

## **PITTSBURGH ARLINGTON K-8**

800 Rectenwald Street

ATSI Title 1 School Plan | 2023 - 2024

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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.

## STEERING COMMITTEE

| Name             | Position                       | Building/Group              |
|------------------|--------------------------------|-----------------------------|
| Cara McKenna     | Principal                      | Pittsburgh Arlington PreK-8 |
| Lindsey Wasco    | Teacher                        | Pittsburgh Arlington PreK-8 |
| Laura Goins      | PFT Representative             | Pittsburgh Arlington PreK-8 |
| Danielle Gill    | Community Schools Site Manager | Pittsburgh Arlington PreK-8 |
| Taryn Byrne      | Teacher                        | Pittsburgh Arlington PreK-8 |
| Kimberly Winters | Teacher                        | Pittsburgh Arlington PreK-8 |
| Nina Stohovic    | District Level Leaders         | Pittsburgh Arlington PreK-8 |
| Matt Kruth       | District Level Leaders         | Pittsburgh Public Schools   |
| Ashley Brady     | Teacher                        | Pittsburgh Public Schools   |
| Andrew Henry     | Other                          | Pittsburgh Public Schools   |
| Tiffini Gorman   | Community Member               | A+Schools                   |
| JoAnna Taylor    | Parent                         | Arlington Parent            |
|                  |                                |                             |
|                  |                                |                             |

**Name**

**Position**

**Building/Group**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

If teachers use data to differentiate instruction through the use of choice boards and centers in all classrooms during small group time, then students will experience success in the classroom, move closer to proficiency, and increase efficacy.

Essential Practices 1: Focus on Continuous Improvement of Instruction

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If we improve the system for taking accurate daily attendance and provide supports to families and students to be able to attend school daily, then we will see increases in all students attendance (including subgroups).

Regular Attendance

If PBIS is implemented with fidelity with a focus on teaching and acknowledging expected behaviors and self-regulation skills from SEL lesson, then students will strengthen their social emotional well-being.

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 3: Provide Student-Centered Support Systems

School climate and culture

## ACTION PLAN AND STEPS

## Evidence-based Strategy

Choice Boards

## Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal)   |
|---------------|--|
| ELA PSSA      | By the end of the 22-23 SY, 25% of students will score proficient on the PSSA ELA Assessment.  |
| Math PSSA     | By the end of the 22-23 SY, 11% of students will score proficient on the PSSA Math Assessment. |

| Action Step   | Anticipated Start/Completion | Lead Person/Position  | Materials/Resources/Supports Needed   |
|---|------------------------------|---|---|
| Provide Professional Learning opportunities for staff to better understand how choice boards will support differentiated learning, independence, and success. | 2023-08-22 - 2023-09-29      | Principal, ITLs, Coach (Literacy/Math)                                  | Research to support differentiation, samples of choice board & choice folders.                                |
| Throughout the year during PLCs, teachers will analyze data to continually refine and update choice boards to differentiate for student need.                 | 2023-10-02 - 2024-06-14      | Teachers, ITLs, Coach (Literacy/Math)                                   | Data from a variety of sources: Unit/Chapter test, formative assessment, CDT, DIBELS, Dreambox, Choice Board. |
| Monthly Instructional walks and peer observation to capture best practices with use of choice boards and differentiation to support student learning.         | 2023-10-16 - 2024-06-14      | Principal, ITLs, Coach (Literacy/Math), teachers, Instructional Cabinet | Data Collection Tool formed as a school   |

| Action Step   | Anticipated Start/Completion | Lead Person/Position                                | Materials/Resources/Supports Needed               |
|---|------------------------------|---|---|
| Data Chats monthly with students to discuss growth and next steps | 2023-10-02 - 2024-06-07      | Administrator, ITLs, Coaches, Instructional Cabinet | Schedule Progress Tracker and student data sheets |

### Anticipated Outcome

Students will receive instruction at their level of learning. This will allow students to be more engaged. Additionally, student data will increase proficiency and student show student growth.

### Monitoring/Evaluation

Staff will monitor with a monthly instructional walks. Student data will be monitored with growth on the CDT. (BOY, MOY, EOY)

### Evidence-based Strategy

Progress Monitoring for Intervention

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal)  |
|---------------|---|
| ELA PSSA      | By the end of the 22-23 SY, 25% of students will score proficient on the PSSA ELA Assessment. |

| <b>Action Step</b>  | <b>Anticipated Start/Completion</b> | <b>Lead Person/Position</b>              | <b>Materials/Resources/Supports Needed</b>                                       |
|---|-------------------------------------|--|--|
| Place students in appropriate Tiered Intervention at the beginning of the year based on BOY DIBELS data. Groups should be fluid throughout the year based on DIBELS Progress Monitoring data. | 2023-10-02 - 2023-05-31             | Literacy Coach, Teachers, Administration | DIBELS Progress Monitoring Data, Intervention Decision Tree, Students Placements |
| Student intervention data will be reviewed in PLC's.  | 2023-10-02 - 2024-05-31             | Literacy coach, Teachers, Administration | Data   |
| Student intervention data will be reviewed in PLC's.  | 2023-10-02 - 2024-05-31             | Literacy coach, Teachers, Administration | Data   |

**Anticipated Outcome**  
 Students will move throughout the Tiered Intervention programs as needed based on DIBELS progress monitoring data.

**Monitoring/Evaluation**  
 Monthly or bi-monthly by teacher using the DIBELS Progress Monitoring books and Amplify system.

**Evidence-based Strategy**

## SEL Lessons

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

SEL Goal Panorama

By June 30, 2024 there will be a favorable response of 50% or above for the topic of Emotion Regulation on the Panorama Student Survey.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Provide SEL lessons to all students one day each week during our Intervention period.

2023-09-04 -  
2024-06-14

All staff

Positivity Project  
Curriculum

Students in grades 3-8 will complete 3 Panorama Surveys throughout the school year. Administration will share data with staff after each survey.

2023-10-02 -  
2024-06-14

Goins/McKenna

Panorama Survey/District  
will send data

### Anticipated Outcome

Teacher use data to inform lessons and students are observed to be using strategies learned.

### Monitoring/Evaluation

Administration and teachers will review data quarterly using Panorama Surveys and review of lessons. Walk throughs will be conducted by Administration and ITL's.



## Evidence-based Strategy

Attendance Works

## Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal)  |
|---------------|---|
| Attendance    | Regular student attendance will be maintained at 50% by the 4th Quarter by addressing student needs, improving school systems, and consistently monitoring daily attendance in a timely manner. |

| Action Step   | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|-------------------------------------|
| Take accurate HR (state reporting period) attendance daily.   | 2023-08-28 - 2024-06-14      | HR teachers          | Laptops/TAC                         |
| School social worker will create weekly attendance reports to give to HR teachers, work with local magistrate if needed, and work with A plus schools as a community resource for Arlington. School social worker will also implement monthly rewards based off of HR attendance. | 2023-08-28 - 2024-06-14      | Andrew Henry         | Magistrate, TAC, SIS                |
| Discussion with community members (Aplus schools) and families to talk about attendance barriers, concerns, and successes.  | 2023-08-28 - 2024-06-14      | Henry/Aplus/Brady    | TEAMs, Invites, Surveys             |
| Discussion with community members (Aplus schools) and families to talk about attendance barriers, concerns, and successes.  | 2023-08-28 - 2024-06-14      | Henry/Aplus/Brady    | TEAMs, Invites, Surveys             |

### Anticipated Outcome

Whole school community will know all expectations regarding school attendance. Families will express barriers and supports will be made available.

### Monitoring/Evaluation

HR teachers and Mr. Henry (school social worker) will review attendance weekly and ensure student families are aware and supported if their student needs strategies to maintain attendance.

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### Evidence-based Strategy

School Culture and PBIS

### Measurable Goals

| Goal Nickname  | Measurable Goal Statement (Smart Goal)  |
|----------------|---|
| PBIS           | 80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter SOAR points each period with fidelity. |
| School Culture | Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents.  |

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

| Action Step  | Anticipated Start/Completion | Lead Person/Position                           | Materials/Resources/Supports Needed  |
|--|------------------------------|--|--|
| All staff will use SOAR language and use PBIS rewards with fidelity.   | 2023-08-28 - 2024-06-14      | All staff                                      | PBIS rewards/SOAR posters  |
| All staff will implement Bucket fillers as an acknowledgement system to create school wide positive culture. | 2023-08-28 - 2024-06-14      | Administration/All staff/PBIS point person/LES | Bucket filler book, buckets per HR, Bucket organizer, Bucket filler papers |
| All staff will implement Restorative Practice strategies learned through PD throughout the school year.      | 2023-09-04 - 2024-06-14      | Goins/Restorative Point person                 | Schoology, textbooks   |

### Anticipated Outcome

Teachers and students will receive acknowledgement for keeping each other's buckets full.

### Monitoring/Evaluation

All stakeholders will be involved. Weekly prizes will be given for recognition. Administration will monitor staff for implementation with fidelity. Staff will monitor student buckets.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name | Professional Development Step   | Anticipated Timeline          |
|--|------------------|---|-------------------------------|
| By the end of the 22-23 SY, 25% of students will score proficient on the PSSA ELA Assessment. (ELA PSSA) | Choice Boards    | Provide Professional Learning opportunities for staff to better understand how choice boards will support differentiated learning, independence, and success. | 08/22/2023<br>-<br>09/29/2023 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name | Professional Development Step   | Anticipated Timeline          |
|---|------------------|---|-------------------------------|
| By June 30, 2024 there will be a favorable response of 50% or above for the topic of Emotion Regulation on the Panorama Student Survey. (SEL Goal Panorama) | SEL Lessons      | Provide SEL lessons to all students one day each week during our Intervention period. | 09/04/2023<br>-<br>06/14/2024 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name        | Professional Development Step  | Anticipated Timeline          |
|--|-------------------------|--|-------------------------------|
| 80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter SOAR points each period with fidelity. (PBIS) | School Culture and PBIS | All staff will use SOAR language and use PBIS rewards with fidelity. | 08/28/2023<br>-<br>06/14/2024 |
| Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents. (School Culture )   |                         |  |                               |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name        | Professional Development Step  | Anticipated Timeline          |
|---|-------------------------|--|-------------------------------|
| <p>80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter SOAR points each period with fidelity. (PBIS)</p> <p>Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents. (School Culture )</p> | School Culture and PBIS | All staff will implement Bucket fillers as an acknowledgement system to create school wide positive culture. | 08/28/2023<br>-<br>06/14/2024 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name        | Professional Development Step   | Anticipated Timeline          |
|--|-------------------------|---|-------------------------------|
| 80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter SOAR points each period with fidelity. (PBIS) | School Culture and PBIS | All staff will implement Restorative Practice strategies learned through PD throughout the school year. | 09/04/2023<br>-<br>06/14/2024 |
| Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents. (School Culture )   |                         |   |                               |



## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

Dina Hartford

2023-06-23

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Black Students demonstrated a growth score of 93 in ELA. Economically Disadvantaged demonstrated a growth score of 80 in ELA. All are higher than the statewide growth score.

Black students and Economically Disadvantaged students demonstrated a growth score of 100 in Math.

All student group exceeded the standard demonstrating growth expectation at 85% and subgroup of black students exceeded the growth expectation at 93% in ELA.

All student group exceeded the standard demonstrating growth expectation at 94.5% and subgroup of economically disadvantaged met the standard demonstrating growth expectation at 100% while subgroup of black students exceeded the growth expectation at 95% in Math.

All student group meets the standard demonstrating growth expectation at 79% in Science.

Increase in parental involvement at school events (Back to School, Thanksgiving Dinner, VIP Day, PSCC, etc.).

Community Partnerships have increased with a new Community

### Challenges

Black students 38.5% White students 50.8% Two or more Races 48.5% Economically Disadvantaged 40.5% Students with Disabilities 41.2% There has been a decrease in attendance for all student groups from the previous year.

Science Proficiency is below statewide target for all three subgroups. Black 14.6% proficiency in Science. Economically Disadvantaged 17.5% proficiency Students with Disabilities 0% proficiency

ELA Proficiency Two or more races 30% proficiency (highest) Black students 12.2% proficiency White 12.5% proficiency Economically Disadvantaged 15.3% proficiency Students with Disabilities 4.5% proficiency No student groups met statewide targets

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

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

## Strengths

Schools Liaison and new FACE Coordinator.

Identify professional learning needs through analysis of a variety of data.

Counselor and Social Worker go into classrooms to present career lessons.

100% of 5th and 8th grade students completed their required Naviance tasks.

On the ELA CDT 33.9% of students in grades 3-8 improved by 1+ SEM 15.8% of students in grades 3-8 improved by 2+ SEM 8th grade had 24.2% in the green 5th grade had 7% reach the middle of the green 40.9% 7th graders increased by 1+ SEM (highest increase) 20.6% 4th graders increased by 2+ SEM (highest increase)

Math end of year CDT. 42.9% of students in grades 3-8 improved by 1+ SEM 28.8% of students in grades 3-8 improved by 2+ SEM

On the Math K-2 Benchmark Kdg - MOY 58% EOY 85% Proficient 1st - MOY 48% EOY 52% Proficient

These grades saw modest to high increases in the following indicators: Kdg - FSF 11% -70% Core, (BOY-MOY), PSF 44% - 57%

## Challenges

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

89.6% of students in grades 3-8 scored in the Red Range for the ELA end of year CDT.

On the Math CDT 8th grade had 9.1 % in the green (grades 3-7 had 0%)

On the Math K-2 Benchmark 2nd - MOY 53% EOY 40%

Math CDT 2 or More Races Overall 95.2% in Red and 4.8% in the green. 3rd-7th grade had 0% in the green

These grades saw declines in the following indicators: 1st - ORF Accuracy 30%-18% Core (MOY-EOY) 2nd - ORF WCPM - 18%-14% Core (BOY-EOY) 3rd - ORF WCPM 28%-14% Core (BOY-EOY), ORF Accuracy 34%-21% Core (BOY-EOY)

Career Standard Benchmark incorrectly entered at the district level

## Strengths

Core (MOY-EOY), NWF (CLS) 53% - 75% Core (MOY-EOY) 1st - NWF CLS - 15%-26% Core (BOY-EOY), NWF WWR 38%-53% Core (BOY-EOY), ORF WCPM 13%-18% Core (MOY-EOY) 2nd - ORF Accuracy 21%-24% Core (MOY-EOY) 4th - ORF WCPM 24% - 37% Core (BOY-EOY), ORF Accuracy 33% - 43% Core (BOY-EOY) 5th - ORF WCPM 37% - 76% Core (BOY-EOY), Accuracy 59% - 71% Core (BOY-EOY)

ELA CDT 2 or More Races 28.6% grew 1+ SEM 14.3% grew 2+ SEM 3rd grade 100% green or above 3rd grade 100% grew by 2+ SEM

On the Science CDT 90.6% of students in grades 4, 6-8 scored in the Red Range for the Math end of year CDT. 34.1% of students in grades 4, 6-8 improved by 1+ SEM 23.5% of students in grades 4, 6-8 improved by 2+ SEM 45% 4th graders increased by 1+ SEM (highest increase) 40% 4th graders increased by 2+ SEM (highest increase)

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

ELA CDT Economically Disadvantaged 33.7% grew 1+ SEM 15.4% grew 2+ SEM 8th grade 26.7% green or above (highest) 7th grade 40.9% grew by 1+ SEM

Math CDT Economically Disadvantaged 42% grew 1+ SEM 27.8% grew 2+ SEM 8th grade 10% green or above (highest) 4th grade

## Challenges

On the Science CDT 4th grade had 15 % in the green 8th grade had 12% in the green

ELA CDT Economically Disadvantaged Overall 89.1% in Red and 10.9% in the green. 3rd grade had 6.9% in green & 4th grade had 6.1% in the green

Math CDT Economically Disadvantaged Overall 98.3% in Red and 1.7% in the green. 3rd-7th grade had 0% in the green

ELA CDT 2 or More Races Overall 66.7% in Red and 33.3% in the green. 5th & 7th grade had 0% in green

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

## Strengths

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51.5% grew by 1+ SEM

Math CDT 2 or More Races 33.3% grew 1+ SEM 14.3% grew 2+ SEM 8th grade 25% green or above (highest) 5th grade 50% grew by 2+ SEM

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## Most Notable Observations/Patterns

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Based on all of our data, PBIS is established schoolwide, but our focus will be implementing it with fidelity in all classrooms. This would support our challenge of attendance, student efficacy, and high expectations for all students. The leadership team has identified using small group instruction, as part of the instructional framework, that is based on formative assessment and student need. This will support our challenge with lower than anticipated CDT data.

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## Challenges

Black students 38.5% White students 50.8%  
Two or more Races 48.5% Economically  
Disadvantaged 40.5% Students with  
Disabilities 41.2% There has been a decrease  
in attendance for all student groups from the  
previous year.

## Discussion Point

Historically attendance is an issue in this building. The school lost bus routes and gained more walkers. Our Pre-K time is later than K-8 start time, so some siblings will come later with their Pre-K sibling to walk them to school. The district tiered start times and our school changed from a late school to an early start school.

## Priority for Planning

✓

| Challenges   | Discussion Point   | Priority for Planning |
|--|--|-----------------------|
| <p>Science Proficiency is below statewide target for all three subgroups. Black 14.6% proficiency in Science. Economically Disadvantaged 17.5% proficiency Students with Disabilities 0% proficiency</p>   |  |                       |
| <p>ELA Proficiency Two or more races 30% proficiency (highest) Black students 12.2% proficiency White 12.5% proficiency Economically Disadvantaged 15.3% proficiency Students with Disabilities 4.5% proficiency No student groups met statewide targets</p> |  |                       |
| <p>Foster a culture of high expectations for success for all students, educators, families, and community member.</p>  | <p>Students provided feedback that they don't believe they can achieve (based on Panorama data). Students may feel like they can't do well if teachers aren't providing feedback that is clear enough. We can model this for teachers by acknowledge their achievements and providing specific feedback.</p> | <p>✓</p>              |
| <p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.</p>   |  |                       |
| <p>Use a variety of assessments (including</p>   | <p>A majority of instruction building wide is taught whole group. Very</p>   | <p>✓</p>              |

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

diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices to address individual student learning needs.

little instruction is provided in small groups. When it is, it is generally not differentiated or analysis of data is minimally used to adjust to student needs in a timely manner. A majority of our students are not meeting proficiency levels and fall in the red on CDT.

Math CDT 2 or More Races Overall 95.2% in Red and 4.8% in the green. 3rd-7th grade had 0% in the green

ELA CDT Economically Disadvantaged Overall 89.1% in Red and 10.9% in the green. 3rd grade had 6.9% in green & 4th grade had 6.1% in the green

Math CDT Economically Disadvantaged Overall 98.3% in Red and 1.7% in the green. 3rd-7th grade had 0% in the green

ELA CDT 2 or More Races Overall 66.7% in Red and 33.3% in the green. 5th & 7th grade had 0% in green

89.6% of students in grades 3-8 scored in the Red Range for the ELA end of year CDT.

On the Math CDT 8th grade had 9.1 % in the green (grades 3-7 had 0%)



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

On the Math K-2 Benchmark 2nd - MOY 53%  
EOY 40%

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

There is currently a MTSS process in place that is used by a few sub-group of teachers. MTSS is viewed as a separate entity from the academic tiered system. There are academic interventions in place that students move throughout as they are progress monitored. The PBIS system is in place and used by most staff but not efficiently or to change some behavior.

## ADDENDUM B: ACTION PLAN

### Action Plan: Choice Boards

| Action Steps  | Anticipated Start/Completion Date  |
|---|--|
| Provide Professional Learning opportunities for staff to better understand how choice boards will support differentiated learning, independence, and success. | 08/22/2023 - 09/29/2023  |
| Monitoring/Evaluation   | Anticipated Output   |
| Staff will monitor with a monthly instructional walks. Student data will be monitored with growth on the CDT. (BOY, MOY, EOY)                                 | Students will receive instruction at their level of learning. This will allow students to be more engaged. Additionally, student data will increase proficiency and student show student growth. |
| Material/Resources/Supports Needed  | PD Step  |
| Research to support differentiation, samples of choice board & choice folders.  | yes  |

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**Action Steps****Anticipated Start/Completion Date**

Throughout the year during PLCs, teachers will analyze data to continually refine and update choice boards to differentiate for student need.

10/02/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Staff will monitor with a monthly instructional walks. Student data will be monitored with growth on the CDT. (BOY, MOY, EOY)

Students will receive instruction at their level of learning. This will allow students to be more engaged. Additionally, student data will increase proficiency and student show student growth.

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

Data from a variety of sources: Unit/Chapter test, formative assessment, CDT, DIBELS, Dreambox, Choice Board.

no

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**Action Steps****Anticipated Start/Completion Date**

Monthly Instructional walks and peer observation to capture best practices with use of choice boards and differentiation to support student learning.

10/16/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Staff will monitor with a monthly instructional walks. Student data will be monitored with growth on the CDT. (BOY, MOY, EOY)

Students will receive instruction at their level of learning. This will allow students to be more engaged. Additionally, student data will increase proficiency and student show student growth.

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

Data Collection Tool formed as a school

no



**Action Steps**

**Anticipated Start/Completion Date**

Data Chats monthly with students to discuss growth and next steps

10/02/2023 - 06/07/2024

**Monitoring/Evaluation**

**Anticipated Output**

Staff will monitor with a monthly instructional walks. Student data will be monitored with growth on the CDT. (BOY, MOY, EOY)

Students will receive instruction at their level of learning. This will allow students to be more engaged. Additionally, student data will increase proficiency and student show student growth.

**Material/Resources/Supports Needed**

**PD Step**

Schedule Progress Tracker and student data sheets

no

**Action Plan: Progress Monitoring for Intervention**

**Action Steps****Anticipated Start/Completion Date**

Place students in appropriate Tiered Intervention at the beginning of the year based on BOY DIBELS data. Groups should be fluid throughout the year based on DIBELS Progress Monitoring data.

10/02/2023 - 05/31/2023

**Monitoring/Evaluation****Anticipated Output**

Monthly or bi-monthly by teacher using the DIBELS Progress Monitoring books and Amplify system.

Students will move throughout the Tiered Intervention programs as needed based on DIBELS progress monitoring data.

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

DIBELS Progress Monitoring Data, Intervention Decision Tree, Students Placements

no



**Action Steps****Anticipated Start/Completion Date**

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Student intervention data will be reviewed in PLC's.

10/02/2023 - 05/31/2024

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**Monitoring/Evaluation****Anticipated Output**

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Monthly or bi-monthly by teacher using the DIBELS Progress Monitoring books and Amplify system.

Students will move throughout the Tiered Intervention programs as needed based on DIBELS progress monitoring data.

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

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Data

no

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**Action Steps**

**Anticipated Start/Completion Date**

Student intervention data will be reviewed in PLC's.

10/02/2023 - 05/31/2024

**Monitoring/Evaluation**

**Anticipated Output**

Monthly or bi-monthly by teacher using the DIBELS Progress Monitoring books and Amplify system.

Students will move throughout the Tiered Intervention programs as needed based on DIBELS progress monitoring data.

**Material/Resources/Supports Needed**

**PD Step**

Data

no

**Action Plan: SEL Lessons**



**Action Steps****Anticipated Start/Completion Date**

Provide SEL lessons to all students one day each week during our Intervention period.

09/04/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Administration and teachers will review data quarterly using Panorama Surveys and review of lessons. Walk throughs will be conducted by Administration and ITL's.

Teacher use data to inform lessons and students are observed to be using strategies learned.

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

Positivity Project Curriculum

yes



**Action Steps****Anticipated Start/Completion Date**

Students in grades 3-8 will complete 3 Panorama Surveys throughout the school year. Administration will share data with staff after each survey.

10/02/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Administration and teachers will review data quarterly using Panorama Surveys and review of lessons. Walk throughs will be conducted by Administration and ITL's.

Teacher use data to inform lessons and students are observed to be using strategies learned.

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

Panorama Survey/District will send data

no

**Action Plan: Attendance Works**

**Action Steps****Anticipated Start/Completion Date**

Take accurate HR (state reporting period) attendance daily.

08/28/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

HR teachers and Mr. Henry (school social worker) will review attendance weekly and ensure student families are aware and supported if their student needs strategies to maintain attendance.

Whole school community will know all expectations regarding school attendance. Families will express barriers and supports will be made available.

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

Laptops/TAC

no



**Action Steps****Anticipated Start/Completion Date**

School social worker will create weekly attendance reports to give to HR teachers, work with local magistrate if needed, and work with A plus schools as a community resource for Arlington. School social worker will also implement monthly rewards based off of HR attendance.

08/28/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

HR teachers and Mr. Henry (school social worker) will review attendance weekly and ensure student families are aware and supported if their student needs strategies to maintain attendance.

Whole school community will know all expectations regarding school attendance. Families will express barriers and supports will be made available.

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

Magistrate, TAC, SIS

no



**Action Steps****Anticipated Start/Completion Date**

Discussion with community members (Aplus schools) and families to talk about attendance barriers, concerns, and successes.

08/28/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

HR teachers and Mr. Henry (school social worker) will review attendance weekly and ensure student families are aware and supported if their student needs strategies to maintain attendance.

Whole school community will know all expectations regarding school attendance. Families will express barriers and supports will be made available.

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

TEAMs, Invites, Surveys

no



**Action Steps****Anticipated Start/Completion Date**

Discussion with community members (Aplus schools) and families to talk about attendance barriers, concerns, and successes.

08/28/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

HR teachers and Mr. Henry (school social worker) will review attendance weekly and ensure student families are aware and supported if their student needs strategies to maintain attendance.

Whole school community will know all expectations regarding school attendance. Families will express barriers and supports will be made available.

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

TEAMs, Invites, Surveys

no

**Action Plan: School Culture and PBIS**

**Action Steps****Anticipated Start/Completion Date**

All staff will use SOAR language and use PBIS rewards with fidelity.

08/28/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

All stakeholders will be involved. Weekly prizes will be given for recognition. Administration will monitor staff for implementation with fidelity. Staff will monitor student buckets.

Teachers and students will receive acknowledgement for keeping each other's buckets full.

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

PBIS rewards/SOAR posters

yes



**Action Steps****Anticipated Start/Completion Date**

All staff will implement Bucket fillers as an acknowledgement system to create school wide positive culture.

08/28/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

All stakeholders will be involved. Weekly prizes will be given for recognition. Administration will monitor staff for implementation with fidelity. Staff will monitor student buckets.

Teachers and students will receive acknowledgement for keeping each other's buckets full.

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

Bucket filler book, buckets per HR, Bucket organizer, Bucket filler papers

yes





**Action Steps****Anticipated Start/Completion Date**

All staff will implement Restorative Practice strategies learned through PD throughout the school year.

09/04/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

All stakeholders will be involved. Weekly prizes will be given for recognition. Administration will monitor staff for implementation with fidelity. Staff will monitor student buckets.

Teachers and students will receive acknowledgement for keeping each other's buckets full.

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

Schoology, textbooks

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals   | Action Plan Name | Professional Development Step   | Anticipated Timeline          |
|--|------------------|---|-------------------------------|
| By the end of the 22-23 SY, 25% of students will score proficient on the PSSA ELA Assessment. (ELA PSSA)   | Choice Boards    | Provide Professional Learning opportunities for staff to better understand how choice boards will support differentiated learning, independence, and success. | 08/22/2023<br>-<br>09/29/2023 |
| By the end of the 22-23 SY, 11% of students will score proficient on the PSSA Math Assessment. (Math PSSA)   |                  |   |                               |
| By June 30, 2024 there will be a favorable response of 50% or above for the topic of Emotion Regulation on the Panorama Student Survey. (SEL Goal Panorama)                    | SEL Lessons      | Provide SEL lessons to all students one day each week during our Intervention period.   | 09/04/2023<br>-<br>06/14/2024 |
| 80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter | School Culture   | All staff will use SOAR language  | 08/28/2023<br>-               |

| Measurable Goals  | Action Plan Name        | Professional Development Step  | Anticipated Timeline          |
|---|-------------------------|--|-------------------------------|
| <p>SOAR points each period with fidelity. (PBIS)</p> <p>Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents. (School Culture )</p>  | and PBIS                | and use PBIS rewards with fidelity.  | 06/14/2024                    |
| <p>80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter SOAR points each period with fidelity. (PBIS)</p> <p>Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents. (School Culture )</p> | School Culture and PBIS | All staff will implement Bucket fillers as an acknowledgement system to create school wide positive culture. | 08/28/2023<br>-<br>06/14/2024 |
| <p>80% of our students will earn monthly rewards based on the PBIS rewards system. Our three Instructional teacher leaders will ensure and hold all teachers accountable to enter SOAR points each period with fidelity. (PBIS)</p> <p>Implementation of restorative practice strategies and the use of bucket fillers, will result in a decrease of monthly incidents. (School Culture )</p> | School Culture and PBIS | All staff will implement Restorative Practice strategies learned through PD throughout the school year.      | 09/04/2023<br>-<br>06/14/2024 |

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## PROFESSIONAL DEVELOPMENT PLANS

| <b>Professional Development Step</b> | <b>Audience</b> | <b>Topics of Prof. Dev</b>  |
|--------------------------------------|-----------------|---|
| Choice Boards                        | Teachers/ Staff | Differentiation strategies Small group instruction<br>Choice boards |

| <b>Evidence of Learning</b>   | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b>  |
|---|------------------------------|------------------------------|
| Using choice boards in the classroom for differentiation with small groups. | 08/22/2023 - 09/22/2023      | Administration, ITL, Coaches |

| <b>Danielson Framework Component Met in this Plan:</b> | <b>This Step meets the Requirements of State Required Trainings:</b> |
|--|--|
| 1c: Setting Instructional Outcomes                     |  |
| 2b: Establishing a Culture for Learning                |  |
| 3c: Engaging Students in Learning                      |  |
| 1e: Designing Coherent Instruction                     |  |
| 3d: Using Assessment in Instruction                    |  |

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| <b>Professional Development Step</b> | <b>Audience</b>  | <b>Topics of Prof. Dev</b>   |
|--------------------------------------|------------------|--|
| PBIS/SEL                             | All stakeholders | Emotion Regulation Positivity Project P2 PBIS<br>Rewards SOAR language |

| Evidence of Learning  | Anticipated Timeframe   | Lead Person/Position                                       |
|---|-------------------------|--|
| All staff using the PBIS language of SOAR and entering points daily for our PBIS Rewards App. | 08/22/2023 - 06/12/2024 | LES, PBIS school level point person, ITL's, Administration |

| Danielson Framework Component Met in this Plan:   | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 2b: Establishing a Culture for Learning<br>4b: Maintaining Accurate Records<br>2a: Creating an Environment of Respect and Rapport<br>2d: Managing Student Behavior<br>4c: Communicating with Families<br>2c: Managing Classroom Procedures<br>3a: Communicating with Students |   |

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| Professional Development Step             | Audience  | Topics of Prof. Dev  |
|---|-----------|--|
| Restorative Practice and Bucket Filler PD | All staff | Restorative Practice best practices Bucket filler implementation |

| <b>Evidence of Learning</b>  | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b>  |
|--|------------------------------|------------------------------|
| All staff using the Restorative Practice strategies and use of Bucket fillers. | 08/22/2023 - 06/14/2024      | Goins/LES/Administration/ITL |

| <b>Danielson Framework Component Met in this Plan:</b> | <b>This Step meets the Requirements of State Required Trainings:</b> |
|--|--|
| 2d: Managing Student Behavior                          |  |
| 2c: Managing Classroom Procedures                      |  |
| 3a: Communicating with Students                        |  |
| 4b: Maintaining Accurate Records                       |  |
| 2b: Establishing a Culture for Learning                |  |
| 4c: Communicating with Families                        |  |
| 2a: Creating an Environment of Respect and Rapport     |  |



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step                   | Topics of Message   | Mode                                       | Audience                 | Anticipated Timeline |
|--------------------------------------|---|--|--------------------------|----------------------|
| Post the plan for a public review.   | ATSI plan 23-24 school year to address academics, attendance, and school climate. | Website posting.                           | All stakeholders.        | 6/30/23              |
| Share plan with board and staff. for | ATSI plan 23-24 school year to address academics, attendance, and school climate. | Board meeting and Staff PD in August 2023. | Board members and staff. | August 2023.         |

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