda Student data	No
The school will conduct an annual Title I meeting to review and revise the School Parent Compact and the School Parent and Family Engagement Policy	08/15/2022	10/31/2022	Principal	PSCC Meeting, School Parent Compact and the School Parent and Family Engagement Policy	No
At the beginning of the year provide families and community members with an overview of the SEL program/resources that will be implemented this year.	08/15/2022	09/30/2022	Principal	SEL Program/Resources, Time on the PSCC Agenda	No

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## Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Use data to set achievement goals and differentiate instruction.</p>	<ul style="list-style-type: none"> <li>• Provide a Performance Matters refresher PD for staff</li> <li>• Provide PD for staff highlighting the changes to the PLC cycle and expectations.</li> <li>• Throughout the year provide refresher PD focused on the standards being covered for each unit. This will be done by content area.</li> </ul>
<p>Provide explicit instruction in SEL competencies using a sequenced step by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development.</p>	<ul style="list-style-type: none"> <li>• Provide staff with a training introducing the SEL program/resource. This should be completed within the first two weeks of school.</li> <li>• Continue to provide SEL PD throughout the year. Utilize the PD time in the morning for this. This should be a biweekly PD focus during the first two months of school then shift to a monthly focus.</li> <li>• Counselor and Social Worker will provide follow-up SEL support to staff, as needed</li> </ul>

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## Professional Development Activities

Social Emotional Learning						
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"> <li>Provide staff with a training introducing the SEL program/resource. This should be completed within the first two weeks of school.</li> <li>Continue to provide SEL PD throughout the year. Utilize the PD time in the morning for this. This should be a biweekly PD focus during the first two months of school then shift to a monthly focus.</li> <li>Counselor and Social Worker will provide follow-up SEL support to staff, as needed</li> </ul>	All teaching staff	-Introduction of the SEL program -Specific SEL competencies PD	Positive increase in Panorama Student Survey results, continued positive trends in student referrals and PBIS data, evidence of SEL implementation through observational data	ITLs and School-based Student Services Team	08/15/2022	06/16/2023
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	-Intro PD at the beginning of the year -Biweekly PD during AM PD session during the first two months of the school year -Monthly PD during AM PD sessions during the remaining portion of the year -Individual/small group follow-up support, as needed	<ul style="list-style-type: none"> <li>3a: Communicating with Students</li> <li>2b: Establishing a Culture for Learning</li> <li>2a: Creating an Environment of Respect and Rapport</li> <li>1b: Demonstrating Knowledge of Students</li> </ul>				

Use data to set achievement goals and differentiate instruction

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"> <li>Provide a Performance Matters refresher PD for staff</li> <li>Provide PD for staff highlighting the changes to the PLC cycle and expectations.</li> <li>Throughout the year provide refresher PD focused on the standards being covered for each unit. This will be done by content area.</li> </ul>	All content-based staff	-Performance Matters refresher PD -PD for staff highlighting the changes to the PLC cycle and expectations -Refresher PD focused on standards being covered for each unit -PD on focus strategy	Student academic data, observational data, PLC notes	ITLS, Coach	08/15/2022	06/16/2023

**Learning Formats**

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Consistent PLC Cycles Throughout the Year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>3d: Using Assessment in Instruction</li> </ul>	