

## **PITTSBURGH BANKSVILLE K-5**

1001 Carnahan Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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### **VISION FOR LEARNING**

At Pittsburgh Banksville the vision is to provide high quality challenging instruction to all students in a safe and orderly learning environment. We will support all students and families to ensure they have the resources they need to engage in a valuable learning experience. We will strive to engage and enrich the learning of all learners by providing small-group and individual support.

## STEERING COMMITTEE

Name	Position	Building/Group
Alexis T Fadick	Principal	Banksville Staff
Stephen DeFilippo	Other	Banksville Staff
Amy Deleone	Teacher	Banksville Staff
Amanda Wahlan	Parent	Community Member
Dr. Monica D. Lamar	District Level Leaders	Pittsburgh Public Schools
Angela Minehan	Education Specialist	District ELA Coach
Krista Stewart	Teacher	Banksville ESL Teacher
Megan Falce	Teacher	PSE Teacher
Jill McKeever	Community Member	parent/community member
Aziz Alimukharmedov	Paraprofessional	Banksville ESL Para



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
At Pittsburgh Banksville if we identify and address individual student learning needs by providing instruction that meets students where they are. We will provide support to strengthen foundational reading skills and improve vocabulary.	English Language Arts Mathematics
At Pittsburgh Banksville if we focus on creating systems to incorporate SEL Instruction school-wide we should see an increase in positive responses on the Naviance survey.	Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Focus on Continuous Improvement of Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By June 30, 2023 there will be a proficiency rate of 60% or above on the 2023 Reading PSSA assessment. In 2021-2022 the proficiency was at 36.59%. Our Power BI target for the 2023-2024 school year is 73%.
Mathematics PSSA	By June 30, 2023 there will be a proficiency rate of 40% or above on the 2023 Math PSSA assessment. In 2021-2022 the proficiency was at 21.97%. Our Power BI target for the 2023-2024 school year is 68.5%.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Identify student needs through pulling EOY summative assessments: WIDA, DIEBELS, CDT, PSSA, IEP/504	2022-07-01 - 2022-08-15	Principal, ELA coach, Teachers	assessment data
Create classroom rosters for Core Support Groups	2022-08-01 - 2022-09-01	Principal, Coach, Teachers	student data information, student profiles
Administer BOY assessments, DIEBELS, CDT, Kindergarten screener, WASP, phonological screener	2022-09-01 - 2022-10-01	Principal, Coach, Teachers, ESL department, Counselor	assessments
Collaboratively review BOY data to determine school-wide academic intervention groups	2022-08-01 - 2022-10-01	Leadership Team	Tier 1, 2 and 3 curriculum resources
Leadership teams develop a system for sharing school-wide intervention performance data with all grade levels	2022-10-15 - 2022-11-15	Leadership Team	Student Performance Profiles
Create/share individual student data trackers (Student Profiles) appropriate to grade-levels to develop student friendly goals	2022-11-01 - 2023-01-20	Principal, Leadership Team, Central Office Staff	support from central office - data collection
Review/share MOY individual student performance data to determine changes to levels of support	2022-01-01 - 2023-02-15	Principal, Curriculum Coach, Teachers	student performance data
Review/share EOY individual student performance data	2023-05-01 - 2023-06-15	Principal, Curriculum Coach, Teachers	EOY performance data

### Anticipated Outcome

If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

### Monitoring/Evaluation

BOY, MOY, EOY Performance data

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### Evidence-based Strategy

: 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. (CASEL Focus Area 3: Strengthen SEL for Students)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL-School-Wide	By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a SEL Focus Map. This map will highlight the monthly SEL Skill being taught. This will allow all educators to be informed of the skill so that it can be reinforced in the classroom. This will also help align	2022-08-01 - 2022-08-31	PE Teacher	district SEL supports/activities

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
outside support coming to the school.			
At the beginning of the year provide all educators with an overview of the school-wide approach to SEL. As part of the overview provide the calendar, how PD will be facilitated, how SEL is explicitly taught (in PE class), expectations for teachers to reinforce the skill in the classroom, and the use of the Panorama platform.	2022-08-15 - 2022-09-15	PE Teacher, Principal	Support from student Services to identify additional resources, Panorama Platform, PLC structure to explore resources and determine ways to reinforce skills in the classroom
During PLCs once a month allow teachers to explore resources centered around the SEL focus skill for the month. In addition, provide time for teachers to discussion ways to reinforce the skill in the classroom.	2022-10-01 - 2023-06-01	ITL's PE Teacher, Counselor	Panorama Platform, laptops, ESL Teachers
Administer Panorama Student Survey to students in grades 3-5. Connect with ESL department to see what support can be provided to New Comers when taking the survey. Explore ways to help students understand frequent vocabulary words that are included in the survey. (The full survey will be administered twice)	2022-10-01 - 2023-05-31	3-5 Homeroom teachers	Title 1 funds will be used to cover 10% of the salary of a school based ESL paraprofessional. (\$5,567)
Review Panorama Student Survey Results with Staff. Provide staff with an overview of the Panorama platform, giving time to explore results and highlighting how to review student responses over time.	2022-10-15 - 2022-11-15	Leadership Team	Meeting Time, Panorama Student Survey Results
PBIS & MTSS teams will analysis Panorama Student Survey results and will explore ways to provide Tier 2 SEL support for students, as needed.	2022-11-05 - 2022-11-15	PBIS/MTSS Team	Survey Results, District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PE teacher and counselor will be available to provide support to educators, as needed, focused on reinforcing SEL skills in the classroom.	2022-10-01 - 2022-06-01	PE Teacher Counselor	SEL District Resources
Student council will help support the SEL skill of the month. They can make posters and reinforce skills with their peers.	2022-09-12 - 2022-06-01	School Counselor	school-based resources
Administer the Panorama Mini Survey focused on Emotion Regulation twice during the year. This data will be used to report out quarterly. Explore ways to administer a survey for grades K-2, potentially via Schoology.	2022-10-01 - 2022-06-01	Leadership Team	Title 1 Funds will be used to cover .50 of the 1/2 time librarian salary (\$59,002). pre-made mini survey given during library classes

### Anticipated Outcome

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

### Monitoring/Evaluation

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a proficiency rate of 60% or above on the 2023 Reading PSSA assessment. In 2021-2022 the proficiency was at 36.59%. Our Power BI target for the 2023-2024 school year is 73%. (ELA)</p>	<p>Focus on Continuous Improvement of Instruction</p>	<p>Identify student needs through pulling EOY summative assessments:</p>	<p>07/01/2022 - 08/15/2022</p>
<p>By June 30, 2023 there will be a proficiency rate of 40% or above on the 2023 Math PSSA assessment. In 2021-2022 the proficiency was at 21.97%. Our Power BI target for the 2023-2024 school year is 68.5%. (Mathematics PSSA)</p>		<p>WIDA, DIEBELS, CDT, PSSA, IEP/504</p>	



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Create a SEL Focus Map. This map will highlight the monthly SEL Skill being taught. This will allow all educators to be informed of the skill so that it can be reinforced in the classroom. This will also help align outside support coming to the school.</p>	<p>08/01/2022 - 08/31/2022</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>At the beginning of the year provide all educators with an overview of the school-wide approach to SEL. As part of the overview provide the calendar, how PD will be facilitated, how SEL is explicitly taught (in PE class), expectations for teachers to reinforce the skill in the classroom, and the use of the Panorama platform.</p>	<p>08/15/2022 - 09/15/2022</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>During PLCs once a month allow teachers to explore resources centered around the SEL focus skill for the month. In addition, provide time for teachers to discussion ways to reinforce the skill in the classroom.</p>	<p>10/01/2022 - 06/01/2023</p>





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Administer Panorama Student Survey to students in grades 3-5. Connect with ESL department to see what support can be provided to New Comers when taking the survey. Explore ways to help students understand frequent vocabulary words that are included in the survey. (The full survey will be administered twice)</p>	<p>10/01/2022 - 05/31/2023</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Review Panorama Student Survey Results with Staff. Provide staff with an overview of the Panorama platform, giving time to explore results and highlighting how to review student responses over time.</p>	<p>10/15/2022 - 11/15/2022</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>PBIS &amp; MTSS teams will analysis Panorama Student Survey results and will explore ways to provide Tier 2 SEL support for students, as needed.</p>	<p>11/05/2022 - 11/15/2022</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>PE teacher and counselor will be available to provide support to educators, as needed, focused on reinforcing SEL skills in the classroom.</p>	<p>10/01/2022 - 06/01/2022</p>





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Student council will help support the SEL skill of the month. They can make posters and reinforce skills with their peers.</p>	<p>09/12/2022 - 06/01/2022</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Administer the Panorama Mini Survey focused on Emotion Regulation twice during the year. This data will be used to report out quarterly. Explore ways to administer a survey for grades K-2, potentially via Schoology.</p>	<p>10/01/2022 - 06/01/2022</p>

## 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.**

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School Board Minutes or Affirmation Statement

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**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

Dr. Monica D. Lamar

2022-08-23

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Building Principal Signature

Alexis Fadick

2022-08-23

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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 174. The average RIT score for the All-Student Group was 174.

Based on data from the 2021-22 SY Winter administration of the Science NWEA MAP assessment the average RIT score for the Students Considered Economically Disadvantaged Student Group was 190. The average RIT score for the All-Student Group was 190.

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 183. The average RIT score for the All-Student Group was 178.

The 2022 ELA PSSA results report that 47% of Grade 3 students scored Proficient or Advanced

The 2022 Math PSSA results report that 49% of Grade 3 students scored Proficient or Advanced.

Based on the 2022 Winter NWEA ELA MAP assessment the Second grade mean RIT score of 177.5 which was slightly higher than the district mean score of 176. The mean RIT score indicates

### Challenges

Based on data from the 2021-22 SY Winter administration of the Math NWEA MAP assessment the average RIT score for the English Learners Student Group was 172. The average RIT score for the All-Student Group was 178.

Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the English Learners Student Group was 166. The average RIT score for the All-Student Group was 174.

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 167. The average RIT score for the All-Student Group was 174.

Based on data from the 2021-22 SY Winter administration of the Science NWEA MAP assessment the average RIT score for the Black Student Group was 180. The average RIT score for the All-Student Group was 190.

64% of students Grades 3-5 scored Basic or Below Basic on the PSSA ELA Assessment

78% of students Grades 3-5 scored Basic or Below on the PSSA

## Strengths

that the average Lexile range for 2nd grade students at Banksville is 120L-2370L . The "on track" Lexile range is 355-735 based on the winter administration of NWEA MAP.

Based on the 2022 Winter NWEA Math MAP assessment the Third grade mean RIT score of 191.9 which was slightly higher than the district mean score of 188.

Based on the 2022 Winter NWEA Science MAP assessment the Third grade mean RIT score of 189.8 was slightly higher than the district mean score of 188.2

Based on Naviance data for the 2021-22SY, 100 % of students completed the required career standards task for Grade 5

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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

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## Challenges

### Math Assessment

The 2022 ELA PSSA results report that 66% of students in grade 4 are Basic or Below Basic in ELA.

The 2022 Math PSSA results report that 85% of students in grade 4 are Basic or Below Basic in Math.

The 2022 ELA PSSA results report that 71% of students in grade 5 are Basic or Below Basic in ELA.

Based on the 2022 Winter NWEA ELA MAP assessment the Kindergarten mean RIT score of 142.4 was slightly lower than the district mean score of 146.2. The mean RIT score indicates that the average Lexile range for kindergarten students at Banksville is BR400L to BR400L. The "on track" Lexile range is BR250L-55L based on the winter administration of NWEA MAP.

Based on the 2022 Winter NWEA ELA MAP assessment the First grade mean RIT score of 155.4 was lower than the district mean score of 162.8 The mean RIT score indicates that the average Lexile range for 1st grade students at Banksville is BR340L-BR190 . The "on track" Lexile range is 85L-505L based on the winter administration of NWEA MAP.

Based on the 2022 Winter NWEA Math MAP assessment the Fourth grade mean RIT score of 190.6 was lower than the district mean score of 197.6.



## Challenges

Based on the 2022 Winter NWEA Math MAP assessment the Fifth grade mean RIT score of 200.1 was slower than the district mean score of 203.4.

Based on the 2022 Winter NWEA ELA MAP assessment the Fourth grade mean RIT score of 188.7 which was lower than the district mean score of 196.1 The mean RIT score indicates that the average Lexile range for 4th grade students at Banksville is 345L-495L . The "on track" Lexile range is 790-1110L based on the winter administration of NWEA MAP.

Based on the 2022 Winter NWEA ELA MAP assessment the Fifth grade mean RIT score of 199.4 which was lower than the district mean score of 201.6. The mean RIT score indicates that the average Lexile range for 5th grade students at Banksville is 545L-695L. The "on track" Lexile range is 925L-1235L based on the winter administration of NWEA MAP.

Based on the 2022 Winter NWEA Science MAP assessment the Fourth grade mean RIT score of 188.1 was lower than the district mean score of 194.1

Based on the 2022 Winter NWEA Science MAP assessment the Fifth grade mean RIT score of 193 was lower than the district mean score of 197.3

Panorama Survey results report a 9 point decrease in student

### Challenges

responses to the question regarding managing emotions, thoughts and behavior. . Banksville's response rate is 67% favorable , the district average is 68.

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

Identify and address individual student learning needs.

Use multiple professional learning designs to support the learning needs of staff.

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

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### Most Notable Observations/Patterns

Using assessments data to identify student performance levels is needed to grow ELL students as their range of language proficiency has to be considered in all subjects. As a building we have made strides in identifying student performance levels but need to grow in utilizing effective ways to individualized instruction.

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

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Identify and address individual student learning needs.

number of ELL learners, assessments, grade-level differences

Use multiple professional learning designs to support the learning needs of staff.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Focus on Continuous Improvement of Instruction

Action Steps	Anticipated Start/Completion Date
Identify student needs through pulling EOY summative assessments: WIDA, DIEBELS, CDT, PSSA, IEP/504	07/01/2022 - 08/15/2022
Monitoring/Evaluation	Anticipated Output
BOY, MOY, EOY Performance data	If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.
Material/Resources/Supports Needed	PD Step
assessment data	yes

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

Create classroom rosters for Core Support Groups

08/01/2022 - 09/01/2022

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

BOY, MOY, EOY Performance data

If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

student data information, student profiles

no



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

Administer BOY assessments, DIEBELS, CDT,  
Kindergarten screener, WASP, phonological screener

09/01/2022 - 10/01/2022

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

BOY, MOY, EOY Performance data

If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

assessments

no



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

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Collaboratively review BOY data to determine school-wide academic intervention groups

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08/01/2022 - 10/01/2022

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

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BOY, MOY, EOY Performance data

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If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

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Tier 1, 2 and 3 curriculum resources

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no

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

Leadership teams develop a system for sharing school-wide intervention performance data with all grade levels

10/15/2022 - 11/15/2022

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

BOY, MOY, EOY Performance data

If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

Student Performance Profiles

no





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

Create/share individual student data trackers (Student Profiles) appropriate to grade-levels to develop student friendly goals

11/01/2022 - 01/20/2023

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

BOY, MOY, EOY Performance data

If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

support from central office -data collection

no



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

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Review/share MOY individual student performance data to determine changes to levels of support

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01/01/2022 - 02/15/2023

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

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BOY, MOY, EOY Performance data

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If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

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student performance data

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no

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

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Review/share EOY individual student performance data

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05/01/2023 - 06/15/2023

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

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BOY, MOY, EOY Performance data

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If teachers are providing appropriate intervention supports to students then we should have an increase in proficiency.

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

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EOY performance data

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no

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**Action Plan: : 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. (CASEL Focus Area 3: Strengthen SEL for Students)**

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

Create a SEL Focus Map. This map will highlight the monthly SEL Skill being taught. This will allow all educators to be informed of the skill so that it can be reinforced in the classroom. This will also help align outside support coming to the school.

08/01/2022 - 08/31/2022

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

district SEL supports/activities

yes



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
<p>At the beginning of the year provide all educators with an overview of the school-wide approach to SEL. As part of the overview provide the calendar, how PD will be facilitated, how SEL is explicitly taught (in PE class), expectations for teachers to reinforce the skill in the classroom, and the use of the Panorama platform.</p>	<p>08/15/2022 - 09/15/2022</p>
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
<p>The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.</p>	<p>All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.</p>
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
<p>Support from student Services to identify additional resources, Panorama Platform, PLC structure to explore resources and determine ways to reinforce skills in the classroom</p>	<p>yes</p>

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

During PLCs once a month allow teachers to explore resources centered around the SEL focus skill for the month. In addition, provide time for teachers to discussion ways to reinforce the skill in the classroom.

10/01/2022 - 06/01/2023

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

Panorama Platform, laptops, ESL Teachers

yes

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

Administer Panorama Student Survey to students in grades 3-5. Connect with ESL department to see what support can be provided to New Comers when taking the survey. Explore ways to help students understand frequent vocabulary words that are included in the survey. (The full survey will be administered twice)

10/01/2022 - 05/31/2023

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

Title 1 funds will be used to cover 10% of the salary of a school based ESL paraprofessional. (\$5,567)

yes



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

Review Panorama Student Survey Results with Staff.  
Provide staff with an overview of the Panorama platform, giving time to explore results and highlighting how to review student responses over time.

10/15/2022 - 11/15/2022

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

Meeting Time, Panorama Student Survey Results

yes





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

PBIS & MTSS teams will analysis Panorama Student Survey results and will explore ways to provide Tier 2 SEL support for students, as needed.

11/05/2022 - 11/15/2022

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

Survey Results, District Resources

yes



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

PE teacher and counselor will be available to provide support to educators, as needed, focused on reinforcing SEL skills in the classroom.

10/01/2022 - 06/01/2022

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

SEL District Resources

yes



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

Student council will help support the SEL skill of the month. They can make posters and reinforce skills with their peers.

09/12/2022 - 06/01/2022

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

school-based resources

yes



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

Administer the Panorama Mini Survey focused on Emotion Regulation twice during the year. This data will be used to report out quarterly. Explore ways to administer a survey for grades K-2, potentially via Schoology.

10/01/2022 - 06/01/2022

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

The PBIS team will review the PBIS dashboard monthly to analyze data. The PBIS team will also discuss SEL implementation during these monthly meetings to determine where additional support may be needed and areas of strength. Survey results will be reviewed by the Leadership team, PBIS team, and during a staff meeting quarterly. Classroom visits and lesson plans will be reviewed by principal to support monitoring between quarters.

All students will receive explicit SEL instruction, skills will be reinforced throughout the day by all teachers. Students will have more opportunities to practice skills learned. Provider class presentations will align with SEL topics for the month.

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

Title 1 Funds will be used to cover .50 of the 1/2 time librarian salary (\$59,002). pre-made mini survey given during library classes

yes





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a proficiency rate of 60% or above on the 2023 Reading PSSA assessment. In 2021-2022 the proficiency was at 36.59%. Our Power BI target for the 2023-2024 school year is 73%. (ELA)</p> <p>By June 30, 2023 there will be a proficiency rate of 40% or above on the 2023 Math PSSA assessment. In 2021-2022 the proficiency was at 21.97%. Our Power BI target for the 2023-2024 school year is 68.5%. (Mathematics PSSA)</p>	<p>Focus on Continuous Improvement of Instruction</p>	<p>Identify student needs through pulling EOY summative assessments: WIDA, DIEBELS, CDT, PSSA, IEP/504</p>	<p>07/01/2022 - 08/15/2022</p>
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<p>: Provide explicit instruction in SEL competencies using a sequenced step by-step approach with explicit learning goals, active forms of</p>	<p>Create a SEL Focus Map. This map will highlight the monthly SEL Skill being taught. This will allow all educators to be informed of the skill so that it can be reinforced in the classroom. This will also help align outside</p>	<p>08/01/2022 - 08/31/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	learning, and sufficient time for skill development. (CASEL Focus Area 3: Strengthen SEL for Students)	support coming to the school.	
By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)	: 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	At the beginning of the year provide all educators with an overview of the school-wide approach to SEL. As part of the overview provide the calendar, how PD will be facilitated, how SEL is explicitly taught (in PE class), expectations for	08/15/2022 - 09/15/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	development. (CASEL Focus Area 3: Strengthen SEL for Students)	teachers to reinforce the skill in the classroom, and the use of the Panorama platform.	
By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)	: 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. (CASEL Focus Area 3:	During PLCs once a month allow teachers to explore resources centered around the SEL focus skill for the month. In addition, provide time for teachers to discussion ways to reinforce the skill in the classroom.	10/01/2022 - 06/01/2023



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Strengthen SEL for Students)		
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Administer Panorama Student Survey to students in grades 3-5. Connect with ESL department to see what support can be provided to New Comers when taking the survey. Explore ways to help students understand frequent vocabulary words that are included in the survey. (The full survey will be administered twice)</p>	<p>10/01/2022 - 05/31/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<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. (CASEL Focus Area 3: Strengthen SEL for Students)</p>	<p>Review Panorama Student Survey Results with Staff. Provide staff with an overview of the Panorama platform, giving time to explore results and highlighting how to review student responses over time.</p>	<p>10/15/2022 - 11/15/2022</p>
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an</p>	<p>: Provide explicit</p>	<p>PBIS &amp; MTSS teams will analysis</p>	<p>11/05/2022 - 11/15/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)	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. (CASEL Focus Area 3: Strengthen SEL for Students)	Panorama Student Survey results and will explore ways to provide Tier 2 SEL support for students, as needed.	
By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)	: Provide explicit instruction in SEL competencies	PE teacher and counselor will be available to provide support to educators, as	10/01/2022 - 06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	using a sequenced step by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development. (CASEL Focus Area 3: Strengthen SEL for Students)	needed, focused on reinforcing SEL skills in the classroom.	
By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)	: Provide explicit instruction in SEL competencies using a sequenced step by-step	Student council will help support the SEL skill of the month. They can make posters and reinforce skills with their peers.	09/12/2022 - 06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	<p>approach with explicit learning goals, active forms of learning, and sufficient time for skill development. (CASEL Focus Area 3: Strengthen SEL for Students)</p>		
<p>By June 30, 2023 there will be a favorable response of 57% for students in grades 3-5 for the topic of Emotion Regulation on the Panorama Student Survey, this reflects an increase of 10 percentage points from the 2022 Spring (mini) administration of the survey. (SEL-School-Wide)</p>	<p>: Provide explicit instruction in SEL competencies using a sequenced step by-step approach with explicit learning</p>	<p>Administer the Panorama Mini Survey focused on Emotion Regulation twice during the year. This data will be used to report out quarterly. Explore ways to administer a survey for</p>	<p>10/01/2022 - 06/01/2022</p>

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

goals, active forms of learning, and sufficient time for skill development. (CASEL Focus Area 3: Strengthen SEL for Students)

grades K-2, potentially via Schoology.



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
SEL Professional Development	all stakeholders	SEL Skills
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
teacher/student artifacts, school-wide focus	08/24/2022 - 06/12/2023	Leadership Team
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting	
2b: Establishing a Culture for Learning		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share with all staff at school pd, Share at school Back to school Night, Share via PSCC meeting	Banksville School Plan and goals	paper document, electronic document,	All stakeholders	8/24/22-9/30/22

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