

## **PITTSBURGH CAPA 6-12**

111 9th St

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The mission of Pittsburgh CAPA 6-12 is to provide every student in grades 6-12 with a comprehensive academic program rooted in a superior quality arts education experience that encourages excellence and success in their personal development as artists and cultural leaders. CAPA 6-12 offers a challenging and integrated curriculum that equally provides world-class preparation for college and university study, and conservatory level preparation for artistic careers. We believe that students enter our classrooms at different levels of knowledge, culture, experiences and physical abilities. It is our responsibility to meet the students where they are in their learning journey, model how to progress, and to provide supports that will motivate them to move forward. Differentiated instruction is tailoring instruction as a result analyzing data to assess placement of our students on their learning continuum. Modification of content, process and product are all area where we can vary our instruction to meet the needs of our students. For the 2023-2024 school year, at Pittsburgh CAPA, we will continue to focus on engaging all of our students in academic and artistic learning, with a dedicated focus on writing skills across all disciplines. Writing should be an integral part of the learning process throughout a student's education, not merely in required writing courses but across the entire curriculum. We emphasize critical and creative thinking as the most important part of the learning process, especially as we continue to support students through post-pandemic learning. Additionally, we are committed to ensure both academic and social-emotional growth and success as students and as artists.

STEERING COMMITTEE

Name	Position	Building/Group
Melissa Pearlman	Principal	CAPA
Molly Humphreys	Assistant Principal	CAPA
Karie Suhajda	Teacher	CAPA
Chris Mikolaj	Teacher	CAPA
Mara Cregan	Teacher	CAPA
Paula Suhrbier	Parent	Parent Group
Makenzie Sing	Student	Student, Grade 12
Tracy Edmunds	Community Member	Pittsburgh Cultural Trust
Nina Sacco	District Level Leaders	Pittsburgh Public Schools
Elizabeth Hustwit	Teacher	Pittsburgh Public Schools





## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If teachers draw on the engagement strategies used during remote learning as a means to improve student behavior remotely, then these same strategies can be applied to in person learning and managing of student behaviors.	School climate and culture  English Language Arts
If staff engage in classroom-based SEL practices to improve engagement and efficacy, then students will have supports and resources to help manage these challenging feelings throughout the school year.	School climate and culture
If teachers use research-based strategies consistently for content based written responses, across math, ELA, science, social studies and arts, then students will successfully provide responses to open-ended questions with supporting evidence.	English Language Arts  English Language Arts
If teachers use research-based strategies consistently for content based written responses, across math, ELA, science, social studies and arts, then students will successfully provide responses to open-ended questions with supporting evidence.	Mathematics  Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy			
Writing to Learn - WAC (Writing Across the Curriculum)			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
MS Math PSSA	All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment.		
HS ELA	All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam.		
MS ELA	All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment.		
MS ELA	As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.		
Algebra Keystone	As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Using the model for continuous improvement, admin team will plan with content area teachers to continue to build out action plan to implement consistent WAC norms aligned to content dispositions for answering open-ended questions.	2023-08-22 - 2023-10-31	ITLs and Admin Team	
Convene Instructional Cabinet, and hold the first PD planning session by content area and Finalize professional development plan by content area and across grade bands	2023-08-22 - 2023-09-29	Instructional Cabinet	Content rubrics, teacher created resources and supports
Based on teacher and ITL feedback create materials for PD (anchor charts, steps, exemplars, etc)	2023-10-02 - 2023-11-22	Instructional Cabinet	Content rubrics, teacher created resources and supports
Collect student work data/assess student work using rubric with content PLC	2023-11-01 - 2023-11-17	ITLs	Collect student work data/assess student work using rubric with content PLC
Review first and second CDT administration data for open ended alignment to multiple choice questions.	2024-01-02 - 2024-02-01	ITLs and Assessment Team	CDT Reports
Hold a data (CDT and classroom assessments) review session to act, assess, and adjust the plan if needed in preparation for spring assessments.	2024-02-05 - 2024-04-12	ITLs	CDT and other formative (teacher designed data)
<b>Anticipated Outcome</b>			
Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas			

like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.

### Monitoring/Evaluation

Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas

### Evidence-based Strategy

Student Engagement and Behaviors

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

School Culture and  
Managing Student  
Behavior

By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey.

Panorama Student Survey

There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024 school year on the Spring administration of the Panorama student survey.

#### 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 review updates/revisions to the PPS Code of Student Conduct for changes and updates. Staff will create plan to share updates with students and families	2023-08-28 - 2023-09-29	Admin Team	PPS Code of Conduct and Infraction Lists
At first faculty meeting, Teachers/Staff will examining last year's infraction summary and other discipline data to review and discuss. Admin team will move staff through SWOT protocol regarding CAPA discipline data.	2023-08-22 - 2023-09-22	CAPA Admin Team	Data from PowerBI
New CAPA PBIS expectations will be shared and discussed with all students at September grade level class meetings	2023-09-05 - 2023-10-06	CAPA Admin and Student Services	
Classroom observations will occur with direct attention to engagement strategies (3C from the RISE Rubric) and managing student behaviors (2D).	2023-09-05 - 2023-10-31	CAPA Admin Team	RISE Rubric
Admin will share strengths from classroom observations specific to student engagement as a tool for promoting positive behaviors for students. A collection of best practices will be collected and shared with staff from across grades and subject areas.	2023-11-06 - 2023-11-22	CAPA Admin Team	
Admin will meet with CAPA Student Advisory Council (SAC) members to design survey for December class meetings. This data will be designed to gather information about student responses to opening of school, new bell schedule and other behavior expectation changes for students.	2023-12-04 - 2024-01-03	CAPA Admin Team	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Student focus groups, by grade-level regarding student engagement and behavior. Data from focus groups will be shared with staff.	2024-01-03 - 2024-02-23	CAPA Admin Team	

Anticipated Outcome
We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.

Monitoring/Evaluation
Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.

Evidence-based Strategy
Social and Emotional Learning

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
School Culture and Managing Student Behavior	By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Panorama Student Survey	There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024 school year on the Spring administration of the Panorama student survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Panorama data from 2022-23 SY administration will be shared with staff, students and PSCC.	2023-10-04 - 2023-10-04	CAPA Admin Team	Panorama reports
Teachers will continue to implementation throughout the first semester the ReThink Ed curriculum/lessons for supporting SEL in the classroom.	2023-08-28 - 2024-01-24	ELA (HS) and SS Teachers (MS)	ReThink and CASEL Resources
Social workers and counselors will engage in classroom presentations at all grade levels focussing on one or more of the following strategies (each month): student efficacy and advocacy, digital literacy, mental health supports, bullying and harassment, anxiety, and healthy relationships.	2023-09-05 - 2024-05-22	Social workers and counselors	

Anticipated Outcome
We believe that this new level of data and learning will afford us to more learning opportunities to support student engagement and supports across all areas of our school community.

Monitoring/Evaluation
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Each quarter, the grade level SAP Teams will review student progress and growth aligned to individual goals set by team. This will allow us to decrease student misbehaviors and increase student outcomes.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)	Writing to Learn - WAC (Writing Across the Curriculum)	Using the model for continuous improvement,	08/22/2023
All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)		admin team will plan with content area teachers to	-
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)		continue to build out action plan to implement	10/31/2023
As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)		consistent WAC norms aligned to content	
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )		dispositions for answering open-ended questions.	

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All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)	(Writing Across the Curriculum)		
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)			
As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)			
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )			

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All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)			
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)			
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All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)			- 11/17/2023
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)			
As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)			
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )			



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All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)			
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)			
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All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)	Writing to Learn - WAC (Writing Across the Curriculum)	Hold a data (CDT and classroom assessments) review session to act, assess, and adjust the plan if needed in preparation for spring assessments.	02/05/2024 - 04/12/2024
All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)			
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)			
As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)			
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Student Engagement and Behaviors	All staff will review	08/28/2023
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )		updates/revisions to the PPS Code of Student Conduct for changes and updates. Staff will create plan to share updates with students and families	- 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 rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Student Engagement and Behaviors	At first faculty meeting, Teachers/Staff will	08/22/2023
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )		examining last year's infraction summary and other discipline data to review and discuss. Admin team will move staff through SWOT protocol regarding CAPA discipline data.	- 09/22/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Student Engagement and Behaviors	New CAPA PBIS expectations will be shared and discussed with all students at September grade level class meetings	09/05/2023
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )			- 10/06/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )</p> <p>There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )</p>	<p>Student Engagement and Behaviors</p>	<p>Admin will share strengths from classroom observations specific to student engagement as a tool for promoting positive behaviors for students. A collection of best practices will be collected and shared with staff from across grades and subject areas.</p>	<p>11/06/2023 - 11/22/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Social and Emotional Learning	Teachers will continue to implement	08/28/2023 -
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )		throughout the first semester the ReThink Ed curriculum/lessons for supporting SEL in the classroom.	01/24/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**



**Signature (Entered Electronically and must have access to web application).**

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
School Improvement Facilitator Signature

\_\_\_\_\_  
Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

In ELA All Student Group Meets 2030 Statewide Goal at 86.8%

In Mathematics/Algebra 1 All Student Group Meets Interim Goal/Improvement Target at 62.8%

Increase in the percentage of all students proficient/advanced on the Literature Keystone increased from 91.9% (2018) to 93.8% (2019).

Increase in the percentage of African American students proficient/advanced on the Literature Keystone increased from 74.3% (2018) to 88.6% (2019)

For PVAAS Growth in Mathematics/Algebra 1 All Student Group Meets the Standard Demonstrating Growth at 74.0%

3% decline in absence rate from 2018 to 2019 SY

6% decline in absence rate for AA students from 2018 to 2019 SY

A 21% increase in AA students in the Math PSSA in 2018

Increase in the percentage of students proficient/advanced on the Algebra Keystone increased from 82.0 (2015-16) to 83.2 (2017-18)

### Challenges

In Mathematics/Algebra 1 Maintained the Same Performance from the Previous Year for African American Students

For PVAAS in ELA the All Student Group Did Not Meet the Standard Demonstrating Growth at 62.5%

For PVAAS in Science/Biology the All Student Group Did Not Meet the Standard Demonstrating Growth at 52.5%

A 10.1% decrease in Algebra 1 Keystone scores from 2018 SY to 2019 SY for African American students.

A lack of growth is evidence in our 8th grade African American student cohort in ELA from their 6th grade year (48.4) to their 8th grade year (48.3) on the PSSA.

On 2021 TLC Survey, 89% of the teachers were in agreement with the managing student conduct construct. This data set was during remote learning and can be a discussion point for keeping a favorable response for in-person learning.

On the 2021 Panorama survey, 47% of the student body experienced challenging feelings during the course of the school year. This is a 3% decrease from the first administration and 5%

## Strengths

66.4% of all students scored P/A on Grade 8 Science PSSA in 2019 SY compared to 72.6% students in 2018 SY

69.5% of students scored Proficient/Advanced on Keystone Biology 2019 SY

Increase in Grade 8 Advanced performance 2018 SY to 2019 SY (23%-34%)

88.6% of AA students perform P/A on Keystone Literature in 2019 SY

2021 Spring TLC Survey: Staff response is 84% in agreement with school leadership construct. This is an increase of 11% since last administration. 2021 Spring TLC Survey: Staff response is 90% in agreement with teacher leadership construct. This is an increase of 13% since last administration.

2021 Spring TLC Survey: Staff response is above district average for instructional practices and supports.

60.5% of AA students perform P/A on Grade 8 PSSA in 2019 SY

Professional Learning Communities meet once a week to build a collaborative culture, to turn collective inquiry into a best practice and examine current reality

## Challenges

lower than the District average.

A 9.8% decrease in Biology Keystone scores from 2018 SY to 2019 SY for all students.

24% absence rate for students with IEP in 2019 SY--increase of 10.4% from previous SY

Challenges with Naviance during remote instruction--students did not receive individual support as needed

A decline in performance on Keystone Literature from 2018 SY to 2019 SY (69.9% to 59.4%)

Less than 20% of our 9th thru 11th grade students who needed to retake the Algebra Keystone were unsuccessful on the retest. (2018)

Less than 20% of our 9th thru 11th grade students who needed to retake the Algebra Keystone were unsuccessful on the retest. (2018)

Increase in Grade 8 Basic performance from 2018 SY to 2019 SY (18%-25%)

Using staff survey data, provide differentiated professional learning to provide support in e-learning environment--specifically

## Strengths

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

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

Site-based PD survey distributed to staff to determine areas of need, growth, and strength for professional learning. Such data drives professional learning community conversations.

## Challenges

around Microsoft Teams and utilizing breakout rooms for differentiated student instruction.

Use multiple professional learning designs to support the learning needs of staff \*

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

50.5% of enrolled AA students have at least one discipline infraction in 2019 SY

43.8% of discipline infractions are AA students in 2019 SY

59.7% of AA students performed at proficient target compared to 90.8% of White students on Algebra 1 Keystone

AA proficient/advanced scores declined on 2019 Keystone for all tested subjects (Algebra: 2018 83.2% to 52.8%), (Biology: 2018 78.4% to 42.9%), (Literature: 2018 91.9% to 88.6%)

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## Most Notable Observations/Patterns

A notable observation of the lack of growth stands out as a concern for several contents.

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Challenges	Discussion Point	Priority for Planning
In Mathematics/Algebra 1 Maintained the Same Performance from the Previous Year for African American Students	The percentage of all students P/A on Keystone Algebra 1 increased from 7.5% to 29.1%	✓
For PVAAS in ELA the All Student Group Did Not Meet the Standard Demonstrating Growth at 62.5%	50% (2021) of AA students performed P/A on Grade 8 ELA PSSA Based on assessment results and teacher observation, students struggle to answer open-ended questions with evidence and supportive statements across disciplines. Based on our experience observing classrooms, teachers work hard modeling answering open ended questions but are not congruent in the methods used.	✓
On 2021 TLC Survey, 89% of the teachers were in agreement with the managing student conduct construct. This data set was during remote learning and can be a discussion point for keeping a favorable response for in-person learning.		✓
On the 2021 Panorama survey, 47% of the student body experienced challenging feelings during the course of the school year. This is a 3% decrease from the first administration and 5% lower than the District average.		✓

Challenges	Discussion Point	Priority for Planning
Use multiple professional learning designs to support the learning needs of staff *		

ADDENDUM B: ACTION PLAN

Action Plan: Writing to Learn - WAC (Writing Across the Curriculum)

Action Steps	Anticipated Start/Completion Date
Using the model for continuous improvement, admin team will plan with content area teachers to continue to build out action plan to implement consistent WAC norms aligned to content dispositions for answering open-ended questions.	08/22/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas	Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.
Material/Resources/Supports Needed	PD Step
	yes

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Action Steps	Anticipated Start/Completion Date
Convene Instructional Cabinet, and hold the first PD planning session by content area and Finalize professional development plan by content area and across grade bands	08/22/2023 - 09/29/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas	Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.
Material/Resources/Supports Needed	PD Step
Content rubrics, teacher created resources and supports	yes

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Action Steps	Anticipated Start/Completion Date
Based on teacher and ITL feedback create materials for PD (anchor charts, steps, exemplars, etc)	10/02/2023 - 11/22/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas	Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.
Material/Resources/Supports Needed	PD Step
Content rubrics, teacher created resources and supports	yes

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Action Steps	Anticipated Start/Completion Date
Collect student work data/assess student work using rubric with content PLC	11/01/2023 - 11/17/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas	Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.
Material/Resources/Supports Needed	PD Step
Collect student work data/assess student work using rubric with content PLC	yes

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Action Steps	Anticipated Start/Completion Date
Review first and second CDT administration data for open ended alignment to multiple choice questions.	01/02/2024 - 02/01/2024
Monitoring/Evaluation	Anticipated Output
Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas	Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.
Material/Resources/Supports Needed	PD Step
CDT Reports	yes

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Action Steps	Anticipated Start/Completion Date
Hold a data (CDT and classroom assessments) review session to act, assess, and adjust the plan if needed in preparation for spring assessments.	02/05/2024 - 04/12/2024

Monitoring/Evaluation	Anticipated Output
Each quarter, the admin team will review student work samples, engage in classroom observations, and attend PLC sessions to monitor growth and identify positive components of writing across the content areas	Success that we are seeing in our ELA classes on open-ended responses will carry over to open ended responses in other subject areas like math and science. The skills that students are utilizing in ELA will become more fluid in other content areas based on the learning teachers are doing and the focus on content-based writing strategies.

Material/Resources/Supports Needed	PD Step
CDT and other formative (teacher designed data)	yes

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**Action Plan: Student Engagement and Behaviors**

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

All staff will review updates/revisions to the PPS Code of Student Conduct for changes and updates. Staff will create plan to share updates with students and families

08/28/2023 - 09/29/2023

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

Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.

We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.

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

PPS Code of Conduct and Infraction Lists

yes

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

At first faculty meeting, Teachers/Staff will examining last year's infraction summary and other discipline data to review and discuss. Admin team will move staff through SWOT protocol regarding CAPA discipline data.

08/22/2023 - 09/22/2023

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

Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.

We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.

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

Data from PowerBI

yes

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Action Steps	Anticipated Start/Completion Date
New CAPA PBIS expectations will be shared and discussed with all students at September grade level class meetings	09/05/2023 - 10/06/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.	We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.
Material/Resources/Supports Needed	PD Step
	yes

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Action Steps	Anticipated Start/Completion Date
Classroom observations will occur with direct attention to engagement strategies (3C from the RISE Rubric) and managing student behaviors (2D).	09/05/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.	We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.
Material/Resources/Supports Needed	PD Step
RISE Rubric	no

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

Admin will share strengths from classroom observations specific to student engagement as a tool for promoting positive behaviors for students. A collection of best practices will be collected and shared with staff from across grades and subject areas.

11/06/2023 - 11/22/2023

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

Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.

We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.

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

yes

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Action Steps	Anticipated Start/Completion Date
<p>Admin will meet with CAPA Student Advisory Council (SAC) members to design survey for December class meetings. This data will be designed to gather information about student responses to opening of school, new bell schedule and other behavior expectation changes for students.</p>	<p>12/04/2023 - 01/03/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.</p>	<p>We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.</p>
Material/Resources/Supports Needed	PD Step
	<p>no</p>
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Action Steps	Anticipated Start/Completion Date
Student focus groups, by grade-level regarding student engagement and behavior. Data from focus groups will be shared with staff.	01/03/2024 - 02/23/2024

Monitoring/Evaluation	Anticipated Output
Each quarter, admin team will review student attendance and behavior incident data to examine SAP support, process and updates for interventions and additional resources.	We believe that by focusing on student engagement, teacher efficacy and student voice, we will see an increase on this construct from staff.

Material/Resources/Supports Needed	PD Step
	no

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**Action Plan: Social and Emotional Learning**

Action Steps	Anticipated Start/Completion Date
Panorama data from 2022-23 SY administration will be shared with staff, students and PSCC.	10/04/2023 - 10/04/2023
Monitoring/Evaluation	Anticipated Output
Each quarter, the grade level SAP Teams will review student progress and growth aligned to individual goals set by team. This will allow us to decrease student misbehaviors and increase student outcomes.	We believe that this new level of data and learning will afford us to more learning opportunities to support student engagement and supports across all areas of our school community.
Material/Resources/Supports Needed	PD Step
Panorama reports	no

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Action Steps	Anticipated Start/Completion Date
Teachers will continue to implementation throughout the first semester the ReThink Ed curriculum/lessons for supporting SEL in the classroom.	08/28/2023 - 01/24/2024
Monitoring/Evaluation	Anticipated Output
Each quarter, the grade level SAP Teams will review student progress and growth aligned to individual goals set by team. This will allow us to decrease student misbehaviors and increase student outcomes.	We believe that this new level of data and learning will afford us to more learning opportunities to support student engagement and supports across all areas of our school community.
Material/Resources/Supports Needed	PD Step
ReThink and CASEL Resources	yes

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Action Steps	Anticipated Start/Completion Date
<p>Social workers and counselors will engage in classroom presentations at all grade levels focussing on one or more of the following strategies (each month): student efficacy and advocacy, digital literacy, mental health supports, bullying and harassment, anxiety, and healthy relationships.</p>	<p>09/05/2023 - 05/22/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Each quarter, the grade level SAP Teams will review student progress and growth aligned to individual goals set by team. This will allow us to decrease student misbehaviors and increase student outcomes.</p>	<p>We believe that this new level of data and learning will afford us to more learning opportunities to support student engagement and supports across all areas of our school community.</p>
Material/Resources/Supports Needed	PD Step
	no
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)	Writing to Learn - WAC (Writing Across the Curriculum)	Using the model for continuous improvement, admin team will plan with content area teachers to continue to build out action plan to implement consistent WAC norms aligned to content dispositions for answering open-ended questions.	08/22/2023 - 10/31/2023
All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)			
All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)			
As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)			
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )			
All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)	Writing to Learn - WAC (Writing	Convene Instructional Cabinet, and hold	08/22/2023 - 09/29/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)</p> <p>All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)</p> <p>As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)</p> <p>As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )</p>	Across the Curriculum)	the first PD planning session by content area and Finalize professional development plan by content area and across grade bands	
<p>All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)</p> <p>All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)</p> <p>All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)</p> <p>As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)</p>	Writing to Learn - WAC (Writing Across the Curriculum)	Based on teacher and ITL feedback create materials for PD (anchor charts, steps, exemplars, etc)	10/02/2023 - 11/22/2023



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )			
<p>All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)</p> <p>All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)</p> <p>All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)</p> <p>As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)</p> <p>As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )</p>	Writing to Learn - WAC (Writing Across the Curriculum)	Collect student work data/assess student work using rubric with content PLC	11/01/2023 - 11/17/2023
All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)	Writing to Learn - WAC (Writing	Review first and second CDT administration	01/02/2024 - 02/01/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)</p> <p>All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)</p> <p>As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)</p> <p>As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )</p>	Across the Curriculum)	data for open ended alignment to multiple choice questions.	
<p>All middle school students will earn a proficiency score of 62.6% average or greater during the 2023-2024 school year on the PSSA grade level math assessment. (MS Math PSSA)</p> <p>All 10th grade students will earn a proficiency score of 85% average or greater during the 2023-2024 school year on the Keystone Literature exam. (HS ELA)</p> <p>All middle school students will earn a proficiency score of 80.6% average or greater during the 2023-2024 school year on the PSSA grade level ELA assessment. (MS ELA)</p> <p>As a result of targeted instruction in English Language Arts 70% of students in 6-8 Grade ELA will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (MS ELA)</p>	<p>Writing to Learn - WAC (Writing Across the Curriculum)</p>	<p>Hold a data (CDT and classroom assessments) review session to act, assess, and adjust the plan if needed in preparation for spring assessments.</p>	<p>02/05/2024 - 04/12/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in Algebra, 70% of students will be considered On-Track to proficiency by earning Overall Scores that are greater than or equal to 1163 on Algebra 1 math CDT by March 30. ( Algebra Keystone )			
By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Student Engagement and Behaviors	All staff will review updates/revisions to the PPS Code of Student Conduct for changes and updates. Staff will create plan to share updates with students and families	08/28/2023 - 09/29/2023
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )			
By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Student Engagement and Behaviors	At first faculty meeting, Teachers/Staff will examine last year's infraction summary and other discipline data to review and	08/22/2023 - 09/22/2023
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		discuss. Admin team will move staff through SWOT protocol regarding CAPA discipline data.	
<p>By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )</p> <p>There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )</p>	Student Engagement and Behaviors	New CAPA PBIS expectations will be shared and discussed with all students at September grade level class meetings	09/05/2023 - 10/06/2023
<p>By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )</p> <p>There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )</p>	Student Engagement and Behaviors	Admin will share strengths from classroom observations specific to student engagement as a tool for promoting positive behaviors for students. A collection of best	11/06/2023 - 11/22/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		practices will be collected and shared with staff from across grades and subject areas.	
By June 30, 2024 there will be a rate of agreement of 80% or higher for the Managing Student Conduct construct on the Teaching Learning Conditions Survey. (School Culture and Managing Student Behavior )	Social and Emotional Learning	Teachers will continue to implement throughout the first semester the ReThink Ed curriculum/lessons for supporting SEL in the classroom.	08/28/2023 - 01/24/2024
There will be an average favorable response of 65% or higher on the topic of challenging feelings (How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions) on the 2023-2024school year on the Spring administration of the Panorama student survey. (Panorama Student Survey )			

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Writing Across the Curriculum Research-based Techniques and Strategies	Core content area teachers and teacher leaders	Continuous Improvement Cycle, SMART Goals, KASSAB goals and The Learning Team Cycle

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans will reflect additional writing activities across content areas. Teachers will model writing strategies in the classroom based on practice writing prompts.	08/28/2023 - 05/31/2024	ITLS

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	Teaching Diverse Learners in Inclusive Settings
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques	

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Professional Development Step	Audience	Topics of Prof. Dev
ReThink Ed. and SEL Signature Practices	Whole staff	f The use of the CASEL Five, Skills for Learning, Problem Solving, Self Control, Building Resilience, Social Awareness and Respect.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Each grade-level team will map out the quarterly schedule of delivering these lessons for students aligned with the CASEL and ReThink framework.	09/05/2023 - 05/31/2024	Student Services Team and classroom teachers.
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings	
2d: Managing Student Behavior		
2c: Managing Classroom Procedures		
2a: Creating an Environment of Respect and Rapport		

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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