

PITTSBURGH CLASSICAL 6-8

1463 Chartiers Ave

CSI School Plan | 2023 - 2024

VISION FOR LEARNING

PITTSBURGH CLASSICAL ACADEMY WILL EQUITABLY PREPARE OUR SCHOLARS TO BE CRITICAL THINKERS AND PROBLEM SOLVERS.

STEERING COMMITTEE

Name	Position	Building/Group
Valerie Merlo	Principal	Pittsburgh Classical
Erin Johnson	Learning Environment Specialist	Pittsburgh Classical
Craig Bauman	Instructional Technology Coach	Pittsburgh Classical
Myriah Cleary	Teacher	Pittsburgh Classical
Brian Davis	Teacher	Pittsburgh Classical
Melanie Williams	Teacher	Pittsburgh Classical
Sean Gibson	Community Member	Josh Gibson Foundation
Kevin Bivins	District Level Leaders	Pittsburgh Public Schools
Leah Rae Bivins	Education Specialist	Pittsburgh Classical
Brandy Hamm	Teacher	Pittsburgh Classical
Alison Zemba	Teacher	Pittsburgh Classical
John Fullwood	Education Specialist	Pittsburgh Classical

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If Classical Academy cultivates a school community where social and emotional learning skills are intentionally taught in all content areas, and are supported by implementing restorative practices and mindsets with a high degree of fidelity throughout the school day, then teachers will be able to build strong relationships with students and students with each other, and all students will feel empowered and motivated to learn, resulting in an increase in the percent of all students who are thriving and achieving academically.</p>	<p>School climate and culture</p>
<p>If teachers implement the focused, schoolwide consistent strategy of close-read, then students will be able to make deeper meaning of text.</p>	<p>English Language Arts</p>
<p>If teachers engage in strategically and purposefully implementing the 8 Standards of Mathematical Practice, then students will be able to think mathematically, problem-solve, and achieve proficiency in mathematics.</p>	<p>Mathematics</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Close Reading	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Literacy: ELA	By June 30, 2023, 54.9% of all students will score proficient or advanced on the 2023-2024 ELA PSSA.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Summer Professional Learning: PLC Soft Launch & Close Reading Instructional Planning Sessions	2023-08-14 - 2023-08-15	V. Merlo (LEA); L. Bivins (LAC)	Becoming A Learning Team (Hirsch & Crow); Teacher Workshop Rate Funding; Instructional Materials: A Close Look at Close Reading (Moss, Lapp, Grant, Johnson)
Launch High-performing PLC & Review Close Reading Routines	2023-08-22 - 2023-06-14	V. Merlo (LEA); L. Bivins (LAC)	Becoming A Learning Team (Hirsch & Crow); Teacher Works; Instructional Materials; A Close Look at Close Reading (Moss, Lapp, Grant, Johnson)
PLC: Analyze Preliminary PSSA Data & Historical Data to Determine Student Baseline Instructional Needs	2023-09-05 - 2023-09-15	V. Merlo (LEA); L. Bivins (LAC)	PSSA Data; CDT Data; Intervention Data; Instructional materials
PLC: Curriculum Planning & Standards Aligned Lesson Planning	2023-09-18 - 2023-09-28	V. Merlo (LEA); L. Bivins	Curriculum Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		(LAC); Catapult Consultant	
CDT Administration (3 times) & Data Analysis to Inform Instruction; CDT Data to Establish Tier 2 and 3 Intervention Groups using the Decision Tree	2023-10-10 - 2024-04-17	V. Merlo (LEA); Test Coordinator; Reading Specialist	CDT Data Decision Tree; Data
Train & Support Teachers in Implementing the Steps of the Close Reading Model: A) Selecting complex texts B) Setting a Purpose for Reading C) Modeling Reading & Re-Reading of Texts D) Annotating texts E) Engaging Students with Text Dependent Questions F) Facilitating Collaborative Conversations based upon Text Evidence G) Assessing Student Comprehension	2023-10-16 - 2024-05-31	V. Merlo (LEA); L. Bivins (LAC); Catapult Consultant	A closer look at Close Reading Text; Constructing Meaning (Nancy Boyles); Curriculum materials
Establish Systems for On-going Progress Monitoring of Instruction & Academics: Data Binders (Electronic)	2023-11-01 - 2024-04-17	V. Merlo (LEA); Bauman (Tech Liaison); L. Bivins (LEA)	Student data; Computers; Binders
Title 1 Funds Used to Support Library Position to Help Support the Close Reading Strategy across content (using the National History Day project (using close read to make sense of research materials).	2023-11-13 - 2024-06-14	V. Merlo (LEA)	Title 1 Funds: \$40,781
Engage Teachers in Instructional Coaching Cycles to Support Learning	2023-09-01 -	V. Merlo (LEA);	Close reading materials,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
& Implementing Close Reading & Aligned Comprehension Strategies.	2023-05-31	Leah-Rae Bivins (LAC)	focus visit data; Instructional materials

Anticipated Outcome

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

Monitoring/Evaluation

Informal/Formal Observations of Classroom Practice PLC Notes & Agendas Student Local Assessment Results CDT Progress Monitoring PSSA Achievement & Growth

Evidence-based Strategy

Standards for Mathematical Practice

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By June 30, 2024, 30% of all students will score proficient or advanced on the 2023-2024 Mathematics PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Summer Professional Learning Session - Implementing 8 Standards for Mathematical Practice refresher PD and planning sessions to help teachers plan for implementation to help students gain knowledge and meaning from their experiences that enrich their understanding of content.	2023-08-16 - 2023-08-17	V. Merlo Math Instructional Coach	NCTM Video Standards for Mathematical Practice and Resources/Articles
Launch High-performing PLC Structure and Process for the year	2023-08-28 - 2024-06-14	V. Merlo Math Instructional Coach Math Teachers	Calendar, schedules, Learning Team Cycle Book
PLC: Analyze Preliminary PSSA Data & Historical Data to Determine Student Baseline Instructional Needs	2023-08-28 - 2023-09-29	V. Merlo Math Instructional Coach Math Teachers	PSSA Data; CDT Data; Intervention Data; Instructional materials
Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Standards of Mathematical Practices.	2023-08-28 - 2024-05-31	V. Merlo Instructional Coach	Instructional Coach, Time in Schedules
Establish Systems for On-going Progress Monitoring of Instruction & Academics: Data Binders (Electronic)	2023-10-27 - 2024-06-14	V. Merlo Bauman (Tech Liaison) V. Merlo C. Bauman, Tech Support Math Instructional Coach	Student data; Computers; Binders

Anticipated Outcome

By using the Standards for Mathematical Practices with fidelity, students will be more engaged in lessons, will build meaning by engaging with the task, and each other. This will lead to students having a deeper understanding of math concepts.

Monitoring/Evaluation

Informal/Formal Observations of Classroom Practice PLC Notes & Agendas Student Local Assessment Results Math CDT Progress
Monitoring PSSA Achievement & Growth Coach Cycle Documentation

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Climate

By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Restorative PD to focus on types of circles and affective language in classrooms.

2023-08-23 -
2023-08-23

V. Merlo,
Principal Just
Discipline

Restorative Practices Playbook

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Restorative Team Member from Pitt E. Johnson, LES	
Social and Emotional Learning implementation and integration PD (for all content teachers).	2023-08-23 - 2023-08-23	V. Merlo, Principal E. Johnson, LES	Catapult Learning PD
Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Restorative Practices, PBIS, and SEL.	2023-08-28 - 2024-05-31	V. Merlo, Principal E. Johnson, LES	Observation data
Re-align PBIS expectations and matrix and share with staff	2023-08-07 - 2023-06-23	V. Merlo, Principal E. Johnson, LES	PBIS materials
Implement PBIS system, teach and reteach expectations according to established schedule	2023-08-21 - 2024-06-14	Erin Johnson, LES	PBIS Matrix, Binder, Schedule
Title 1 funds used to support a Family and Community Engagement coordinator who will run workshops for parents to inform them about PBIS implementation at school, restorative practices, and data from our Panorama survey and gather their input on various school environment decisions.	2023-08-28 - 2024-06-14	V. Merlo A. Zemba, FACE Coordinator	Survey data, Program information

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Homeroom teachers will engage students in community building restorative circles daily.	2023-08-28 - 2024-06-14	V. Merlo Just Discipline Restorative Team Member from Pitt	Restorative Prompts
Planning meetings with CSI team will be held afterschool for monitoring data and making adjustments to plan.	2023-09-01 - 2024-06-14	V. Merlo, Principal	\$2,323 (teachers) & \$500 (paraprofessionals) in additional work for teachers and paraprofessionals on the team for school improvement planning and monitoring (CSI Grant) Mandatory benefits for additional work are as follows: \$617 (teachers) & \$132 (paraprofessionals)

Anticipated Outcome

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

Monitoring/Evaluation

Panorama survey and custom survey

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2023, 54.9% of all students will score proficient or advanced on the 2023-2024 ELA PSSA. (Literacy: ELA)	Close Reading	Summer	08/14/2023
		Professional Learning: PLC Soft Launch & Close Reading Instructional Planning Sessions	- 08/15/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2023, 54.9% of all students will score proficient or advanced on the 2023-2024 ELA PSSA. (Literacy: ELA)	Close Reading	Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Close Reading & Aligned Comprehension Strategies.	09/01/2023 - 05/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 30% of all students will score proficient or advanced on the 2023-2024 Mathematics PSSA. (Math)	Standards for Mathematical Practice	Summer Professional Learning Session - Implementing 8 Standards for Mathematical Practice refresher PD and planning sessions to help teachers plan for implementation to help students gain knowledge and meaning from their experiences that enrich their understanding of content.	08/16/2023 - 08/17/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 30% of all students will score proficient or advanced on the 2023-2024 Mathematics PSSA. (Math)	Standards for Mathematical Practice	Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Standards of Mathematical Practices.	08/28/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture. (Climate)	Restorative Practices	Restorative PD to focus on types of circles and affective language in classrooms.	08/23/2023 - 08/23/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture. (Climate)	Restorative Practices	Social and Emotional Learning implementation and integration PD (for all content teachers).	08/23/2023 - 08/23/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture. (Climate)	Restorative Practices	Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Restorative Practices, PBIS, and SEL.	08/28/2023 - 05/31/2024

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

The ELA all student group exceeds the standard demonstrating growth. The statewide average is 76% and we have 83%.

The Math all student group exceeds the standard demonstrating growth. The statewide average is 76.2% and we have 87.5%.

The Science all student group meets the standard demonstrating growth. The statewide average is 74.6% and we have 75%.

All grades had some students making their projected growth on NWEA Map: 6th-19% met projected growth 7th-45% met projected growth 8th-62% met projected growth

Naviance data reveals that all student groups were on track to meeting the Career Standards Benchmark as of June 9, 2022. As of this date, 97% of eighth grade students have met the ESSA requirement.

Align curricular materials and lesson plans to the PA Standards.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Challenges

On the ELA PSSA, the all student group did not meet the statewide average of 54.1% proficient. We only achieved 37.5% Achievement is up slightly across all groups, but not where it needs to be.

By grade level the percent proficient in MATH is low. 6th grade is 5.7%, 7th grade is 9.7, and 8th grade is 6.1%. No group met the state average of 35.7%.

6th grade is slightly below other grades in terms of projected proficient students on NWEA MAP.

The Panorama Survey shows that only 49% of all students rated the "Emotional Regulation" questions on the Panorama Survey positively. 41% of Black Students and 55% of White students rated those questions favorably, while 58% of Multi-Racial students rated them favorably.

Based on the spring administration of the 2022-23 ELA CDT 81% of 6th graders did not improve by 2+ standard error of measure. 64% of 7th graders did not improve by 2+ standard error of measure. 76.2% of 8th graders did not improve by 2+ standard error of measure

Strengths

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 203. The average RIT score for the All-Student Group was 203.

Based on the spring administration of the 2022-23 ELA CDT 19% of 6th graders improved by 2+ standard error of measure. 36% of 7th graders improved by 2+ standard error of measure. 22.8% of 8th graders improved by 2+ standard error of measure.

Based on the spring administration of the 2022-23 Math CDT 49.3% of 6th graders improved by 2+ standard error of measure. 30.3% of 7th graders improved by 2+ standard error of measure. 44.1% of 8th graders improved by 2+ standard error of measure.

Based on the spring administration of the 2022-23 Science CDT 36% of 6th graders improved by 2+ standard error of measure. 26.3% of 7th graders improved by 2+ standard error of measure. 50.9% of 8th graders improved by 2+ standard error of measure.

Based on our Panorama Custom Survey, 70% of students responded favorably to questions about sense of belonging on the custom survey. Our target was 65%.

Based on data from the 2022-23 SY Spring Administration of the Science CDT assessment 8.7% were above middle of the green compared to 8.7% for all students.

Challenges

We do not use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Based on the spring administration of the 2022-23 Math CDT 50.7% of 6th graders did not improve by 2+ standard error of measure. 69.7% of 7th graders did not improve by 2+ standard error of measure. 55.9% of 8th graders did not improve by 2+ standard error of measure.

Based on the spring administration of the 2022-23 Science CDT 64% of 6th graders did not improve by 2+ standard error of measure. 74.7% of 7th graders did not improve by 2+ standard error of measure. 49.1% of 8th graders did not improve by 2+ standard error of measure.

Based on data from the 2022 Spring TLC Survey, there was a rate of agreement of 46%, this is a 48 percentage point decrease from the previous administration.

Based on data from the 2022-23 SY Spring Administration of the ELA CDT assessment 0% of the Black Student group were above middle of the green compared to 25.6% for all students.

We do not promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Strengths

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Most Notable Observations/Patterns

Our growth for the year across all subjects was high, but achievement still low. Notable observations from looking at our data and student work are that our students are still struggling to make meaning of complicated texts and tasks.. We do not use a school-wide, consistent process to ensure that students are able to make meaning in all contents. Also, our African American students have received exponentially more discipline referrals than the white students and have lower overall achievement in many cases. In addition, all students struggle with emotional regulation, which could lead to higher rates of conflict and office referrals.

Challenges	Discussion Point	Priority for Planning
<p>The Panorama Survey shows that only 49% of all students rated the "Emotional Regulation" questions on the Panorama Survey positively. 41% of Black Students and 55% of White students rated those questions favorably, while 58% of Multi-Racial students rated them favorably.</p>	<p>Students are struggling more than ever after the pandemic. There is a lack of mental health supports. We need to increase teaching Social and Emotional Skills not just in isolation, but across all contents.</p>	<p>✓</p>
<p>On the ELA PSSA, the all student group did not meet the statewide average of 54.1% proficient. We only achieved 37.5% Achievement is up slightly across all groups, but not where it needs to be.</p>	<p>We have to continue to accelerate achievement. We do not differentiate enough. Our ELA classes are only 60 minutes. Students spend 30 minutes of intervention with teachers who are not content experts. Students still struggle to make meaning of complicated texts.</p>	<p>✓</p>
<p>By grade level the percent proficient in MATH is low. 6th grade is 5.7%, 7th grade is 9.7, and 8th grade is 6.1%. No group met the state average of 35.7%.</p>	<p>We have to continue to accelerate achievement. We do not differentiate enough. Our Math classes are only 60 minutes. Students spend 30 minutes of intervention with teachers who are not content experts. Students still have gaps in content from the pandemic.</p>	<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: Close Reading

Action Steps	Anticipated Start/Completion Date
Summer Professional Learning: PLC Soft Launch & Close Reading Instructional Planning Sessions	08/14/2023 - 08/15/2023
Monitoring/Evaluation	Anticipated Output
Informal/Formal Observations of Classroom Practice PLC Notes & Agendas Student Local Assessment Results CDT Progress Monitoring PSSA Achievement & Growth	Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.
Material/Resources/Supports Needed	PD Step
Becoming A Learning Team (Hirsch & Crow); Teacher Workshop Rate Funding; Instructional Materials: A Close Look at Close Reading (Moss, Lapp, Grant, Johnson)	yes

Action Steps**Anticipated Start/Completion Date**

Launch High-performing PLC & Review Close Reading Routines

08/22/2023 - 06/14/2023

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

Becoming A Learning Team (Hirsch & Crow); Teacher Works; Instructional Materials; A Close Look at Close Reading (Moss, Lapp, Grant, Johnson)

no



Action Steps**Anticipated Start/Completion Date**

PLC: Analyze Preliminary PSSA Data & Historical Data to Determine Student Baseline Instructional Needs

09/05/2023 - 09/15/1523

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

PSSA Data; CDT Data; Intervention Data: Instructional materials

no



Action Steps**Anticipated Start/Completion Date**

PLC: Curriculum Planning & Standards Aligned Lesson Planning

09/18/2023 - 09/28/2023

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

Curriculum Materials

no



Action Steps**Anticipated Start/Completion Date**

CDT Administration (3 times) & Data Analysis to Inform Instruction; CDT Data to Establish Tier 2 and 3 Intervention Groups using the Decision Tree

10/10/2023 - 04/17/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

CDT Data Decision Tree; Data

no



Action Steps**Anticipated Start/Completion Date**

Train & Support Teachers in Implementing the Steps of the Close Reading Model: A) Selecting complex texts B) Setting a Purpose for Reading C) Modeling Reading & Re-Reading of Texts D) Annotating texts E) Engaging Students with Text Dependent Questions F) Facilitating Collaborative Conversations based upon Text Evidence G) Assessing Student Comprehension

10/16/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

A closer look at Close Reading Text; Constructing Meaning (Nancy Boyles); Curriculum materials

no



Action Steps**Anticipated Start/Completion Date**

Establish Systems for On-going Progress Monitoring of Instruction & Academics: Data Binders (Electronic)

11/01/2023 - 04/17/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

Student data; Computers; Binders

no



Action Steps**Anticipated Start/Completion Date**

Title 1 Funds Used to Support Library Position to Help Support the Close Reading Strategy across content (using the National History Day project (using close read to make sense of research materials).

11/13/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results CDT Progress Monitoring PSSA Achievement
& Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

Title 1 Funds: \$40,781

no



Action Steps**Anticipated Start/Completion Date**

Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Close Reading & Aligned Comprehension Strategies.

09/01/2023 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
 PLC Notes & Agendas Student Local Assessment
 Results CDT Progress Monitoring PSSA Achievement
 & Growth

Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.

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

Close reading materials, focus visit data; Instructional materials

yes

Action Plan: Standards for Mathematical Practice

Action Steps**Anticipated Start/Completion Date**

Summer Professional Learning Session - Implementing 8 Standards for Mathematical Practice refresher PD and planning sessions to help teachers plan for implementation to help students gain knowledge and meaning from their experiences that enrich their understanding of content.

08/16/2023 - 08/17/2023

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results Math CDT Progress Monitoring PSSA
Achievement & Growth Coach Cycle Documentation

By using the Standards for Mathematical Practices with fidelity, students will be more engaged in lessons, will build meaning by engaging with the task, and each other. This will lead to students having a deeper understanding of math concepts.

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

NCTM Video Standards for Mathematical Practice and Resources/Articles

yes



Action Steps**Anticipated Start/Completion Date**

Launch High-performing PLC Structure and Process for the year

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results Math CDT Progress Monitoring PSSA
Achievement & Growth Coach Cycle Documentation

By using the Standards for Mathematical Practices with fidelity, students will be more engaged in lessons, will build meaning by engaging with the task, and each other. This will lead to students having a deeper understanding of math concepts.

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

Calendar, schedules, Learning Team Cycle Book

no



Action Steps**Anticipated Start/Completion Date**

PLC: Analyze Preliminary PSSA Data & Historical Data to Determine Student Baseline Instructional Needs

08/28/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment Results Math CDT Progress Monitoring PSSA Achievement & Growth Coach Cycle Documentation

By using the Standards for Mathematical Practices with fidelity, students will be more engaged in lessons, will build meaning by engaging with the task, and each other. This will lead to students having a deeper understanding of math concepts.

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

PSSA Data; CDT Data; Intervention Data: Instructional materials

no



Action Steps**Anticipated Start/Completion Date**

Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Standards of Mathematical Practices.

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
PLC Notes & Agendas Student Local Assessment
Results Math CDT Progress Monitoring PSSA
Achievement & Growth Coach Cycle Documentation

By using the Standards for Mathematical Practices with fidelity, students will be more engaged in lessons, will build meaning by engaging with the task, and each other. This will lead to students having a deeper understanding of math concepts.

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

Instructional Coach, Time in Schedules

yes



Action Steps**Anticipated Start/Completion Date**

Establish Systems for On-going Progress Monitoring of Instruction & Academics: Data Binders (Electronic)

10/27/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Informal/Formal Observations of Classroom Practice
 PLC Notes & Agendas Student Local Assessment
 Results Math CDT Progress Monitoring PSSA
 Achievement & Growth Coach Cycle Documentation

By using the Standards for Mathematical Practices with fidelity, students will be more engaged in lessons, will build meaning by engaging with the task, and each other. This will lead to students having a deeper understanding of math concepts.

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

Student data; Computers; Binders

no

Action Plan: Restorative Practices

Action Steps**Anticipated Start/Completion Date**

Restorative PD to focus on types of circles and affective language in classrooms.

08/23/2023 - 08/23/2023

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

Restorative Practices Playbook

yes



Action Steps**Anticipated Start/Completion Date**

Social and Emotional Learning implementation and integration PD (for all content teachers).

08/23/2023 - 08/23/2023

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

Catapult Learning PD

yes



Action Steps**Anticipated Start/Completion Date**

Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Restorative Practices, PBIS, and SEL.

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

Observation data

yes



Action Steps**Anticipated Start/Completion Date**

Re-align PBIS expectations and matrix and share with staff

08/07/2023 - 06/23/2023

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

PBIS materials

no



Action Steps**Anticipated Start/Completion Date**

Implement PBIS system, teach and reteach expectations according to established schedule

08/21/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

PBIS Matrix, Binder, Schedule

no



Action Steps**Anticipated Start/Completion Date**

Title 1 funds used to support a Family and Community Engagement coordinator who will run workshops for parents to inform them about PBIS implementation at school, restorative practices, and data from our Panorama survey and gather their input on various school environment decisions.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

Survey data, Program information

no



Action Steps**Anticipated Start/Completion Date**

Homeroom teachers will engage students in community building restorative circles daily.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

Restorative Prompts

no



Action Steps**Anticipated Start/Completion Date**

Planning meetings with CSI team will be held afterschool for monitoring data and making adjustments to plan.

09/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Panorama survey and custom survey

If we use restorative practices with fidelity and combine them with systems to support students with social and emotional learning needs, then we will have a safe, supportive environment where all stakeholders feel welcomed and can learn, and our students will learn emotional regulation skills.

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

\$2,323 (teachers) & \$500 (paraprofessionals) in additional work for teachers and paraprofessionals on the team for school improvement planning and monitoring (CSI Grant) Mandatory benefits for additional work are as follows: \$617 (teachers) & \$132 (paraprofessionals)

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2023, 54.9% of all students will score proficient or advanced on the 2023-2024 ELA PSSA. (Literacy: ELA)	Close Reading	Summer Professional Learning: PLC Soft Launch & Close Reading Instructional Planning Sessions	08/14/2023
			-
By June 30, 2023, 54.9% of all students will score proficient or advanced on the 2023-2024 ELA PSSA. (Literacy: ELA)	Close Reading	Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Close Reading & Aligned Comprehension Strategies.	08/15/2023
			-
By June 30, 2024, 30% of all students will score proficient or advanced on the 2023-2024 Mathematics PSSA. (Math)	Standards for Mathematical Practice	Summer Professional Learning Session -	09/01/2023
			-
			05/31/2023
			08/16/2023
			08/17/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Implementing 8 Standards for Mathematical Practice refresher PD and planning sessions to help teachers plan for implementation to help students gain knowledge and meaning from their experiences that enrich their understanding of content.	
By June 30, 2024, 30% of all students will score proficient or advanced on the 2023-2024 Mathematics PSSA. (Math)	Standards for Mathematical Practice	Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Standards of Mathematical Practices.	08/28/2023 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture. (Climate)	Restorative Practices	Restorative PD to focus on types of circles and affective language in classrooms.	08/23/2023 - 08/23/2023
By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture. (Climate)	Restorative Practices	Social and Emotional Learning implementation and integration PD (for all content teachers).	08/23/2023 - 08/23/2023
By June 30, 2024, 58% of all students will respond favorably to “Emotional Regulation” questions on the Panorama Survey about school culture. (Climate)	Restorative Practices	Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Restorative Practices, PBIS, and SEL.	08/28/2023 - 05/31/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLC Soft Launch & Close Reading Instructional Planning Session	ELA, Social Studies, Science, and Special Education teachers	PLC structure, Close reading strategies to be used cross content, and unit planning for the year

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Agenda minutes and unit plans	08/14/2023 - 08/15/2023	L. Bivins, LAC

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Implementing 8 Standards for Mathematical Practice	Math and Special Education Teachers	Review of 8 Standards and Identifying growth standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Agenda Minutes and teacher feedback	08/16/2023 - 08/18/2023	V. Merlo Math Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Nontraditional (equity) Regional Workshops

Professional Development Step

Audience

Topics of Prof. Dev

Coaching Cycles to Support Close Read and Literacy Structures

ELA Teachers

Professional Practice in instructing close read and literacy structures

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Observation Notes

10/01/2023 - 05/31/2024

L. Bivins, LAC V. Merlo, Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Structured Literacy

Professional Development Step

Audience

Topics of Prof. Dev

Coaching Cycles for Standards of Mathematical Practice

Math Teachers

Professional practice in implementing standards of mathematical practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation Notes	10/01/2023 - 06/14/2024	V. Merlo Math Teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Restorative PD	All staff	Restorative types of circles and affective language in classrooms.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Obsesrvations of circles and classroom language	08/23/2023 - 08/23/2023	Just discipline restorative Pitt staff V. Merlo

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Social and Emotional Learning implementation and integration	All teachers	Social and Emotional learning resources and tools to be implemented across all contents

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit Survey	08/23/2023 - 08/23/2023	V,Merlo, Principal E. Johnson, LES

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Engage Teachers in Instructional Coaching Cycles to Support Learning & Implementing Restorative Practices, PBIS, and SEL.	All teachers	Implementation of restorative practice, PBIS, and SEL

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observaation Notes	10/01/2023 - 06/14/2024	V, Merlo, Principal E. Johnson, LES

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

