

PITTSBURGH CONCORD K-5

2350 Brownsville Rd

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Pittsburgh Concord Pre-K-5 Our Vision Statement Concord Elementary School is a community where curious thinkers and diverse ideas are valued. Together we collaborate, create, and cultivate a spirit of excellence. We hold one another to high expectations to ensure our students achieve and become life-long learners. Our Beliefs...

- At Concord, we believe in guiding our students to achieve high levels of success in their educational journey. We will build relationships with students, utilize data to inform us of their needs, and collaborate with colleagues to ensure ALL students achieve.
- At Concord, we believe having high expectations for all develops a mindset where extra effort becomes the norm. We will deliver instruction with clarity, ensure our students know the standard of work that expected, and celebrate students that work beyond their expectations.
- At Concord, we believe curious thinkers create an environment of discovery. We will encourage others to ask questions often and provide opportunities for our students to explore and create new knowledge of the world around them.
- At Concord, we believe in the standard of excellence. We will hold each other accountable to that standard in our teaching, our daily routines throughout the school, and in the work our students produce.
- At Concord, we believe promoting a life-long learner by modeling, inspiring students to become enthusiastic in their learning, and providing opportunities for students to discover their interests.
- At Concord, we believe the recognition of diverse ideas enables us to be a community of acceptance. We will respectfully collaborate as a team of educators and inspire our students to have the courage to share their ideas.

STEERING COMMITTEE

Name	Position	Building/Group
Jamie Kinzel-Nath	Principal	Pittsburgh Concord PreK-5
Melissa McDonald	Literacy Academic Coach	Pittsburgh Concord PreK-5
Kevin Concannon	Math Interventionist Teacher	Pittsburgh Concord PreK-5
Patricia Pozza	Teacher/FACE Parent Coordinator	Pittsburgh Concord PreK-5
Caitlin Alexander	Teacher	Pittsburgh Concord PreK-5
Amanda Brown	Teacher	Pittsburgh Concord PreK-5
Carol Williams	Community Partner	Carrick Community Council
Teresa Bender	School Counselor	Pittsburgh Concord PreK-5
Mindy Payne	Parent	PSCC Member
Kevin Bivins	District Level Leaders	Pittsburgh Public Schools

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
FIX Concord is going to increase communications and attendance incentives for students who are regularly tardy and absent. Added student supports will help create additional opportunities to intervene with attendance concerns earlier.	Regular Attendance Regular Attendance
At Concord, we are continuously improving our data culture designed to support the effects from the Pandemic. Performance results across multiple data points and subgroups have indicated a wide range of performance levels and the need for a targeted approach to address learning needs across all contents/standards/skills. Supports will be provided through our clinic model.	English Language Arts Mathematics Early Literacy
Concord desires to implement a comprehensive multi-tiered system of supports for academic and behavioral needs to meet the needs of all learners with particular emphasis with the learners in our targeted subgroups. (AA, EL, PSE)	School climate and culture English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS - Academics

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PSSA & CDT ELA Goal

As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL).

EL Progress Goal

As indicated on the WIDA, English language learners will (Create GOAL here)

PSSA & CDT MATH Goal

As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL).

Primary K-2 DIBELS

As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze student data to place students into appropriate clinic model	2023-08-28 - 2024-06-12	Leadership Team, ITL &	Title 1 funds will be utilized to pay for a stipend for the kindergarten teacher and paraprofessional who directly

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		ALL Teachers	support this work. Data Analysis, Core and supplemental Instructional Materials, Cycle of Monitoring
Plan and execute Clinic Model for all K-5 students in ELA and Mathematics	2023-08-28 - 2024-06-12	Leadership Team & all math teachers	Title 1 funds will be utilized to pay for a stipend for the kindergarten teacher and paraprofessional who directly support this work. 1 FTE - Kindergarten Teacher & 1 Paraprofessional = \$193,381 Data Analysis, Core and ? supplemental Instructional Materials, Cycle of Monitoring
Plan, identify students and execute Tier 3 resources within Clinic Model for supports for identified students	2023-08-28 - 2024-06-12	Leadership Team, MTSS Team, ITL & ALL Teachers	MTSS Intervention Materials, Leadership Team support and monitoring, PLC planning time
Utilize the plan, do, check, act cycle to monitor student growth via PLC's to adjust instruction and fine-tune MTSS supports.	2023-08-28 - 2023-06-12	Leadership Team, Academic Coaches, & Instructional Teachers	Title 1 funds will be utilized to pay for a portion of the librarian salary who support periods for the PLC's. .40 school Librarian- Data Analysis, standards Aligned Milestones, MTSS materials, PLC planning time
Leadership team engages staff in creating culture of co-accountability with data (focused on the whole child) and standards driven. All decisions made will be led with	2023-08-28 - 2024-06-12	Leadership Team & All ? taff	Staff Sessions, Leadership Team meetings, PLC meetings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
student data.			
Support (via PLC's) with Performance Task Designs & standard Alignment	2023-08-28 - 2024-06-12	Leadership Team & All	Leadership Team meetings, PLC meetings , standards & Curricular materials
Provide writing instructional support for all learners (writing strategies & conferencing) & targeted constructed writing instruction	2023-08-28 - 2024-06-12	Leadership Team & Instructional ? taff	Coaching support, standards planning tools, district & supplemental instructional materials
Implement new reading curricular frameworks (Open Court)	2023-08-28 - 2024-06-12	Leadership Team & Instructional ? taff	Coaching support, standards planning tools, district & supplemental instructional materials
Create and implement Can Do Descriptor assessments to progress monitor EL's on key Can Do areas that align to areas of deficit	2023-08-28 - 2024-06-12	Leadership Team, ITL Teachers	Core Curricular Frameworks, Open Court curricula, WIDA Can Do descriptors

Anticipated Outcome

Improved academic outcomes in the areas of reading & mathematics

Monitoring/Evaluation

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes

when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Evidence-based Strategy

MTSS - Behavior Support (PBIS & SEL Development)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS Decrease referral Data	Decrease referral rate by 10% from 277 (EOY Total from 2022-23 school year) to 249 referrals during the 2023-24 school year.
PSSA & CDT ELA Goal	As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL).
PSSA & CDT MATH Goal	As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL).
Primary K-2 DIBELS	As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75%
Regular Attendance	By June 30, 2024, the regular attendance rate will be at least 85% which will be a 1.1% increase from the 2022-2023 school year as indicated on the Power BI Dashboard.
AA Attendance Data	By June 30, 2024, the regular attendance rate for AA targeted subgroup will be at least 81% for the 2023-24

Goal Nickname **Measurable Goal Statement (Smart Goal)**

school year as indicated on the Power BI Dashboard. African American students will increase overall attendance from 77% during the 2022-23 school year to 81% during the 2023-24 school year.

EL Progress Goal As indicated on the WIDA, English language learners will (Create GOAL here)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design Attendance Incentive Plan (All students) 'Bee Here Campaign' - and Tie to PBIS point system.	2023-08-28 - 2024-06-12	Student Services Staff	Funding for Incentives (tied to PBIS Store)
Daily Attendance Calls (Via blackboard system) the school counselor to students who are absent	2023-08-28 - 2024-06-12	Student Services Staff	blackboard system, eschools Attendance Report
Design and Implement a Tardy & Late Pick-up Protocol with targeted communications	2023-08-28 - 2024-06-12	Student Services Staff	Eschools, spreadsheet, Letters to families
Attendance improvement Plans created with families of students who are chronically absent	2023-08-28 - 2024-06-12	Student Services Staff	Eschools, Attendance Reports
Create and communicate (via letter) expectations for Open Enrollment and Attendance standards that must be met.	2023-08-28 - 2024-06-12	Student Services Staff	Eschools, open enrollment language, and letters
Mail home targeted letters to Open enrollment families at the start of year and each quarter (if in	2023-08-28 - 2024-06-12	Student Services Staff	Open Enrollment policy, letters, eschools

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
jeopardy of breaching the OE policy)			
Develop PBIS Plan for Incentives & support for students in all tiers aligned to MTSS structure using PBIS Rewards online platform	2023-08-28 - 2024-06-12	Leadership Team & PBIS Leads	PBIS Rewards platform, funding for PBIS store, MTSS team
PBIS action plan & PBIS Rewards system will be implemented throughout the school by all staff.	2023-08-28 - 2024-06-12	Leadership Team, PBIS Leads, all staff	PBIS Rewards platform, funding for PBIS store, MTSS team, LES support
PBIS action plan & pbis Rewards system will be rolled out to the community/families during the back-to-school family event scheduled for August 23rd. event scheduled for August 23rd.	2023-08-23 - 2024-06-12	PBIS Team	Action Plan, PBIS Rewards Parent Letter
PBIS updates will be regularly provided to the staff during monthly PBIS/Discipline Meetings & to community/families during the monthly? PSCC meetings.	2023-08-28 - 2024-06-12	Leadership Team, PBIS Team, FACE & PSCC Committe	Title 1 funds will be utilized to pay for a stipend for the FACE coordinator who directly support this work. Community services: Face Coordinator& Community Services = \$6884 PSCC meetings & PBIS/Discipline Minutes
Implement the second step curricula in Kindergarten, Grade 1 and as part of the MTSS (Tier 3) PBIS	2023-08-23 - 2024-06-12	Leadership Team/MTSS Team	second step K & Grade 1 curricula
Utilize student envoys to support pbis implementation providing feedback and	2023-08-28 - 2024-06-12	Leadership Team, Student	PBIS Rewards

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
operationalize the school pbis store.		Envoy Lead	
SEL Committee will create a balanced SEL year-long plan to encompass Habits of Mind & SEL topics aligned to Panorama Data and school needs	2023-08-28 - 2024-06-12	SEL Committee	Yearlong Plan, access to District chosen SEL resource
SEL Committee to actively support restorative practices development throughout school	2023-08-28 - 2024-06-12	SEL Committee & Restorative Practices Point Person	Restorative Practices modules
MTSS team will actively support teachers with development of Tier 3 plans for behavioral needs	2023-08-28 - 2024-06-12	MTSS Team & Instructional Staff	Intervention Books provided to MTSS Team

Anticipated Outcome

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

Monitoring/Evaluation

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data



Evidence-based Strategy

Increase the amount of differentiated instruction opportunities or flexible grouping by setting up various learning stations where students can work independently and utilize manipulatives/technology based on learning styles, in addition to levels of content mastery (remediation, maintenance, enrichment).

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA & CDT ELA Goal	As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL).
EL Progress Goal	As indicated on the WIDA, English language learners will (Create GOAL here)
PSSA & CDT MATH Goal	As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL).
Primary K-2 DIBELS	As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Enhance Core Reading Instruction with supplemental Resources	2023-08-28 - 2024-06-12	Leadership Team, Academic Coaches, ?LA	Supplemental resources, small group books for reading differentiation, Heggerty Phonemic Awareness curricula, and UFLI (Title 1 spend down ma? be used to support core reading instruction if available.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		teachers	
Provide intensive small group instruction for foundational skills in the areas of reading & mathematics	2023-08-28 - 2024-06-12	Leadership Team & Instructional ? taff	PLC planning time & academic coaching support. Title 1 funds will be utilize to pay for a stipend for the kindergarten teacher and paraprofessional who directly support this work. Mathematics coach is budgeted for out of site-based budget
Implement Genius Hour STEAM Program for all students 2x per month during clinic periods.	2023-08-28 - 2024-06-12	STEAM Committee & Leadership Team	Funding, scheduling support, echools That Can Network, GH materials, robots, computers, 3D printers (Title spend down ma? be used to fund STEAM programs if available.)
Develop & Implement Learning Tasks and Usage guidelines for Makerspace Learning Loft	2023-08-28 - 2024-06-12	STEAM Committee & Leadership Team	Makerspace materials - (Title 1 spend down may be used to fund STEAM programs if available.
Lesson study to support Core Instruction and delivery of effective differentiation strategies	2023-08-28 - 2024-06-12	Leadership Team, Academic Coaches, & Instructional ? taff	Core curricula, lesson planning tools, PLC time for lesson study
Anticipated Outcome			
Improved interest in school, improved critical thinking skills, improved academic outcomes			

Monitoring/Evaluation

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students' progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), curricular assessments.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL). (PSSA & CDT ELA Goal)</p> <p>As indicated on the WIDA, English language learners will (Create GOAL here) (EL Progress Goal)</p>	<p>MTSS - Academics</p>	<p>Implement new reading curricular frameworks (Open Court)</p>	<p>08/28/2023 - 06/12/2024</p>
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL). (PSSA & CDT MATH Goal)</p>			
<p>As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75% (Primary K-2 DIBELS)</p>			

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<p>As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75% (Primary K-2 DIBELS)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL). (PSSA & CDT ELA Goal)</p>	<p>Increase the amount of differentiated instruction opportunities or flexible grouping by setting up various learning stations where students can work independently and utilize manipulatives/technology based on learning styles, in addition to levels of content mastery (remediation, maintenance, enrichment).</p>	<p>Lesson study to support Core Instruction and delivery of effective differentiation strategies</p>	<p>08/28/2023 - 06/12/2024</p>
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL). (PSSA & CDT MATH Goal)</p>			
<p>As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75% (Primary K-2 DIBELS)</p>			
<p>As indicated on the WIDA, English language learners will (Create GOAL here) (EL Progress Goal)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Jamie Kinzel-Nath

2023-06-16

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Growth & Attainment: As indicated on the PA Ready Index, English Language growth and attainment students achieved (25.9%) performance which exceeded the state (24.8%) average.

ELA - Asian & Black Subgroups - On the 2021 Pennsylvania System of School Assessment (PSSA) for grades 3-5, Asian students demonstrated 40.% proficiency and black students 41.2% outperformed our all group at 39.9%.

Math - Asian, Hispanic & PSE Subgroups - On the 2021 Pennsylvania System of School Assessment (PSSA), demonstrated 17.2% proficiency in Grades 3-5 Math. Asian students demonstrated 28%, Hispanic students 17.6%, and students with disabilities 20% outperformed the overall proficiency group.

Fix this: On the 2022 Pennsylvania System of School Assessment (PSSA), 51.45% demonstrated proficiency in Grades 3-5 ELA. Grade 3: All P/A 50%, PSE 71%, EL 9%, AA 33% Grade 4: All P/A 48%, PSE 13%, EL 50%, AA 29% Grade 5: All P/A 59%, PSE 11%, EL 29%, AA 55%

Challenges

Future Ready Index- Attendance 2020-21: All student group DID meet performance standard. Percent of regular attendance reflects 84.1%. This exceeds the state-wide average of 82.2% by 1.9%. Attendance Rate & Trends: 2018-2019: 93.2%, 2019-2020: 94.2%, 2020-2021: 94.3% We have been able to maintain roughly the same attendance rate as last year and increase one percentage point since the 2018-2019 school year despite all of the challenges faced during the pandemic with family job losses, internet access problems and difficulties communicating with students and families when students are not attending school in the brick and mortar school building. Chronic Absence Rate: 2018-2019: 22.4%, 2019-2020:16%, 2020-2021: 19.2% The chronic absence rate increased this year since last year due to the pandemic but still hasn't risen to the chronic numbers that were in existence during the 2018-2019 school year.

Math - AA & EL's - On the 2021 Pennsylvania System of School Assessment (PSSA), ALL students demonstrated 17.2% proficiency in Grades 3-5 Math. Black students 11.8% and English Learners 15.6% performed lower than the ALL group.

Strengths

End Of Year DIBELS 2023: Kindergarten EOY PSF—Core performance 81%; NWF-CLS Core performance 74%; Grade 1 EOY ORF-Core 68%; Grade 2 EOY ORF-Core 44%

FIX when data is available: Spring 2022 Panorama Staff TLC Survey: The Panorama Teacher and Staff Survey gathers teacher and staff perceptions of their professional well-being; capacity and efficacy around supporting academic, social, and emotional learning; professional learning opportunities; cultural competency and awareness; school climate and culture; and relationships with colleagues, families, and school leadership. Strength: Instructional practices and support reflected 93% compared to Spring of 2019 which was 79% which reflects a 10% above the District average.

SEL - Supportive relationships was 90% which exceeded the District average by 2%.

Naviance: 2022-23 School-Year: 100% completion of Career Tasks for students Grades 3-5.

FIX when data is available: On the 2022 Pennsylvania System of School Assessment (PSSA), 27.47% demonstrated proficiency in Grades 3-5 Math. Grade 3: All P/A 41% compared to PSE 30%. Grade 4: All P/A 24% compared to PSE 33%.

Challenges

ELA - EL's, PSE, Hispanic On the 2021 Pennsylvania System of School Assessment (PSSA), ALL students demonstrated 39.9% proficiency in Grades 3-5 ELA. Hispanic students 25%, English Learners 18.8%, and students with disabilities 29.7% performed lower than the ALL group.

FIX On the 2022 Pennsylvania System of School Assessment (PSSA), 27.47% demonstrated proficiency in Grades 3-5 Math (ALL). Subgroup Data is indicated below and demonstrates a need for targeted support to accelerate learning. Grade 3: All P/A 41%, PSE 30%, EL 0%, AA 25% Grade 4: All P/A 24%, PSE 33%, EL 10%, AA 13% Grade 5: All P/A 21%, PSE 0%, EL 0%, AA 19%

End Of Year DIBELS 2023: Grade 2 EOY ORF-Core 44%

Fix this: On the 2022 Pennsylvania System of School Assessment (PSSA), 51.45% demonstrated proficiency in Grades 3-5 ELA (ALL). Subgroup Data is indicated below and demonstrates a need for targeted support to accelerate learning. Grade 3: All P/A 50%, PSE 71%, EL 9%, AA 33% Grade 4: All P/A 48%, PSE 13%, EL 50%, AA 29% Grade 5: All P/A 59%, PSE 11%, EL 29%, AA 55%

FIX When Data Available: Spring 2022 Panorama Staff TLC Survey: The Panorama Teacher and Staff Survey gathers teacher and staff perceptions of their professional well-being; capacity

Strengths

Based on the 2022-23 Spring administration of the Science CDT assessment, 46% of students scored proficient or advanced. The district grade-level percentage of students proficient or advanced was 26.2%.

2022-23 School-Year: 100% completion of Career Tasks for students Grades 3-5. Able to complete Career tasks because it is supported by Social Studies teachers, Librarian and school counselor.

Benchmark Math Data: Math DIBELS - 1st Grade EOY Results: Computation 60% Proficient, Beginning/Advanced Quantity Discrimination 64% Proficient, Missing Number Fluency 69% Proficient. There were noticed improvements from Fall to Winter (Benchmark increased in Spring). EOY PPS Math assessment- Advanced 47.27%, Proficient 29%

Based on the 2022-23 Spring administration of the ELA CDT assessment, students in grade 3-5 were 37.2% proficient or advanced. The district percentage of proficient or advanced in Grades 3-5 was 29.9%.

FIX when data is available: On the 2022 Pennsylvania System of School Assessment (PSSA), 51.45% demonstrated proficiency in Grades 3-5 ELA. Grade 3: All P/A 50% compared to PSE 71%. Grade 4: All P/A 48% compared to EL 50%. Grade 5: All P/A 59% compared to AA 55%

Challenges

and efficacy around supporting academic, social, and emotional learning; professional learning opportunities; cultural competency and awareness; school climate and culture; and relationships with colleagues, families, and school leadership. Managing Student Conduct: 85% compared to Spring of 2019 which was 78% which reflects a 16% above the District average. Although this increased this continues to be an area to continue to improve.

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

Implement evidence-based strategies to engage families to support learning *

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

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

2023 Panorama Student results: Emotion Regulation – 53% Challenging Feelings - 42% For the 2023-2024 school year, we plan to improve those results through targeted and mapped out Habits of Mind and SEL lessons. Our student envoy program will support this work.

Based on the 2022-23 Spring administration of the ELA CDT

Strengths

Fix this: On the 2022 Pennsylvania System of School Assessment (PSSA), 27.47% demonstrated proficiency in Grades 3-5 Math. Grade 3: All P/A 41%, PSE 30%, EL 0%, AA 25% Grade 4: All P/A 24%, PSE 33%, EL 10%, AA 13% Grade 5: All P/A 21%, PSE 0%, EL 0%, AA 19%

Collectively shape the vision for continuous improvement of teaching and learning *

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

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

Challenges

assessment, students in grade 3-5 were 37.2% proficient or advanced. The district percentage of proficient or advanced in Grades 3-5 was 29.9%.

Based on the 2022-23 Spring administration of the Science CDT assessment, 54% of students fell within the Red Range. 42% improved by 1+ SEM and only 20% by 2+SEM.

Based on the 2022-23 Spring administration of the ELA CDT assessment, students in grade 3-5 were 15.4% proficient or advanced.

FIX when data is available: On the 2022 Pennsylvania System of School Assessment (PSSA), 51.45% demonstrated proficiency in Grades 3-5 ELA. Grade 3: All P/A 50% compared to EL 9%. Grade 4: All P/A 48% compared to PSE 13% and AA 29%. Grade 5: All P/A 59% compared to PSE 11% and EL 29%.

Identify and address individual student learning needs

FIX when data is available: On the 2022 Pennsylvania System of School Assessment (PSSA), 27.47% demonstrated proficiency in Grades 3-5 Math. Grade 3: All P/A 41% compared EL 0% and AA 25%. Grade 4: All P/A 24% compared to EL 10% and AA 13% Grade 5: All P/A 21% compared to PSE 0%, EL 0% and AA 19%.

Most Notable Observations/Patterns

We've begun a clear cycle of monitoring for continuous improvement. Efforts to strategically plan for individuals and 'hard-to-reach' students need to continue to improve to accelerate learning for all students and targeted subgroups. With our shift from MAP to CDT we're still learning how best to use the CDT system to target instruction.

Challenges

Future Ready Index- Attendance 2020-21: All student group DID meet performance standard. Percent of regular attendance reflects 84.1%. This exceeds the state-wide average of 82.2% by 1.9%. Attendance Rate & Trends: 2018-2019: 93.2%, 2019-2020: 94.2%, 2020-2021: 94.3% We have been able to maintain roughly the same attendance rate as last year and increase one percentage point since the 2018-2019 school year despite all of the challenges faced during the pandemic with family job losses, internet access problems and difficulties communicating with students and families when students are not attending school in the brick and mortar school building. Chronic Absence Rate: 2018-2019: 22.4%, 2019-2020:16%, 2020-2021: 19.2% The chronic absence rate increased this year since last year due to the pandemic but still hasn't risen to the chronic numbers that were in existence during the 2018-2019 school year.

Discussion Point

At Concord, not all families have the systems of support needed to prioritize students with chronic tardies and absences coming to school every day. Although under the Future Ready category it appears we met the benchmark. We still have chronic absenteeism of students that require intervention.

Priority for Planning

✓

FIX On the 2022 Pennsylvania System of School Assessment (PSSA), 27.47% demonstrated proficiency in Grades 3-5 Math (ALL). Subgroup Data is indicated below and demonstrates a need for targeted support to accelerate learning. Grade 3: All P/A

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

41%, PSE 30%, EL 0%, AA 25% Grade 4: All P/A 24%, PSE 33%, EL 10%, AA 13% Grade 5: All P/A 21%, PSE 0%, EL 0%, AA 19%

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

FIX - While Concord has been implementing PBIS schoolwide, there are still a number of referrals occurring for Tier 2 and Tier 3 students. We must strengthen the overall experience for these students.

✓

Implement evidence-based strategies to engage families to support learning *

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

Identify and address individual student learning needs

Performance results across multiple data points and subgroups have indicated a wide range of performance levels and the need for a targeted approach to address learning needs across all contents/standards/skills.

✓

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

End Of Year DIBELS 2023: Grade 2 EOY ORF-Core 44%

Fix this: On the 2022 Pennsylvania System of School Assessment (PSSA), 51.45% demonstrated proficiency in Grades 3-5 ELA (ALL). Subgroup Data is indicated below and demonstrates a need for targeted support to accelerate learning. Grade 3: All P/A 50%, PSE 71%, EL 9%, AA 33% Grade 4: All P/A 48%, PSE 13%, EL 50%, AA 29% Grade 5: All P/A 59%, PSE 11%, EL 29%, AA 55%

ADDENDUM B: ACTION PLAN

Action Plan: MTSS - Academics

Action Steps	Anticipated Start/Completion Date
Analyze student data to place students into appropriate clinic model	08/28/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.	Improved academic outcomes in the areas of reading & mathematics
Material/Resources/Supports Needed	PD Step
Title 1 funds will be utilized to pay for a stipend for the kindergarten teacher and paraprofessional who directly support this work. Data Analysis, Core and supplemental Instructional Materials, Cycle of Monitoring	no

Action Steps**Anticipated Start/Completion Date**

Plan and execute Clinic Model for all K-5 students in ELA and Mathematics

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Title 1 funds will be utilized to pay for a stipend for the kindergarten teacher and paraprofessional who directly support this work. 1 FTE - Kindergarten Teacher & 1 Paraprofessional = \$193,381 Data Analysis, Core and supplemental Instructional Materials, Cycle of Monitoring

no

Action Steps**Anticipated Start/Completion Date**

Plan, identify students and execute Tier 3 resources within Clinic Model for supports for identified students

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

MTSS Intervention Materials, Leadership Team support and monitoring, PLC planning time

no



Action Steps**Anticipated Start/Completion Date**

Utilize the plan, do, check, act cycle to monitor student growth via PLC's to adjust instruction and fine-tune MTSS supports.

08/28/2023 - 06/12/0023

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Title 1 funds will be utilized to pay for a portion of the librarian salary who support periods for the PLC's. .40 school Librarian- Data Analysis, standards Aligned Milestones, MTSS materials, PLC planning time

no



Action Steps**Anticipated Start/Completion Date**

Leadership team engages staff in creating culture of co-accountability with data (focused on the whole child) and standards driven. All decisions made will be led with student data.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Staff Sessions, Leadership Team meetings, PLC meetings

no



Action Steps**Anticipated Start/Completion Date**

Support (via PLC's) with Performance Task Designs & standard Alignment

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Leadership Team meetings, PLC meetings , standards & Curricular materials

no



Action Steps**Anticipated Start/Completion Date**

Provide writing instructional support for all learners (writing strategies & conferencing) & targeted constructed writing instruction

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Coaching support, standards planning tools, district & supplemental instructional materials

no



Action Steps**Anticipated Start/Completion Date**

Implement new reading curricular frameworks (Open Court)

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Coaching support, standards planning tools, district & supplemental instructional materials

yes



Action Steps**Anticipated Start/Completion Date**

Create and implement Can Do Descriptor assessments to progress monitor EL's on key Can Do areas that align to areas of deficit

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), District assessments.

Improved academic outcomes in the areas of reading & mathematics

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

Core Curricular Frameworks, Open Court curricula, WIDA Can Do descriptors

yes

Action Plan: MTSS - Behavior Support (PBIS & SEL Development)

Action Steps**Anticipated Start/Completion Date**

Design Attendance Incentive Plan (All students) 'Bee Here Campaign' - and Tie to PBIS point system.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Funding for Incentives (tied to PBIS Store)

no



Action Steps**Anticipated Start/Completion Date**

Daily Attendance Calls (Via blackboard system) the school counselor to students who are absent

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

blackboard system, eschools Attendance Report

no

Action Steps**Anticipated Start/Completion Date**

Design and Implement a Tardy & Late Pick-up Protocol with targeted communications

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Eschools, spreadsheet, Letters to families

no



Action Steps**Anticipated Start/Completion Date**

Attendance improvement Plans created with families of students who are chronically absent

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Eschools, Attendance Reports

no



Action Steps**Anticipated Start/Completion Date**

Create and communicate (via letter) expectations for Open Enrollment and Attendance standards that must be met.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Eschools, open enrollment language, and letters

no



Action Steps**Anticipated Start/Completion Date**

Mail home targeted letters to Open enrollment families at the start of year and each quarter (if in jeopardy of breaching the OE policy)

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Open Enrollment policy, letters, eschools

no



Action Steps**Anticipated Start/Completion Date**

Develop PBIS Plan for Incentives & support for students in all tiers aligned to MTSS structure using PBIS Rewards online platform

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

PBIS Rewards platform, funding for PBIS store, MTSS team

no



Action Steps**Anticipated Start/Completion Date**

PBIS action plan & PBIS Rewards system will be implemented throughout the school by all staff.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

PBIS Rewards platform, funding for PBIS store, MTSS team, LES support

no



Action Steps**Anticipated Start/Completion Date**

PBIS action plan & pbis Rewards system will be rolled out to the community/families during the back-to-school family event scheduled for August 23rd. event scheduled for August 23rd.

08/23/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Action Plan, PBIS Rewards Parent Letter

no



Action Steps**Anticipated Start/Completion Date**

PBIS updates will be regularly provided to the staff during monthly PBIS/Discipline Meetings & to community/families during the monthly? PSCC meetings.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Title 1 funds will be utilized to pay for a stipend for the FACE coordinator who directly support this work. Community services: Face Coordinator & Community Services = \$6884 PSCC meetings & PBIS/Discipline Minutes

no



Action Steps**Anticipated Start/Completion Date**

Implement the second step curricula in Kindergarten, Grade 1 and as part of the MTSS (Tier 3) PBIS

08/23/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

second step K & Grade 1 curricula

no



Action Steps**Anticipated Start/Completion Date**

Utilize student envoys to support pbis implementation providing feedback and operationalize the school pbis store.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

PBIS Rewards

no



Action Steps**Anticipated Start/Completion Date**

SEL Committee will create a balanced SEL year-long plan to encompass Habits of Mind & SEL topics aligned to Panorama Data and school needs

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Yearlong Plan, access to District chosen SEL resource

no



Action Steps**Anticipated Start/Completion Date**

SEL Committee to actively support restorative practices development throughout school

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Restorative Practices modules

no

Action Steps**Anticipated Start/Completion Date**

MTSS team will actively support teachers with development of Tier 3 plans for behavioral needs

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Attendance reports Power BI, MTSS Plans and results for individual students, PBIS rewards data, referral data

Improved attendance rates, less chronically absent students, decrease of behavioral referrals & MTSS behavior referrals

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

Intervention Books provided to MTSS Team

no

Action Plan: Increase the amount of differentiated instruction opportunities or flexible grouping by setting up various learning stations where students can work independently and utilize manipulatives/technology based on learning styles, in addition to levels of content mastery (remediation, maintenance, enrichment).

Action Steps**Anticipated Start/Completion Date**

Enhance Core Reading Instruction with supplemental Resources

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students' progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), curricular assessments.

Improved interest in school, improved critical thinking skills, improved academic outcomes

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

Supplemental resources, small group books for reading differentiation, Heggerty Phonemic Awareness curricula, and UFLI (Title 1 spend down ma? be used to support core reading instruction if available.)

no



Action Steps**Anticipated Start/Completion Date**

Provide intensive small group instruction for foundational skills in the areas of reading & mathematics

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students' progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), curricular assessments.

Improved interest in school, improved critical thinking skills, improved academic outcomes

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

PLC planning time & academic coaching support. Title 1 funds will be utilize to pay for a stipend for the kindergarten teacher and paraprofessional who directly support this work. Mathematics coach is budgeted for out of site-based budget

no



Action Steps**Anticipated Start/Completion Date**

Implement Genius Hour STEAM Program for all students 2x per month during clinic periods.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students' progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), curricular assessments.

Improved interest in school, improved critical thinking skills, improved academic outcomes

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

Funding, scheduling support, echools That Can Network, GH materials, robots, computers, 3D printers (Title spend down ma? be used to fund STEAM programs if available.)

no



Action Steps**Anticipated Start/Completion Date**

Develop & Implement Learning Tasks and Usage guidelines for Makerspace Learning Loft

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students' progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), curricular assessments.

Improved interest in school, improved critical thinking skills, improved academic outcomes

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

Makerspace materials - (Title 1 spend down may be used to fund STEAM programs if available.)

no



Action Steps**Anticipated Start/Completion Date**

Lesson study to support Core Instruction and delivery of effective differentiation strategies

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

During PLC's and Leadership Team Time we will use our Whole Child spreadsheet to Monitor students' progress and inform clinic changes when available. Data sources: DIBELS, CDT, standards-Aligned Milestone checks in ELA & Math (Foundational skills), curricular assessments.

Improved interest in school, improved critical thinking skills, improved academic outcomes

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

Core curricula, lesson planning tools, PLC time for lesson study

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL). (PSSA & CDT ELA Goal)</p> <p>As indicated on the WIDA, English language learners will (Create GOAL here) (EL Progress Goal)</p> <p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL). (PSSA & CDT MATH Goal)</p> <p>As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75% (Primary K-2 DIBELS)</p>	MTSS - Academics	Implement new reading curricular frameworks (Open Court)	08/28/2023 - 06/12/2024
As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL). (PSSA & CDT ELA Goal)	MTSS - Academics	Create and implement Can Do Descriptor	08/28/2023 - 06/12/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL). (PSSA & CDT MATH Goal)</p> <p>As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75% (Primary K-2 DIBELS)</p> <p>As indicated on the WIDA, English language learners will (Create GOAL here) (EL Progress Goal)</p>		<p>assessments to progress monitor EL's on key Can Do areas that align to areas of deficit</p>	
<p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the ELA PSSA assessment and achieve overall 60.7% (ALL). (PSSA & CDT ELA Goal)</p> <p>As measured by the 2024 PSSA, students at Concord in grades 3-5 will demonstrate proficiency on the Math PSSA assessment and achieve overall 42.7% (ALL). (PSSA & CDT MATH Goal)</p>	<p>Increase the amount of differentiated instruction opportunities or flexible grouping by setting up various learning stations where students can work independently and utilize</p>	<p>Lesson study to support Core Instruction and delivery of effective differentiation strategies</p>	<p>08/28/2023 - 06/12/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As indicated on the 2024 Early Literacy DIBELS subtests, students will achieve (70-75% pending grade and subtest) proficiency by performing at the CORE proficiency category on the PSF, NWF, ORF subtests. Kindergarten EOY PSF—Core performance 75%; NWF-CLS Core performance 75%; Grade 1 EOY ORF-Core 70% Grade 2 EOY ORF-75% (Primary K-2 DIBELS)</p> <p>As indicated on the WIDA, English language learners will (Create GOAL here) (EL Progress Goal)</p>	<p>manipulatives/technology based on learning styles, in addition to levels of content mastery (remediation, maintenance, enrichment).</p>		

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
<p>Implement new reading curricular frameworks (Open Court)</p>	<p>All ELA teachers</p>	<p>Ongoing curricular understanding of Instructional frameworks and new curricular resources</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>Improved reading outcomes as noted DIBELS, CDT, curricular assessments & PSSA</p>	<p>08/24/2023 - 06/12/2024</p>	<p>Leadership Team , ELA teachers & Instructional coach</p>

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Language and Literacy Acquisition for All Students

1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

ESL Support with Can-Do Descriptors & WIDA goal setting

ESL & General education teachers

WIDA Can-Do descriptors, WIDA goals, new curricular resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved WIDA outcomes, progress monitoring on can-do descriptors, DIBELS, CDT & PSSA	08/28/2023 - 06/12/2024	ESL Teachers and Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Lesson Studies	All Teachers	Lesson Studies to support core instruction and delivery of effective differentiation strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved reading and mathematics outcomes as noted DIBELS, CDT, curricular assessments & PSSA	08/28/2023 - 06/12/2024	All Teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Language and Literacy Acquisition for All Students

3a: Communicating with Students

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
PSCC Communication	Final Plan Submission details	BOY Meeting	Parents, community members, & staff	start of year
Ongoing updates on plan progress	Ongoing updates on plan progress	Staff meetings/PLC's	Staff	Monthly
Updates to Families on School Progress towards goals	Updates to Families on School Progress towards goals	Newsletters	Families, community & staff	Quarterly
