

PITTSBURGH FAISON K-5

7430 Tioga St

ATSI Title 1 School Plan | 2022 - 2023

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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Russell Paterson	Principal	Pittsburgh Faison	rpatterson1@pghschools.org
Dorreen Allen	Learning Environment Specialist	Pittsburgh Faison	dallen3@pghschools.org
Angelica Cooper	School Counselor	Pittsburgh Faison	acooper1@pghschools.org
Molly Casey	Social Worker	Pittsburgh Faison	mcasey1@pghschools.org
Terea Green	Teacher	Pittsburgh Faison	tpope1@pghschools.org
Ashley Henderson	Teacher	Pittsburgh Faison	ahenderson2@pghschools.org
LeAna Creighton	Project Manager	Pittsburgh Faison	lcreighton1@pghschools.org
Lindsay Aumiller	Teacher	Pittsburgh Faison	laumiller1@pghschools.org
Tionne Street	Community Member	Homewood Children's Village	tstreet1@pghschools.org
Kevin Bivins	District Level Leaders	Pittsburgh Public Schools	kbivins1@pghschools.org
Annie Cillo	District Level Leaders	Pittsburgh Public Schools	acillo1@pghschools.org
Nancy Watts	Other	Pittsburgh Public Schools	nwatts1@pghschools.org
Keanna Jones	Parent	Pittsburgh Faison	mrsjones71720@gmail.com

Vision for Learning

At Pittsburgh Faison we consistently cultivate, brilliance, serve communities, empower families and nurture the whole child by providing educational experiences that will help our scholars to reach their full potential. Our scholars will BE the difference in their global community. Our scholars WILL BE prepared to face the challenges they encounter with resilience and fortitude.

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Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
2021-2022 NWEA-MAP ELA Administrations across fall to winter indicate that the mean grade level RIT scores increased demonstrating an improvement in student skills. The most significant increases occurred in first and second grades where grade level accommodations include reading of the assessment.	No
Data from the 2021-2022 school year indicates that 65.6% of students with disabilities have regular attendance which is better than the all-student group at 64.3%. The subgroup is still below the statewide average of 85.8%.	No
There was overall growth for 4th-grade students from Fall 2021 to Winter 2022 administration of the NWEA-MAP Science assessment.	No
Supports provided to the Students with Disabilities subgroup indicate that students are meeting growth measures as demonstrated by the PVAAS data showing that the subgroup is outperforming the all-student group at Faison in both Math and ELA.	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff and the school.	Yes
Naviance 5th grade overall completion rate is 72%. The completion rates on individual tasks are 95 % Task 1, 82% Task 2, 80% Task 3, 77% Task 4, 73% Task 5, 67% Task 6, 58% Task 7, and 56% Task 8.	No
On the Spring Panorama Student Survey, the construct Supportive-Relationships had an overall average of 89% favorable response which is 1% pts. higher than the district average of 88%. A response within this construct to the question, "Do you have a teacher or other adult from school who you can count on to help you, no matter what?" had a 94% favorable response which is 6% higher than the district average.	No
All of our grade levels showed growth from the fall to winter administrations of the NWEA-MAP Math Assessment in 2021-2022.	No
	No
On the Spring 2022 TLC Survey, 68% of staff reported that professional development was differentiated to meet the needs of individual teachers which was a 21 percentage increase from the 2019 TLC survey.	No
On the Spring 2022 TLC Survey, managing student conduct had a 31 percentage point increase in favorability, the largest increase in all constructs.	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Yes

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
2021-2022 NWEA-MAP ELA scores indicate that a comparison between the fall and winter administrations across grades K-5 shows an average growth of 6.2 in school-wide mean RIT scores.	No
2021-2022 -MAP Math scores indicate that a comparison between the fall and winter administrations across grades K-5 shows an average growth of 4.45 in school-wide mean RIT scores.	No
2021-2022 DIBELS Benchmark data indicates that in some grade levels instruction and interventions that focus on decoding have increased the Core instructional group benchmark data in the subtest of DORF-Accuracy.	No
The 2021-2022 fifth-grade level NWEA-MAP ELA norm RIT demonstrates that the average Lexile range for students in 5th grade is 800-875. The "on track" Lexile range for College and Career Readiness is 830-1010.	No

Challenges

Challenge	Consideration In Plan
Attendance is a significant issue for our students. If we improve our attendance rate, that would impact our student achievement.	No
Despite demonstrating growth from the fall to winter administrations of the 2021-2022 NWEA-MAP Math assessment across all grade levels, no grade level surpassed the norm grade level mean RIT or district grade level mean RIT across all grades on the winter administration. If student abilities across the assessed math subtests improved, students could demonstrate improved outcomes on state assessments.	No
	No
On the Spring 2022 Panorama Student Survey, the construct Self-Efficacy had an overall favorable response of 54% which is 3% pts. lower than the district average and a 5% pt. drop from Fall 2021. A response within this construct to the question, "How sure are you that you will remember what you learned in your current class next year?" had a 48% favorable response which is 15% pts. drop from the fall.	No
On the Spring 2022 TLC Survey, managing student conduct had a 31 percentage point increase in favorability, the largest increase in all constructs. Despite this increase overall, still, only 68% of staff reported that students treat their peers with respect and only 71% reported that students follow rules of conduct.	No
Naviance 3rd grade overall completion rate is 32%. The completion rates on individual tasks are 50% Task 1, 22% Task 2, 22% Task 3 (2 are	No

required).	
Naviance 4th grade overall completion rate is 27%. The completion rates on individual tasks are 56% Task 1, 14% Task 2, 12% Task 3 (2 are required).	No
Implement a multi-tiered system of supports for academics and behavior	Yes
Identify and address individual student learning needs	Yes
Use variety of assessments to monitor student learning	Yes
Monitor and evaluate the impact of professional learning	No
2021-2022 DIBELS subtest data across grade levels demonstrate some improvement from BOY to EOY administrations however students are below national norms of expectation. If improved across grades, students will be able to successfully and independently improve upon their learning and outcomes.	No
Kindergarten and third through fifth-grade 2021-2022 NWEA-MAP ELA assessment data from fall to winter show limited growth in the overall grade level mean RIT. The NWEA-MAP ELA assessment in grades 3-5 must be read independently by the student. If students could successfully and independently read and interpret assessment items, they could improve their outcomes.	No
	No
In all areas of the PSSA the evidence demonstrates that no student subgroup is meeting statewide goals or interim targets across ELA, Math, or Science.	No
Across student subgroups, evidence indicates that no subgroup is meeting the statewide goal for regular attendance.	No
There were only 1.1 points of growth for 4th-grade students from Fall 2021 to Winter 2022 NWEA-MAP Science administrations.	No
Active participation in the completion of the PSSA administrations across ELA, Math, and Science must be improved. In improving student completion of the assessments, a more accurate picture regarding data in the assessed grade levels would be available for interpretation and analysis.	No
On the Spring Panorama Student Survey, the construct Self-Management had an overall favorable response of 56%, which is still 12% pts lower than the district average but had a 7% drop from Fall 2021. A response within the construct to the question: "During the past 30 days how often did you remain calm, even when someone was bothering you or saying bad things?" had a 34% favorable response from our student. This was a 7% drop from Fall of 2021.	No
Across student subgroups, data indicates that no subgroup is meeting the statewide growth standard across ELA and Math.	No

Most Notable Observations/Patterns

While there are many strength areas at Faison, there are areas that we're continuing to prioritize related to staff and students.

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Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff and the school.	With the assistance of Instructional Teacher Leaders and other teacher leaders, staff will revisit school-wide foci across academics and behavior to better serve our student population.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	The positions of the FACE Coordinator, project specialist, and Homewood Children's Village representative will be leveraged to utilize present supports and build more supports to suit the needs of the Faison community.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Faison will continue to celebrate those within our school community and provide on-going supports to strengthen all school members.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Implement a multi-tiered system of supports for academics and behavior	Due to the difficulties of the pandemic Tier 1 behavior interventions are not being implemented with fidelity which has led to the behavioral needs of some students being left unmet.	Yes	If the school community implements the Tier 1 behavioral interventions with fidelity, then more students will have their behavior needs met at the Tier 1 level.
Identify and address individual student learning needs	Our current Tier 1 academic supports are not meeting the needs of enough students because teachers need additional resources including differentiated professional development and cross-grade peer collaboration.	Yes	If teachers have the resources, differentiated professional development and peer collaboration support to meet the multiple needs of students, then more students will have their academic needs met with Tier 1 instruction.
Use variety of assessments to monitor	In addition to benchmark assessments, teachers must progress monitor students according to their needs and regularly	No	

student learning	interpret data to make instructional decisions that assist in moving student understanding and outcomes.		
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Goal Setting

Priority: If the school community implements the Tier 1 behavioral interventions with fidelity, then more students will have their behavior needs met at the Tier 1 level.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 3: Provide Student-Centered Support Systems	By June 2023, there will be favorable response of 75% or higher for the self-management construct from the Panorama Student survey.	Panorama	In the fall of 2022, there will be a favorable response of 60% or higher for the self-management construct from the Panorama Student survey.	By the winter of 2022, there will be a favorable response of 65% or higher for the self-management construct from the Panorama Student survey.	By the Spring of 2023, there will be a favorable response of 70% or higher for the self-management construct from the Panorama Student survey.	By June 2023, there will be a favorable response of 75% or higher for the self-management construct from the Panorama Student survey.
Essential Practices 3: Provide Student-Centered Support Systems	By June of 2023, 80% of all students will meet school-wide behavioral expectations as demonstrated through class dojo points to make behavioral rewards. Students will earn 80% of the overall monthly points possible as indicated by the Resource Team each month.	Behavioral Expectations	In the fall of 2022, 65% of all students will meet school-wide behavioral expectations as demonstrated through class dojo points to make quarterly behavioral rewards.	In the winter of 2023, 70% of all students will meet school-wide behavioral expectations as demonstrated through class dojo points to make quarterly behavioral rewards.	In the spring of 2023, 75% of all students will meet school-wide behavioral expectations as demonstrated through class dojo points to make quarterly behavioral rewards.	By June of 2023, 80% of all students will meet school-wide behavioral expectations as demonstrated through class dojo points to make behavioral rewards.
Essential Practices 3: Provide Student-Centered Support Systems	Faison students will increase regular attendance rates from 65% to 80% across all student groups by June 2023.	Attendance	In the fall of 2022, regular attendance rate of all students will be 65%.	In the winter of 2023, regular attendance rate of all students will be 70%.	In the spring of 2023, regular attendance rate of all students will be 75%.	Faison students will increase regular attendance rates from 64.3% to 80% across all student groups by June 2023.

Priority: If teachers have the resources, differentiated professional development and peer collaboration support to meet the multiple needs of students, then more students will have their academic needs met with Tier 1 instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 4: Foster Quality Professional Learning	By June 2023 there will be a favorable response of 85% or higher for the professional development construct on the Teaching and Learning Conditions Survey.	TLC Survey Goal	On the Fall 2022 TLC Survey, there will be a favorable response of 70% or higher for the professional development construct on the Teaching and Learning Conditions Survey.	On a Winter mini TLC Survey, there will be a favorable response of 75% or higher for the professional development construct on the Teaching and Learning Conditions Survey.	On the Spring 2023 TLC Survey, there will be a favorable response of 80% or higher for the professional development construct on the Teaching and Learning Conditions Survey.	By June 2023, there will be a favorable response of 85% or higher for the professional development construct on the Teaching and Learning Conditions Survey.
English Language Arts	Based on the proficiency targets established in Power BI, in 2023, our ELA PSSA goal is that 30.4% of students will be proficient/advanced.	Classroom Diagnostic Tools Benchmark	One hundred percent of students enrolled in English Language Arts courses across grades 3-5 will complete the Full CDT by the close of the district CDT assessment window.	CDT data will reflect an increase of one standard error from the baseline scores by 30% of students enrolled in English Language Arts courses by the close of the second district administration window.	CDT will reflect an increase of one standard error from the baseline data for 60% of the students by the close of the third administration window provided by the district. At the final administration, 30% of students enrolled in English Language Arts courses will demonstrate statistically significant growth (two times the standard error) from the baseline administration.	Based on the proficiency targets established in Power BI, in 2023, our ELA PSSA goal is that 30.4% of students will be proficient/advanced.
Mathematics	Based on the proficiency targets established in Power BI, in 2022, our Math PSSA goal is that 20.8% of students will be proficient/advanced.	Classroom Diagnostic Tools Benchmark	One hundred percent of students enrolled in Mathematics courses across grades 3-5 will complete the Full CDT by the close of the district CDT assessment window.	CDT data will reflect an increase of one standard error from the baseline scores by 30% of students enrolled in Mathematics courses by the close of the second district administration window.	CDT will reflect an increase of one standard error from the baseline data for 60% of the students by the close of the third administration window provided by the district. At the final administration, 30% of students enrolled in Mathematics courses will demonstrate statistically significant growth (two times the standard error) from the baseline administration	Based on the proficiency targets established in Power BI, in 2022, our Math PSSA goal is that 20.8% of students will be proficient/advanced.

Action Plan

Action Plan for: Make data part of an on-going cycle of instructional improvement by conducting frequent data review discussions.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Classroom Diagnostic Tools Benchmark Classroom Diagnostic Tools Benchmark 		<p>Improved understanding of benchmark data resources. By regularly engaging in data conferences, students will understand strengths/weakness across content specific academic data and individual behavioral data. Data reporting will become a timely, scheduled process utilizing benchmark resources. Progress monitoring tools will be used and data reported regularly with connections to instruction. On-going collaboration between PSE and regular education staff will occur on a scheduled basis.</p>		<p>Improved instructional-decision making to meet needs of students as evident in student outcomes. Students will develop a growth mindset and meet goals set for academic improvement. PLC's will review data collected across grade-levels and contents to inform instruction decisions and evaluate student supports. Through improved progress monitoring, instructional strategies will be focused to support student outcomes. Improves academic and behavioral supports will be provided to students to meet individualized needs.</p>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Understanding the Data: Review of data measures with staff to indicate urgency regarding instructional shifts for 2022-2023 school year.	08/23/2022	06/16/2023	Administration, ITLs, Instructional Staff, Academic Coaches	PSSA Data, DIBELS Data, NWEA-MAP Data, other data sources pertinent to work	No
Review of baseline data for intervention/enrichment assignments and implications for instruction.	08/23/2022	06/16/2022	Administration, ITLs, Instructional Staff, Academic Coaches, Reading Specialist	DIBELS Data, Math Baseline Data, District Decision Trees,	No
Selection and professional development around a Data Analysis Protocol (including a student work analysis protocol) to be used across grade levels to aid in instructional decision-making and monitoring of student growth across content. Protocols will be completed and provided to school leadership for review.	09/15/2022	06/16/2023	Administration, ITLs, Instructional Staff, Academic Coaches	Data Analysis Protocols, Student Work Analysis Protocols, and data	Yes
Individual data chats will occur with students to set measurable and achievable goals following assessments.	08/23/2022	06/16/2023	Administration, ITLs, Instructional Staff, Academic Coaches	Benchmark data, unit data across contents, data chat recording tools, student data recording tools, PLCs	Yes

Action Plan for: School Culture - MTSS: Strengthening Tier 1 and Tier 2 Behavior Supports

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Panorama TLC Survey Goal Behavioral Expectations Attendance 		Creating a culture where staff and students are excited about school. Provide clarity on our school-wide expectations. Ensure that staff, students, and families have an understanding of our expectations. As a result of the monthly themes/morning announcements/monthly reteach, the staff and students will speak the same language. Increased use of ReThink Ed.		Analyzing/reviewing office referral data. Making any necessary modifications based on that data (i.e. where issues are occurring; when issues are occurring). Keeping track of the number of students that participate in receiving positive incentives. ReThink Ed reports monitored for teacher usage. School Safety Survey (beginning and end of the year)	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use of Circles (Restorative Practices) at the Tier 1 Level	08/23/2022	06/16/2023	Leadership Team	Restorative Practices Circles Book Support from Dr. Raina Jackson & Ms. Allen, Talking Pieces (faison Specific)	No
Schoolwide Monthly Themes to Build Social-Emotional Learning	08/23/2022	06/16/2023	Leadership Team	Monthly theme calendar and display; connection of theme to reading & writing activities; align monthly theme to ReThink Lessons; share monthly themes with community partners to strengthen impact	No
Intentional use of physical space to reinforce SEL. Specifically, staff will create signage and bulletin boards that align with the school mission statement and school norms.	08/23/2022	06/16/2023	Leadership Team	Signage that aligns with school mission statement and school norms; display signage for student success; use of bulletin boards to reinforce expectations; poster maker; updated monthly; student envoys	No
Monthly re-teach lessons to reinforce PBIS expectations for all students	08/23/2022	06/16/2023	Leadership Team, Ms. Street (HCV Site Manager)	Reteach lesson plans and schedule, Student envoys as leads or co-leads, HCV Site Manager reinforces expectations with community partners, Teacher-to-Student Train the Trainer model, being intentional in language to reinforce through announcements & interactions with students	No
Reinforcement of School Uniform Policy	08/23/2022	06/16/2023	Leadership Team	Resource room/Closet with uniforms and other necessities; Family support via schoolwide communications; Positive reinforcements for scholars (dojo points, incentives, etc.); Student envoys; Faison gear (being intentional with this resource, regular sales so items can be regularly available)	No
Increase Parent/Family Engagement	08/23/2022	06/16/2023	Leadership Team, FACE Coordinator	Reminders for families regarding theme of the month, uniform policy, protocols, academic components, and school-wide PBIS system through communication system; expand communication	No

				systems to be inclusive of the various family communication styles/access; Class Dojo; Family ROAR Incentive/store (for complying with attendance, uniform, and other policies/systems)	
School-wide use of Class Dojo	08/23/2022	06/16/2023	Leadership Team	Reintroduction of Class Dojo to the staff; Ensuring staff have a similar structure ROAR; Use for family communication including: attendance, book reports, uniforms, and academics; Staff/Principal Dojo Component	No
Quarterly field trips for academic recognition, perfect attendance (improvement), class dojo points, Naviance completion	08/23/2022	06/16/2023	Leadership Team	Schedule of trips	No
Dedicate 1 Intervention period per week to Social-Emotional Learning	08/23/2022	06/16/2023	Leadership Team	Use data from Power BI to support; Use of ReThink Ed	No
Re-introduce Restorative Tuesdays, dedicating one staff meeting per month to the social/emotional needs of our students.	08/23/2022	06/16/2023	Leadership Team	Survey identifying teacher/staff/emotional needs; referral data; Sunshine Committee	No
Formal PD for staff on Tier 1 and Tier 2 System	08/23/2022	06/16/2023	Leadership Team	TFI Self-Assessment Results; District LES Supports	Yes

Action Plan for: Increased Writing Opportunities Across Content

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Classroom Diagnostic Tools Benchmark 		Opportunities for students to demonstrate thinking through writing will be provided across content areas. Student understanding across contents will be improved as a result of recording their thoughts and thinking. Students will increase independence in completing assignments.		Instructional staff will increase opportunities for students to demonstrate understanding and thinking through writing activities. Student work protocols will be used to monitor and discuss work products during PLCs. Classroom observation will assess student ability to complete assignments independent of teacher influence.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Writing-to-learn activities will be used across content to help students think through key concepts or ideas central to the content. These assignments will be used to build writing habits and increase writing fluency. The assignments will also be used to provide an opportunity for processing information and formative assessment.	08/23/2022	06/16/2023	Administrators, ITLs, Instructional staff, Literacy Academic Coach, Reading Specialist	PLCs, Academic Coaches, Writing Tools and Resources, Student Writing Tools	Yes
Explicitly teach appropriate writing strategies using a Model-Practice-Reflect Instructional cycle across genres using the district writing portfolio expectations as a guide. Student work will be analyzed during PLCs using a chosen student work analysis protocol.	08/23/2022	06/16/2023	Administrators, ITLs, Instructional staff, Literacy Academic Coach	PLCs, Academic Coaches, Writing Tools and Resources, Student Writing Tools, District Writing Portfolio Information and Resources	Yes
Engage students in "Think-Pair-Share" and "Think-Write-Pair-Share" activities during teacher-modeled instruction and guided practice when asking higher-order questions. Incorporate the use of technology and/or alternative methods for student response.	08/23/2022	06/12/2023	Administration, ITLs, Instructional Staff, Academic Coaches, District Support Personnel across contents	Progression of Student Questions, question stems, lesson plans, PLCs, district curriculum	No
Teach students to decode words, analyze word parts, and write and recognize words by ensuring that effective instruction is occurring in alignment with the core and provide small group	08/23/2022	06/12/2023	Administrators, ITLs, Instructional Staff, Literacy Academic Coach, Reading Specialist	DIBELS Benchmark Data, Progress Monitoring Data, Data Analysis Protocols, Differentiated Instructional Planning tools and Resources	Yes

instruction for students in need of additional practice and explicit instruction.					
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Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Make data part of an on-going cycle of instructional improvement by conducting frequent data review discussions.</p>	<ul style="list-style-type: none"> • Selection and professional development around a Data Analysis Protocol (including a student work analysis protocol) to be used across grade levels to aid in instructional decision-making and monitoring of student growth across content. Protocols will be completed and provided to school leadership for review. • Individual data chats will occur with students to set measurable and achievable goals following assessments.
<p>School Culture - MTSS: Strengthening Tier 1 and Tier 2 Behavior Supports</p>	<ul style="list-style-type: none"> • Formal PD for staff on Tier 1 and Tier 2 System
<p>Increased Writing Opportunities Across Content</p>	<ul style="list-style-type: none"> • Writing-to-learn activities will be used across content to help students think through key concepts or ideas central to the content. These assignments will be used to build writing habits and increase writing fluency. The assignments will also be used to provide an opportunity for processing information and formative assessment. • Explicitly teach appropriate writing strategies using a Model-Practice-Reflect Instructional cycle across genres using the district writing portfolio expectations as a guide. Student work will be analyzed during PLCs using a chosen student work analysis protocol. • Teach students to decode words, analyze word parts, and write and recognize words by ensuring that effective instruction is occurring in alignment with the core and provide small group instruction for students in need of additional practice and explicit instruction.

Professional Development Activities

Data Analysis Protocols						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Selection and professional development around a Data Analysis Protocol (including a student work analysis protocol) to be used across grade levels to aid in instructional decision-making and monitoring of student growth across content. Protocols will be completed and provided to school leadership for review. Individual data chats will occur with students to set measurable and achievable goals following assessments. 	Instructional Staff	Review of Data Analysis Protocols and Student Work Analysis Protocols, expectations for completion, use and submission for review; use of specific questions used in analysis to focus Professional Learning Communities; connection to student data chats	Improved, focused instructional delivery will lend to improved student outcomes as evidenced in benchmark assessment data and progress monitoring based on individual student need.	Administration, ITLs, Instructional Staff, Academic Coaches, Reading Specialist	08/23/2022	06/16/2023
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 			Teaching Diverse Learners in an Inclusive Setting	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 			Teaching Diverse Learners in an Inclusive Setting	

Focus on the Science of Reading

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Instructional Staff	A review of DIBELS Benchmark subtest data will permit the opportunity for teachers to look specifically at instructional groupings, needs of students, instructional activities that will support growth, and the need to progress monitor students with the subtest that assesses student growth in focus area.	Teachers will share instructional grouping reports based on student need, assessment data, learning plans, and progress monitoring data.	Administration, ITLs, Academic Coaches, Instructional staff	08/23/2022	06/16/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching 	Language and Literacy Acquisition for All Students

Increased Writing Opportunities Across Contents

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Writing-to-learn activities will be used across content to help students think through key concepts or ideas central to the content. These assignments will be used to build writing habits and increase writing fluency. The assignments will also be used to provide an opportunity for processing information and formative assessment. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect Instructional cycle across genres using the district writing portfolio expectations as a guide. Student work will be analyzed during PLCs using a chosen student work analysis protocol. 	Instructional Staff	Use of writing across contents for students to demonstrate thinking and justification for responses. Developing ways in which staff will have students record thinking/justify responses. Connections to research that demonstrate improved student understanding/outcomes when the opportunity to regularly record thinking is present. Student independence in completing assignments will be improved as a result of building this skillset.	Student work products will be shared and reviewed during PLCs and data chats with connections made between instruction, transfer to student learning, and data sources.	Administration, ITLs, Academic Coaches, Instructional staff	08/23/2022	06/16/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 	Language and Literacy Acquisition for All Students

		<ul style="list-style-type: none">• 3b: Using Questioning and Discussion Techniques• 3c: Engaging Students in Learning• 3d: Using Assessment in Instruction• 4a: Reflecting on Teaching	
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Tier 1 and Tier 2 Supports

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Formal PD for staff on Tier 1 and Tier 2 System 	All staff	Within the sessions offered, staff will gain a better understanding of the PBIS Matrix, the Behavior Response System Flow Chart, referral system, family communications, use of Class Dojo, and Tier 1 and Tier 2 supports for students.	TFI, referral completion, family communications, Class Dojo Reports	Administration, ITLs, Learning Environment Specialist	08/23/2022	06/16/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	August and as needed throughout the year	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 4b: Maintaining Accurate Records 4c: Communicating with Families 	Teaching Diverse Learners in an Inclusive Setting