

PITTSBURGH BROOKLINE K-8

500 Woodbourne Ave

Schoolwide Title 1 School Plan | 2021 - 2022

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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## Vision for Learning

To reach the common goal of increasing Literacy and Mathematics proficiency and independence by 10%, we will utilize meaningful teacher feedback, align curriculum and instruction focused around data analysis, and implement a multi-tiered system of support (MTSS) which encompasses student efficacy practices.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
The number of Proficient & Advanced students on the PSSA ELA for 3rd grade students has averaged 79.2% for each year during the span of 2017-2019. Kindergarten-grade 3 Literacy was a focal point of the previous School Improvement plan and the school has seen substantial improvement in this area and can be leveraged to other grade levels.	Yes
According to the PSSA ELA, there has been a steady increase in the total number of students Proficient and Advanced from 58.7.1% in 2015 to 68.9% in 2019.	Yes
According to the 2019 NWEA MAP Math Winter Benchmark, the Mean Math RIT scores for grades K-8 were below the School's All Student Mean RIT score for each grade level but above the District Averages for grades 1,2,4,5, and 7.	No
According to the 2019 NWEA MAP ELA Winter Benchmark, the Mean ELA RIT scores for grades K-8 were below the School's All Student Mean RIT score for all grades except 5th grade but above the District Averages for grades 1-5.	No
There has been a steady increase in the total number of students Proficient and Advanced on the PSSA Science from 59.8% in 2015 to 73.4% in 2019.	No
70.7%of the ALL Student Group scored Proficient or Advanced on the 2019 Science PSSA. The all student group met the target and increased in performance from the previous year.	No
66.6% of the All Student Group scored Proficient or Advanced on the 2019 ELA PSSA. The all student group met the target and increased in performance from the previous year.	No
47.3% of the All Student Group scored Proficient or Advanced on the 2019 Math PSSA. The all student group met the target and increased in performance from the previous year.	No
According to PSSA Math Data, there has been a steady increase in the total number of students Proficient and Advanced from 41.1% in 2015 to 48.4% in 2019.	Yes
According to Keystone Algebra Data, over the past 3 years 2017-2019, the students in grade 8 taking the Keystone Algebra Exam are 77.7% Proficient and Advanced.	Yes
According to NWEA MAP Math Data, the School Mean RIT score was above the District Mean RIT score in all grades on the Winter Benchmark NWEA MAP Exam.	No

100% of students in grade 5 and 96% of students in grade 8 have been validated as meeting ESSA requirements by successfully completing required Naviance Tasks.	Yes
Brookline has been recognized by the State for the high score received on the PBIS Implementation Rubric.	Yes
On the Spring 2021 administration of the Panorama Social-Emotional Learning Survey, 91% of students in grades 3-5, and 84% of students in grades 6-8 responded favorably to the topic "Supportive Relationships	Yes
On the February 2021 TLC mini survey 96% of Staff were in agreement of "Managing Student Conduct" in the school.	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No
Collectively shape the vision for continuous improvement of teaching and learning *	No
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	No

## Challenges

Challenge	Consideration In Plan
45.0% of Black students scored proficient or advanced on 2019 PSSA. The Black student subgroup did not meet the target and decreased in performance from the previous year and represents a 10.5% disparity between Black and White Students.	No
The All Student Group Science Standard Growth Rate is 67%. The All Student Group did not meet the target and decreased in performance from the previous year.	Yes
90.7% of the All Student Group meet the Career Standards but it was short of the 95% benchmark. Performance decreased from the previous year.	Yes
43.9% of the Black students scored proficient or advanced on 2019 PSSA. The Black student subgroup did not meet the target and decreased in performance from the previous year and represents a 28.4% disparity between Black and White Students.	No
According to NWEA MAP Math Data, the school's projected PSSA proficiency was 36.5%.	No

On the Spring 2019 administration of the Teaching and Learning Conditions (TLC) survey, 74% of teachers responded favorably on the Managing Student Conduct portion of the survey. This is down from 75% on the Spring 2018 administration and represents an 18-percentage point decrease since 2014.	No
According to the 2021 Panorama Social-Emotional Learning Survey, 37% of grade 6-8 students and 62% of grade 3-5 students responded favorably to Self Efficacy and "How much students believe they can succeed in achieving academic outcomes." This signifies a downward trend for both groups.	Yes
Provide frequent, timely, and systematic feedback and support on instructional practices so students will improve and revise their work based upon feedback, know and understand their own achievement data and utilize the 5 Student Efficacy practices to take ownership in their learning.	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members where we are explicit in making race a focal point to eliminate racial disparities.	No
Identify and address individual student learning needs.	Yes
According to the PVAAS ELA Data, over the last 3 years, students in grade 4 and grade 6 show significant evidence that they have not met the growth standard.	No
PSSA data show that students with disabilities score well-below their peers in ELA, Math, and Science.	No
PSSA data show that Black students score below their peers in ELA, Math, and Science.	No
Over the last 3 years, students in grade 4 show significant evidence that they did not meet the PVAAS growth standard.	No
According to the 2021 Panorama Social-Emotional Learning Survey, 43% of grade 6-8 students and 59% of grade 3-5 students responded favorably to Emotion Regulation and "How well students regulate their emotions." This signifies a downward trend for both groups.	Yes
The Average RIT scores on the NWEA MAP ELA Spring 2021 Administration are below the National Norm Average RIT Scores in grades 5-8	No
The NWEA MAP Math Average RIT scores for Spring 2021 are equal or above the District Averages for all grade levels but below the National Normed Average for grade 4-8	No
The NWEA MAP Science Average RIT scores for Spring 2021 are above the District Average for grades 3-7 levels but equal or below the National Normed Average for grade 4-8	No
According to the 2021 Spring NWEA MAP Math only 2.0% of BLACK students were projected to attain Proficiency on the 2021 MATH PSSA for grades 3-8	Yes
According to the Spring 2021 Panorama Survey administered to students in grades 3-5, 51% of Black students agreed "They can succeed in	No

achieving academic outcomes" compared to 62% of ALL students.	
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### Most Notable Observations/Patterns

Academic Achievement for all grade levels has dropped significantly in all measures do to the effects of COVID-19 Pandemic and Remote Learning for most of the SY 2020-2021

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
The number of Proficient & Advanced students on the PSSA ELA for 3rd grade students has averaged 79.2% for each year during the span of 2017-2019. Kindergarten-grade 3 Literacy was a focal point of the previous School Improvement plan and the school has seen substantial improvement in this area and can be leveraged to other grade levels.	Focus on Early Literacy initiatives in previous SIP's have contributed to the steady increase in ELA PSSA scores.
According to the PSSA ELA, there has been a steady increase in the total number of students Proficient and Advanced from 58.7.1% in 2015 to 68.9% in 2019.	Increase in Early Literacy and 3rd grade scores have supported increased ELA PSSA scores in grades 4 and 5 - contributing to overall average increase for grades 3-8
According to PSSA Math Data, there has been a steady increase in the total number of students Proficient and Advanced from 41.1% in 2015 to 48.4% in 2019.	Co-teaching Math model in previous SIP has contributed to overall increases in middle school PSSA scores
According to Keystone Algebra Data, over the past 3 years 2017-2019, the students in grade 8 taking the Keystone Algebra Exam are 77.7% Proficient and Advanced.	Continued focus on 8th grade Algebra, new curriculum and specialized intervention class has proved beneficial to sustained Keystone Algebra scores.
100% of students in grade 5 and 96% of students in grade 8 have been validated as meeting ESSA requirements by successfully completing required Naviance Tasks.	A focus on Naviance via Library and Social Studies Class instruction has helped us reach our goals of task completion.
Brookline has been recognized by the State for the high score received on the PBIS Implementation Rubric.	Year 2 of PBIS implementation that included new PBIS phone App to track reward points.
On the Spring 2021 administration of the Panorama Social-Emotional Learning Survey, 91% of students in grades 3-5, and 84% of students in grades 6-8 responded favorably to the topic "Supportive Relationships	Our PBIS plan focused on rewards and supporting students

### Challenges

Challenge	Discussion Points	Priority	Priority Statement



		<b>For Planning</b>	
The All Student Group Science Standard Growth Rate is 67%. The All Student Group did not meet the target and decreased in performance from the previous year.	The disparities can be addressed through individual learning needs	No	
90.7% of the All Student Group meet the Career Standards but it was short of the 95% benchmark. Performance decreased from the previous year.	The disparities can be addressed through individual learning needs	No	
According to the 2021 Panorama Social-Emotional Learning Survey, 37% of grade 6-8 students and 62% of grade 3-5 students responded favorably to Self Efficacy and "How much students believe they can succeed in achieving academic outcomes." This signifies a downward trend for both groups.	Trauma experienced by our students from the COVID-19 Pandemic and full remote learning for over a year makes Social and Emotional learning a priority for SY 2021-2122	Yes	All educators are responsible for meeting the Academic, Social and Emotional needs of the students and to provide them the tools to succeed.
Provide frequent, timely, and systematic feedback and support on instructional practices so students will improve and revise their work based upon feedback, know and understand their own achievement data and utilize the 5 Student Efficacy practices to take ownership in their learning.	Verbal and written feedback provided by the teachers lack specific suggestions for improvement and a comprehensive feedback protocol system is absent. We must increase the use of quality feedback via an Asset based feedback protocol that can be utilized in all classes to increase student achievement.	Yes	Provide frequent, timely, and systematic feedback and support on instructional practices so students will improve and revise their work based upon feedback, know and understand their own achievement and behavior data and utilize the 5 Student Efficacy practices to take ownership in their learning.
Identify and address individual student learning needs.	To identify and address student learning needs focused on student data using a progress monitoring system across all content areas. There is no formal system in place to address next steps, set goals, review outcomes and discuss instructional changes. We must utilize feedback to affirm what students did well, correct and redirect students, review the feedback process with students and to coach student	Yes	All Educators need to be held accountable for consistently monitoring and adjusting instruction and behavior utilizing multiple sources of evidence to meet individual student needs.

	to give feedback to themselves.		
According to the 2021 Panorama Social-Emotional Learning Survey, 43% of grade 6-8 students and 59% of grade 3-5 students responded favorably to Emotion Regulation and "How well students regulate their emotions." This signifies a downward trend for both groups.	Emotional Regulation and Social and Emotional Learning will be a priority in SY 2021-2022	No	
According to the 2021 Spring NWEA MAP Math only 2.0% of BLACK students were projected to attain Proficiency on the 2021 MATH PSSA for grades 3-8	Severe learning loss is occurring in Math as a result of full remote learning from the African-American subgroup	No	

## Goal Setting

**Priority:** All educators are responsible for meeting the Academic, Social and Emotional needs of the students and to provide them the tools to succeed.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	On the Spring 2022 Panorama Student Social and Emotional Survey, students favorability will increase by 10% for the Self-Efficacy portion of the survey. Grade band 3-5 will increase from 62% to 72% favorability and grade band 6-8 will increase from 37% to 47% favorability.	Student Self-Efficacy Goal	62% of students in grades 3-5 and 37% of students in grades 6-8 will respond favorably to the Self-Efficacy portion of the Spring 2021 Panorama SEL Survey.	65% of students in grades 3-5 and 42% of students in grades 6-8 will respond favorably to the Self-Efficacy portion of the Fall 2021 Panorama SEL Survey.	68% of students in grades 3-5 and 40% of students in grades 6-8 will respond favorably to the Self-Efficacy portion of the Winter 2022 Panorama SEL Survey.	72% of students in grades 3-5 and 47% of students in grades 6-8 will respond favorably to the Self-Efficacy portion of the Spring 2022 Panorama SEL Survey.

**Priority:** Provide frequent, timely, and systematic feedback and support on instructional practices so students will improve and revise their work based upon feedback, know and understand their own achievement and behavior data and utilize the 5 Student Efficacy practices to take ownership in their learning.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction	The number of Proficient and Advanced on the PSSA Math will increase for ALL students from 48.3% in 2021 to 53.3% in 2022.	ALL Math PSSA Goal	25% of ALL students will be proficient or advanced on the Fall 2021 NWEA MATH MAP Projected Proficiency	35% of ALL students will be proficient or advanced on the Winter 2021 NWEA MATH MAP Projected Proficiency	45% of ALL students will be proficient or advanced on the Spring 2022 NWEA MATH MAP Projected Proficiency	At least 53.3% of ALL students will score PROFICIENT or ADVANCED on the 2022 Math PSSA
Essential Practices 1: Focus on Continuous Improvement of Instruction	The number of Proficient and Advanced on the PSSA Math will increase for African-American students from 40.5% in 2021 to 46.7% in 2022.	African-American PSSA Math Goal	10% of African-American students will be proficient or advanced on the Fall 2021 NWEA MATH MAP Projected Proficiency	20% of African-American students will be proficient or advanced on the Winter 2021 NWEA MATH MAP Projected Proficiency	35% of African-American students will be proficient or advanced on the Spring 2022 NWEA MATH MAP Projected Proficiency	At least 46.7% of African-American Students will score Proficient or Advanced on the 2022 Math PSSA
Essential Practices 1: Focus on Continuous Improvement of Instruction	The number of Proficient and Advanced on the PSSA ELA will increase for ALL students from 68.2% in 2021 to 73.2% in 2022.	ALL ELA PSSA Goal	50% of ALL students will be proficient or advanced on the Fall 2021 NWEA ELA MAP Projected Proficiency	57% of ALL students will be proficient or advanced on the Winter 2021 NWEA ELA MAP Projected Proficiency	65% of ALL students will be proficient or advanced on the Spring 2021 NWEA ELA MAP Projected Proficiency	At least 73.2% of ALL students will score PROFICIENT or ADVANCED on the 2022 ELA PSSA

**Priority:** All Educators need to be held accountable for consistently monitoring and adjusting instruction and behavior utilizing multiple sources of evidence to meet individual student needs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	On the Spring 2022 administration of the Teaching and Learning Conditions (TLC) Survey, 90% of teachers will respond favorably on the Managing Student Conduct portion of the survey.	Student Respect Goal	As of June 2021, 74% of all teachers responded favorably to the Managing of Student Conduct portion of the TLC Survey	By December 2021, 78% of all teachers responded favorably to the Managing of Student Conduct portion of the TLC Survey	By March 2022, 80% of all teachers responded favorably to the Managing of Student Conduct portion of the TLC Survey	By June 2022, 90% of all teachers responded favorably to the Managing of Student Conduct portion of the TLC Survey

## Action Plan

### Action Plan for: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>ALL Math PSSA Goal</li> <li>African-American PSSA Math Goal</li> <li>ALL ELA PSSA Goal</li> </ul>		Taking early action may be key to helping students struggling with mathematics. We will be able to Respond to Intervention for the early detection, prevention, and support of students struggling with mathematics. We anticipate student growth and proficiency as measured by the PSSA Math Exams.		Evidence of the anticipated outcomes will be monitored on a consistent basis using the Data Wise process to review NWEA Map Math Data, MUA's, student work samples, Math Exemplars, instructional planning and delivery. The strategy implementation will be monitored in Collaborative Teams and instructional observations.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Students NWEA MAP Assessment Schedule	09/01/2021	09/30/2021	Dr. LaSaune Rayzer / Assessment Coordinator	NWEA MAP Math, Science & ELA Access Technology District Schedule	No
Creation of Intervention Schedule - Students will be placed into intervention groups based upon NWEA MAP Scores and DIBELS Scores utilizing District Intervention Placement Decision Tree.	10/01/2021	10/29/2021	Pam Marmarelli / K-2 ITL Joe Vaites / 3-5 ITL Kari Gajewski / 6-8 ITL	Staff for Intervention Groups Students Schedule to reflect Intervention Times from 1:11-1:42PM Each Day	No
Creation of Professional Learning Cohorts	08/31/2021	09/15/2021	John Vater / Principal	Collaborative Teams formed based upon Content Area	Yes
Collaborative Teams Creation of Math, ELA, and Related Arts Common Formative Assessment Goals utilizing the Data Wise Process	10/01/2021	10/29/2021	Joe Vaites / Math ITL Sibylla Cress Lynda Torcasio	Data Wise Action Plan District Curriculum Resources Collaborative Teams Cohort Time Student Data	Yes
Implement Assisting Students Struggling with Mathematics & ELA Focus on high quality Tier 1 Instruction with grade level content, according to our Mathematics instructional framework.	09/01/2021	06/01/2022	Math Teachers	ELA Curriculum Pearson/SAVAAS & My Perspectives Go Math Curriculum Support Collaborative Team Time Student Data	Yes
Supplemental Classroom Intervention Software & Technology	09/01/2021	06/01/2022	Math & ELA Teachers / Intervention Teachers	Go Math Edmentum Study Island Pearson Realize / SAVAAS	Yes

Adult Tutors for students in grades K-2 to support Math & ELA Intervention Groups	08/25/2021	06/09/2021	John Vater / Principal	General Fund Budget Resources	No
Data Wise Process Implementation - Year 2	08/25/2021	05/26/2022	John Vater / Principal Collaborative Team Leads	Data Wise Manual Data Wise Action Plan Data Wise Coach Meetings	Yes
Use of Title I Funds for Paraprofessional to support struggling learners in Kindergarten, Family & Community Engagement Specialist and School Librarian	08/25/2021	06/09/2022	John Vater / Principal	0.95 FTE Paraprofessional - \$57,970 FACE Coordinator Stipend - \$2,903	No

## Action Plan for: PBIS Implementation

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Student Respect Goal</li> <li>Student Self-Efficacy Goal</li> </ul>		Student Outcomes include increased favorable responses to treating peers with respect, teacher favorability of managing student conduct, increased scores on the Panorama survey about Self Efficacy and Emotion Regulation related to Pandemic Issues Adult Outcomes include monthly professional learning calendar activities, PBIS Character Education Lessons for teacher use, PBIS reward incentives, and building safety for a safe and clean environment.		PBIS, Discipline, and Attendance data will be routinely reviewed during monthly PBIS Committee meetings, Instructional Cabinet Meetings, Faculty Meetings and Leadership Team meetings using the Plan, Do, Check, Act Protocol.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Facilitate a series of PBIS Team meetings to create PBIS Action Plan for review of PBIS implementation progress, rewards, and Social & Emotional Learning activities	08/25/2021	10/29/2021	Matt May / Assistant Principal Dr. LaSaune Rayzer / Counselor	PBIS Implementation Data PBIS Rewards App PBIS Lessons Creation of PBIS Action Plan	Yes
Teaching of PBIS matrices to students	08/25/2021	06/09/2022	Student Envoy Classroom Teachers Matt May / Assistant Principal	PBIS Matrices and Flowchart PBIS Handbook PBIS Rewards App PBIS Student ID	Yes
No Bully / Shred Hate Implementation	08/25/2021	06/09/2022	Matt May / Assistant Principal Dr. LaSaune Rayzer / Counselor Clevon Owens / Shred Hate Point Person	No Bully Shred Hate Handbook	Yes
Monthly Character Trait - SEL Lesson	09/01/2021	05/31/2022	Matt May / Assistant Principal	SEL Traits and Activities from Rethink ED	No
Student Envoys	10/01/2021	06/09/2022	Jeff Baldwin / Social Studies Teacher Suzanne Inesso / PSE Teacher	District Support - Anne Cillo	No
Incorporate Social & Emotional Learning (SEL) into Health Class	09/30/2021	06/10/2022	Lynda Torcasio / Health PE Teacher	District Health & PE Curriculum SEL Lessons - Rethink Ed	No



## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	<ul style="list-style-type: none"> <li>• Creation of Professional Learning Cohorts</li> <li>• Collaborative Teams Creation of Math, ELA, and Related Arts Common Formative Assessment Goals utilizing the Data Wise Process</li> <li>• Implement Assisting Students Struggling with Mathematics &amp; ELA Focus on high quality Tier 1 Instruction with grade level content, according to our Mathematics instructional framework.</li> <li>• Supplemental Classroom Intervention Software &amp; Technology</li> <li>• Data Wise Process Implementation - Year 2</li> </ul>
PBIS Implementation	<ul style="list-style-type: none"> <li>• Facilitate a series of PBIS Team meetings to create PBIS Action Plan for review of PBIS implementation progress, rewards, and Social &amp; Emotional Learning activities</li> <li>• Teaching of PBIS matrices to students</li> <li>• No Bully / Shred Hate Implementation</li> </ul>

## Professional Development Activities

### Math, ELA, Related Arts Collaborative Teams - Common Formative Assessments

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Creation of Professional Learning Cohorts</li> </ul>	K-8 Math and PSE Teachers	Creating Common Formative Assessments Go Math Curriculum Exemplar Review Instructional Framework	All teachers will create CFA's for their grade level or class. Teachers will review data from NWEA MAP assessments, Text Dependent Analysis, Curriculum open-ended responses and unit assessments to determine standards and eligible content for the common formative assessments. CFA goal attainment will be monitored by their Collaborative Team, Leadership Team, and Instructional Cabinet	Collaborative Team Leads - Sibylla Cress, Joe Vaites, Jesse Neipport, Lynda Torcasio	10/01/2021	06/09/2022
<b>Learning Formats</b>						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	2X/Month - Collaborative Team Time after school on Wednesdays	<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> </ul>				

Assisting Students Struggling with Mathematics Protocols

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-8 Math and PSE Teachers	Focus on Tier I instruction with grade level content according to district Mathematics Instructional Framework.	Teacher Lesson Plans Observational Notes and Feedback	Instructional Teacher Leaders - Pam Marmarelli, Joe Vaites, Kari Gajewski	08/25/2021	04/21/2022

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2x / Month - Wednesday afternoon Collaborative Team Time	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	

PBIS Revisions for 2021-2022

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	PBIS Matrices Review	PBIS Action Plan to include: New Matrices Plan for teaching to students Student of the Month SEL Traits SEL Lessons to be taught PBIS Rewards & Distribution Dates	Matt May - Assistant Principal Dr. LaSaune Rayzer - Counselor	08/25/2021	10/01/2021

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2X per month - Tuesday afternoon during Discipline Committee Meeting	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>2d: Managing Student Behavior</li> </ul>	

Intervention Technology Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Intervention Instructors	Training provided by District on the implementation of Software used for Interventions during class and during Intervention Period	Classroom Observations Intervention Observations	All Instructional Teacher Leaders	08/25/2021	10/29/2021

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	As prescribed by District via the Professional Learning Platform		

Data Wise Process Implementation - Year 2

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Teachers	Data Wise Process from Koru Group - Harvard	Identification of Problem of Practices Data Wise Action Plan Common Formative Assessments	Leadership Team	08/25/2021	05/31/2022

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As prescribed by District Monthly Coaching Sessions 4 - Half Day Trainings for Data Wise Team Infusion into Collaborative Teams	<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> </ul>	

No Bull / Shred Hate Implementation

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	No Bully / Shred Hate Process	Shred Hate / No Bully Interventions Shred Hate Point Team Reduction in Bullying	Matt May - Assistant Principal Clevon Owens - Shred Hate Point Person	10/01/2021	01/26/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	As prescribed by District - This training was supposed to continue last year but was cancelled due to Remote Learning/Pandemic issues	<ul style="list-style-type: none"> <li>2a: Creating and Environment of Respect and Rapport</li> </ul>	