

PITTSBURGH GREENFIELD K-8

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Schoolwide Title 1 School Plan | 2021 - 2022

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Eric Rosenthal	Principal	Greenfield School	erosenthal1@pghschools.org
Brandon George	Assistant Principal	Greenfield School	bgeorge1@pghschools.org
Lara Evans	Teacher	Greenfield School	levans1@pghschools.org
Stephanie Basl	Teacher	Greenfield School	sbasl1@pghschools.org
Sharon King	Literacy Academic Coach	Greenfield School	sking1@pghschools.org
Nicole Lott	Parent	Greenfield School	nicolelott21@gmail.com
John Bellisario	Community Member	Community Member	soxvbucs730@gmail.com
Ray Burns	Teacher	Greenfield	rburns1@pghschools.org
Jennifer DePaolo	Teacher	Greenfield	jdepaolo1@pghschools.org
Nina Sacco	District Level Leaders	Pittsburgh Public Schools	nsacco1@pghschools.org

## Vision for Learning

The vision of Pittsburgh Greenfield K-8 is to see each student reach his/her highest potential. Students will feel safe and cared for in every classroom as they participate in a rigorous and relevant curriculum. Staff members will also meet high expectations and be highly qualified professionals in both content and pedagogy. Parents and community members will be involved and act as contributing members of the school system. With the support of all stakeholders, students will be productive members of society.?

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
The Spring 2021 NWEA ELA Mean RIT score increased from Fall to Winter in grades levels 3, 4, 6	Yes
The Spring 2021 NWEA Lexile level in all grades 3, 4, 6 is above the district and national norms.	Yes
57% of white students are projected proficient on the 2022 ELA PSSA. (Based on the Spring 2021 NWEA)	Yes
50% of Asian students are projected proficient on the 2022 ELA PSSA. (Based on the Spring 2021 NWEA)	Yes
The Spring 2021 NWEA Science Mean RIT scores were above the district in all grade levels 3-7	Yes
The Spring 2021 NWEA Science Mean RIT scores for grades 3, 4 and 6 is above the national norm.	Yes
Regular attendance is 88.5%. The all student group met the target.	Yes
The math academic growth for the economically disadvantaged student group was 75. The target was met and there was an increase in performance from the previous year.	Yes
In ELA. 86.1% of 3rd graders scored proficient or advanced on the 2019 PSSA Assessment.	Yes
In ELA, 68.7% of the all student group scored proficient or advanced on the 2019 PSSA Assessment. The target was met and there was an increase from the previous year.	Yes
The Math Academic Growth Standard score for the all student group was 72.5. The target was met, and this is an increase in performance from the previous year.	Yes
The Spring 2021 NWEA Math Mean RIT for all grade levels 3-7 was above the district Mean RIT.	Yes
The 4th Grade had an increase of 14.1 points from the 2020 Fall RIT score to the 2021 Spring RIT score. The Grade 4 Mean RIT score is above the district and national average Mean RIT. 40% of fifth graders are projected proficient on the Math PSSA, a 2.8% increase from the previous year.	Yes
All subgroups of the Spring 2021 Panorama results for grades 3-5 showed an increase and all subgroup results are above the district.	Yes
Panorama (Spring 2021) results show 86% of 3-5th graders feel they are competent with Supportive Relationships (highest rate of agreement)	Yes

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members	Yes

## Challenges

Challenge	Consideration In Plan
The ELA Academic Growth Standard score for the all student group was 54. The target was not met, and this is a decrease in performance from the previous year.	Yes
Math all student proficiency score is 48% proficient or advanced on the 2019 Math PSSA Assessment. Although, the target was met and there was an increase from the previous year we still consider overall proficient for Math a challenge.	Yes
In ELA, 43.3% of English Learners scored proficient or advanced on the 2019 PSSA Assessment. The target for English Language Learners was not met, however there was an increase from the previous year.	Yes
In Math, 40% of English Learners scored proficient or advanced on the 2019 PSSA Assessment. The target was not met and there was a decrease from the previous year.	Yes
In Math, 25.9% of black students and 42.4% of economically disadvantaged, and 35.3% of students with disabilities scored proficient or advanced on the 2019 PSSA. The target for black, economically disadvantaged and students with disabilities was not met, however this was an increase from the previous year.	Yes
26.1% of all students are projected to be proficient or advanced on the 2022 Math PSSA. NWEA is projecting a 22.3% decrease in our Math PSSA proficiency scores from the 2019 Math PSSA. This is a 10.6% decrease in projected proficiency from 2020. All grade levels are projected to drop in proficiency levels on the PSSA.	Yes
8th Grade was projected to only be 5.6% proficient on the PSSA. This is a 41.5% decrease from the 2019 Math PSSA.	Yes
60% of 3-5th graders feel they are competent in the area of Challenging Feelings (lowest rate of agreement) and 66% feel they are competent in Emotion Regulation.	Yes
Panorama (Spring 2021) results show 47% of 6-8th graders feel they are competent in Emotion Regulations, a decrease of 5 since the Fall	Yes

2020 survey.	
For the last three years teachers are dissatisfied with differentiation of professional development for the needs of individual teachers. The 2020-2021 Teaching and Learning Condition Survey showed a 70% agreement which is a 12% decline from the 2019 survey (last available results).	Yes
Use multiple professional learning designs to support the learning needs of staff	Yes
Identify and address individual student learning needs	Yes
Collectively shape the vision for continuous improvement of teaching and learning	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed	Yes
53.6% of all students are projected to be proficient or advanced on the 2022 ELA PSSA. NWEA is projecting a 15.7% drop in our PSSA proficiency scores from the 2019 ELA PSSA (69.3%). This is also a 6.3% drop in projected proficiency from 2020.	Yes
5th, 7th, 8th grade ELA showed a decrease from Fall to Spring on the 2020-21 NWEA.	Yes
The Mean RIT for Black Students was 202 on the ELA 2021 Spring NWEA. 36% of Black students are projected proficient on the ELA PSSA.	Yes
The Mean RIT for Black Students was 201 on the Math 2021 Spring NWEA. 9% of Black students are projected proficient on the Math PSSA.	Yes
The Spring 2021 NWEA Science Mean RIT science score is below the national and district in grade 8.	Yes
The Spring 2021 NWEA Science Mean RIT science score is below the national norm in grade 7.	Yes

### Most Notable Observations/Patterns

Our proficiency scores remain above the district in both Math and Reading at all grade levels 3-8 (2019). Third grade ELA, fourth grade ELA, 3rd grade math, 8th grade math and 8th grade ELA are significantly above the district scores on the 2019 PSSA. Our continued weakness is that we do not show growth in our students as they progress through the grades. For the last 4 years we have had a decrease in proficiency from 3rd to 4th grade math; a significant decrease in proficiency from 4th to 5th math; and a decrease from 5th to 6th grade math; and a significant decrease in proficiency from 4th to 5th grade ELA (when looking at the same cohort of students). The Spring 2021 NWEA results show that we would again fail to grow our students on the PSSA, however the Mean RIT did show an increase from Fall 2020 to Spring 2021 at grade levels 3, 4, & 6 for ELA and grade levels 3, 4, 5, 6, & 8 in Math.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
The Spring 2021 NWEA ELA Mean RIT score increased from Fall to Winter in grades levels 3, 4, 6	
The Spring 2021 NWEA Lexile level in all grades 3, 4, 6 is above the district and national norms.	
57% of white students are projected proficient on the 2022 ELA PSSA. (Based on the Spring 2021 NWEA)	
50% of Asian students are projected proficient on the 2022 ELA PSSA. (Based on the Spring 2021 NWEA)	
The Spring 2021 NWEA Science Mean RIT scores were above the district in all grade levels 3-7	
The Spring 2021 NWEA Science Mean RIT scores for grades 3, 4 and 6 is above the national norm.	
Regular attendance is 88.5%. The all student group met the target.	
The math academic growth for the economically disadvantaged student group was 75. The target was met and there was an increase in performance from the previous year.	Time was allotted for small group work for math interventions.
In ELA. 86.1% of 3rd graders scored proficient or advanced on the 2019 PSSA Assessment.	
In ELA, 68.7% of the all student group scored proficient or advanced on the 2019 PSSA Assessment. The target was met and there was an increase from the previous year.	
The Math Academic Growth Standard score for the all student group was 72.5. The target was met, and this is an increase in performance from the previous year.	Time was allotted for small group work for math interventions.
The Spring 2021 NWEA Math Mean RIT for all grade levels 3-7 was above the district Mean RIT.	
The 4th Grade had an increase of 14.1 points from the 2020 Fall RIT score to the 2021 Spring RIT score. The Grade 4 Mean RIT score is above the district and national average Mean RIT. 40% of fifth graders are projected proficient on the Math PSSA, a 2.8% increase from the previous year.	Consistent use of Reflex to increase computation fluency over the last two years.
All subgroups of the Spring 2021 Panorama results for grades 3-5 showed an increase and all subgroup results are above the district.	
Panorama (Spring 2021) results show 86% of 3-5th graders feel they are competent with Supportive Relationships (highest rate of agreement)	

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Foster a culture of high expectations for success for all students, educators, families, and community members	

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The ELA Academic Growth Standard score for the all student group was 54. The target was not met, and this is a decrease in performance from the previous year.	We consistently have a significant drop from 4th to 5th proficiency in ELA. There is a lack of understanding of alignment of standards between grade level. Students struggle with using comprehension strategies independently.	Yes	Greenfield will identify and address student learning needs by providing daily, systematic, whole group, and individualized standards-based reading comprehension strategy instruction that is both effective and explicit, allowing students to dissect and understand complex text in all content areas.
Math all student proficiency score is 48% proficient or advanced on the 2019 Math PSSA Assessment. Although, the target was met and there was an increase from the previous year we still consider overall proficient for Math a challenge.	We consistently have a significant drop from 4th to 5th and 5th to 6th proficiency in Math. Historically, we see a drop in district and state at these grade levels as well. There is a lack of understanding of alignment of standards between grade level. Students struggle with using math strategies independently.	No	
In ELA, 43.3% of English Learners scored proficient or advanced on the 2019 PSSA Assessment. The target for English Language Learners was not met, however there was an increase from the previous year.		No	
In Math, 40% of English Learners scored proficient or advanced on the 2019 PSSA		No	

Assessment. The target was not met and there was a decrease from the previous year.			
In Math, 25.9% of black students and 42.4% of economically disadvantaged, and 35.3% of students with disabilities scored proficient or advanced on the 2019 PSSA. The target for black, economically disadvantaged and students with disabilities was not met, however this was an increase from the previous year.		No	
26.1% of all students are projected to be proficient or advanced on the 2022 Math PSSA. NWEA is projecting a 22.3% decrease in our Math PSSA proficiency scores from the 2019 Math PSSA. This is a 10.6% decrease in projected proficiency from 2020. All grade levels are projected to drop in proficiency levels on the PSSA.	The pandemic brought the challenges of lack of in person instruction; new model of teaching and learning remotely; and decrease in student attendance.	Yes	Greenfield will identify and address student learning needs focused on students' mathematical reasoning and consistent use of the problem-solving process to comprehend and solve open-ended tasks in Mathematics.
8th Grade was projected to only be 5.6% proficient on the PSSA. This is a 41.5% decrease from the 2019 Math PSSA.		No	
60% of 3-5th graders feel they are competent in the area of Challenging Feelings (lowest rate of agreement) and 66% feel they are competent in Emotion Regulation.		No	
Panorama (Spring 2021) results show 47% of 6-8th graders feel they are competent in Emotion Regulations, a decrease of 5 since the Fall 2020 survey.		No	
For the last three years teachers are dissatisfied with differentiation of professional development for the needs of individual teachers. The 2020-2021 Teaching and Learning Condition Survey showed a 70% agreement which is a 12% decline	Focus has not been on the strengths of our individual teachers. Time constraints don't always allow for differentiation for staff.	Yes	Greenfield will identify and address staff needs focused on Meaningful Differentiated Professional Development to improve overall staff satisfaction with professional learning.

from the 2019 survey (last available results).			
Use multiple professional learning designs to support the learning needs of staff		No	
Identify and address individual student learning needs		No	
Collectively shape the vision for continuous improvement of teaching and learning		No	
Continuously monitor implementation of the school improvement plan and adjust as needed		No	
53.6% of all students are projected to be proficient or advanced on the 2022 ELA PSSA. NWEA is projecting a 15.7% drop in our PSSA proficiency scores from the 2019 ELA PSSA (69.3%). This is also a 6.3% drop in projected proficiency from 2020.	The pandemic brought the challenges of lack of in person instruction; new model of teaching and learning remotely; and decrease in student attendance.	No	
5th, 7th, 8th grade ELA showed a decrease from Fall to Spring on the 2020-21 NWEA.		No	
The Mean RIT for Black Students was 202 on the ELA 2021 Spring NWEA. 36% of Black students are projected proficient on the ELA PSSA.		No	
The Mean RIT for Black Students was 201 on the Math 2021 Spring NWEA. 9% of Black students are projected proficient on the Math PSSA.		No	
The Spring 2021 NWEA Science Mean RIT science score is below the national and district in grade 8.		No	
The Spring 2021 NWEA Science Mean RIT science score is below the national norm in grade 7.		No	

## Goal Setting

**Priority:** Greenfield will identify and address student learning needs by providing daily, systematic, whole group, and individualized standards-based reading comprehension strategy instruction that is both effective and explicit, allowing students to dissect and understand complex text in all content areas.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	In Reading, there will be a minimum of 4.6% increase this year to reach 71.3% proficiency demonstrated in our Africa American students	ELA African American Students	45% of African American students will score proficient or advanced on the Projected Proficiency report for the Fall administration of NWEA Map.	54% of African American students will score proficient or advanced on the Projected Proficiency report for the Winter administration of NWEA Map.	62% of African American students will score proficient or advanced on the Projected Proficiency report for the Spring administration of NWEA Map.	In Reading, there will be a minimum of 4.6% increase this year to reach 71.3% proficiency demonstrated in our Africa American students
English Language Arts	In Reading, there will be a minimum of a 6.7% increase this year to reach 40% proficiency in our ELL students.	ELA-ELL Students	33.3% of ELL students will score proficient or advanced on the Projected Proficiency report for the Fall administration of NWEA Map.	35.5% of ELL students will score proficient or advanced on the Projected Proficiency report for the Winter administration of NWEA Map.	37.7% of ELL students will score proficient or advanced on the Projected Proficiency report for the Spring administration of NWEA Map.	In Reading, there will be a minimum of a 6.7% increase this year to reach 40% proficiency in our ELL students.
English Language Arts	In Reading, there will be a minimum of a 2.9% increase this year in order to reach 72.2% proficiency in 2021-22 and 83.8% proficiency by 2023-24 of all students performing at the proficient or advanced level.	ELA Proficiency Target	58% of all students will score proficient or advanced on the Projected Proficiency report for the Fall administration of NWEA Map.	62% of all students will score proficient or advanced on the Projected Proficiency report for the Winter administration of NWEA Map.	67% of all students will score proficient or advanced on the Projected Proficiency report for the Spring administration of NWEA Map.	In Reading, there will be a minimum of a 2.9% increase this year in order to reach 72.2%

**Priority:** Greenfield will identify and address student learning needs focused on students' mathematical reasoning and consistent use of the problem-solving process to comprehend and solve open-ended tasks in Mathematics.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	In Math, there will be a minimum of a 4.8% increase each year in order to reach 53.3% proficiency in 2022 and 72.6% proficiency by 2023-24 of all students performing at the proficient or advanced on the PSSA.	Math Proficiency Target	33% of all students will score proficient or advanced on the Projected Proficiency report for the Fall administration of NWEA Map.	40% of all students will score proficient or advanced on the Projected Proficiency report for the Winter administration of NWEA Map.	47% of all students will score proficient or advanced on the Projected Proficiency report for the Spring administration of NWEA Map.	In Math, there will be a minimum of a 4.8% increase each year in order to reach 53.3% proficiency in 2021-22.
Mathematics	In Math, there will be a 8.4% increase and 34.4% proficiency on the 2022 PSSA this year in our Africa American students.	Math Proficiency African American Students	15% of African American students will score proficient or advanced on the Projected Proficiency report for the Fall administration of NWEA Map.	22% of African American students will score proficient or advanced on the Projected Proficiency report for the Winter administration of NWEA Map.	28% of African American students will score proficient or advanced on the Projected Proficiency report for the Spring administration of NWEA Map.	In Math, there will be a 8.4% increase and 34.4% proficiency on the 2021 PSSA this year in our Africa American students.
Mathematics	In Math there will be a 7.1% increase and 40.5% proficiency on the 2022 PSSA this year in our ELL students.	Math Proficiency ELL Students	33.3% of ELL students will score proficient or advanced on the Projected Proficiency report for the Fall administration of NWEA Map.	35.7% of ELL students will score proficient or advanced on the Projected Proficiency report for the Winter administration of NWEA Map.	38.1% of ELL students will score proficient or advanced on the Projected Proficiency report for the Spring administration of NWEA Map.	In Math there will be a 7.1% increase and 40.5% proficiency on the 2021 PSSA this year in our ELL students.

**Priority:** Greenfield will identify and address staff needs focused on Meaningful Differentiated Professional Development to improve overall staff satisfaction with professional learning.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
School climate and culture	There will be a favorable response of at least 85% on the Learning Strategies Construct from the Panorama Student Survey.	Panorama Student Survey (Learning Strategies)	There will be a favorable response of at least 70% on the Learning Strategies Construct from the Panorama Student Survey.	There will be a favorable response of at least 75% on the Learning Strategies Construct from the Panorama Student Survey.	There will be a favorable response of at least 80% on the Learning Strategies Construct from the Panorama Student Survey.	There will be a favorable response of at least 85% on the Learning Strategies Construct from the Panorama Student Survey.
School climate and culture	On the 2021-2020 Teaching and Learning Condition Survey, there will be a rate of agreement for the item Professional Development is Differentiated to meet the needs of individual teachers of at least 85%.	Differentiated Professional Development	There will be a rate of agreement for the item Professional Development is Differentiated to meet the needs of individual teachers of at least 74%.	there will be a rate of agreement for the item Professional Development is Differentiated to meet the needs of individual teachers of at least 78%.	there will be a rate of agreement for the item Professional Development is Differentiated to meet the needs of individual teachers of at least 82%.	On the 2021-2020 Teaching and Learning Condition Survey, there will be a rate of agreement for the item Professional Development is Differentiated to meet the needs of individual teachers of at least 85%.

## Action Plan

**Action Plan for:** Making Meaning of Complex Texts by providing direct and explicit comprehension strategy instruction. Select carefully the text to use when beginning to teach a given strategy, show students how to apply the strategies they are learning to different texts, use a direct and explicit instruction lesson plan for teaching students how to use comprehension, provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning, talk about comprehension strategies while teaching them.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>• ELA Proficiency Target</li> <li>• ELA African American Students</li> <li>• ELA-ELL Students</li> </ul>		Implementing consistent research based comprehension strategies and tools throughout all content areas will provide students with the strategies to engage with complex texts in ELA and multiple content areas. Fluent readers recognize words automatically, without struggling over decoding issues. Improving fluency bridges between word recognition and comprehension. It allows students time to focus on what the text is saying.		Evidence of the anticipated outcomes will be monitored through PLC, student work samples, ongoing assessments (formative and summative), instructional planning, DIBELS progress monitoring. Although an annual goal and quarterly benchmark were not indicated in the goal section portion of our plan for grades K-2, academic progress for students in grades K-2 will be monitored utilizing assessment data from the NWEA Map ELA, DIBELS assessment and unit assessments.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Review student data to determine the need for comprehension strategies.	08/25/2021	12/17/2021	Leadership Team, SIP Team, Instructional Cabinet	2019 PSSA results, Fall 2021 PSSA results, Spring 2021 and Fall 2021 NWEA results, DIBELS	No
Reintroduce and/or provide professional learning for explicitly teaching comprehensions strategies with the ELA team.	09/24/2021	10/29/2021	Principal, Leadership Team, SIP Team	Core Resources, Baseline Data, Read and Write, Learning Ally	Yes
Ensure effective instruction is occurring and students are decoding words, Analyzing word parts, and write and recognize words is taught in alignment with the core resource (Fluency support will improve overall comprehension skills.)	10/15/2021	06/10/2022	SIP Team, Leadership Team, Instructional Cabinet, ELA Teachers	Core Resources, Intervention Resources, Baseline Data (Dibels, Foundational Skills Check Progress Formative Assessments) If necessary, online Reading Progress in Microsoft Teams to track and monitor fluency	No
Introduce the comprehension strategies for first reading and close reading of text to content areas other than ELA and establish the routines for engaging with complex text.	12/03/2021	03/18/2022	Leadership Team, SIP Team	Core Resources, Baseline Data Hybrid Support: Schoology, Classkick, Nearpod	Yes

Examine student work and data collection in PLC to determine next steps for instruction.	11/01/2021	06/10/2022	Leadership Team, SIP Team, ELA Teachers	Student Writing, Rubrics, Principal, Assistant Principal, ELA Teachers, Examining Student Work Protocol	No
Plan and facilitate intellectually engaging lessons for all students that include citing and analyzing text evidence.	10/01/2021	06/10/2022	ELA Teachers	Quality grade level tasks, professional learning, PLC time, librarian, curriculum and online resources (Schoolology, classkick, nearpod, etc)	No
Ensure IEP goals are reviewed, monitored and adjusted so that they are standards aligned.	09/01/2021	06/10/2022	ELA Teachers, PSE Program Officer, PSE Teachers	IEP, Standards, PSE Department	No
Utilize MAP data to inform instruction and modify curriculum accordingly for all students ensuring that the needs are being met for each student group (students with IEPs and ELL students and Black students.)	10/29/2021	06/10/2022	ELA Teachers, ELL Teachers, PSE Teachers	MAP Data, curriculum, IEPs, Curriculum and Instruction Team	No

**Action Plan for:** Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to apply more complex ideas and mathematical reasoning including problem solving.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Math Proficiency Target</li> <li>Math Proficiency African American Students</li> <li>Math Proficiency ELL Students</li> </ul>		Implementing consistent research based mathematical reasoning and problem-solving strategies and tools that will provide students with the strategies to engage in the Five E instructional model. Math facts fluency will form the building blocks for higher-level math concepts. Automaticity allows students to free up their working memory and devote it to problem solving and learning new concepts and skills.		Evidence of the anticipated outcomes will be monitored through PLC, student work samples, ongoing assessments (formative and summative), instructional planning, REFLEX reports. Although an annual goal and quarterly benchmark were not indicated in the goal section portion of our plan for grades K-2, academic progress for students in grades K-2 will be monitored utilizing assessment data from the NWEA Map math assessment and unit assessments.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Review student data to determine the need for mathematical reasoning and problem solving	08/25/2021	12/17/2021	Leadership Team, SIP Team, Instructional Cabinet	2019 PSSA results, 2021 PSSA Fall results, NWEA Spring 2021 and Fall 2021 results; Tier 1 Student work data for current grade level; Math Coordinator	No
Establish routines for teachers to consistently ensure students are working toward mathematical fluency and institute routines to review and discuss ongoing fluency data.	10/18/2021	06/10/2022	Math Teachers, Instructional Cabinet	REFLEX Program, Baseline Data, PLC time, Holt McDougald Online for 6-8	Yes
Plan and facilitate intellectually engaging lessons for all students that include reasoning, predicting, evaluating, concluding and problem-solving strategies that emphasize conceptual understanding, procedural skills and fluency and application of mathematics concepts to real-world situations.	10/01/2021	06/10/2022	Math Teachers, Instructional Cabinets	Quality grade level tasks, professional learning , PLC time, librarian	No
Establish routines for teachers to consistently ensure students are working toward mathematical fluency and institute routines to review and discuss ongoing fluency data.	10/01/2021	06/10/2022	Math Teachers, Instructional Cabinets	Quality grade level tasks, professional learning , PLC time, librarian; Online programs=REFLEX, ThinkCentral; Holt McDougald Online for 6-8	No
Shift learning of mathematics from	09/01/2021	06/10/2022	Math Teachers, Administrative Team,	PLC time, Quality Grade level tasks, Curriculum resources,	No

a process of absorbing facts and practicing procedures to the process of knowledge development of facts and procedures in relation to a set of important and underlying mathematical ideas, by teaching mathematics strategies students will retain.			Instructional Cabinet	online resources, lesson plans, professional development	
Implement the Five E Instruction Model, (Engage, Explore Explain, Elaborate and Evaluate) during the instructional delivery process, and ensure the students construct knowledge and meaning from their experiences and enrich their understanding of content, by continuously probing and questioning for understanding.	09/01/2021	06/10/2022	Math Teachers, Administrative Team, Instructional Cabinet	PLC time, Quality Grade level tasks, Curriculum resources, lesson plans, professional development, Math Coordinator	Yes
Create and execute lessons that provide students the opportunity to engage in the problem-solving process on a frequent basis, and present assignments that requires students to apply it to problems that require open ended responses.	08/25/2021	06/10/2022	Math Teachers, District Coordinator, Administrative Team, Instructional Cabinet	PLC Time, Observation Tools, Unpack standards, Quality Grade level tasks, higher order thinking questions and tasks, lesson plans, professional learning, curriculum and online resources	Yes
Ensure IEP goals are reviewed, monitored and adjusted so that they are standards aligned.	09/08/2021	06/10/2022	Math Teachers, PSE Program Officer, PSE Teachers	IEPs, Standards, PSE Department	No
Utilize MAP data to inform instruction and modify curriculum accordingly for all students ensuring that the needs are being met for each student group (students with IEPs and ELL students and Black Students)	09/08/2021	06/10/2022	Math Teachers, PSE Program Officer, PSE Teachers	IEPs, Standards, PSE Department	No

## Action Plan for: Differentiated Professional Development

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Differentiated Professional Development</li> <li>Panorama Student Survey (Learning Strategies)</li> </ul>		Implementing consistent differentiated professional development will provide teachers and staff with meaningful learning to support and improve their practice.		Evidence of the anticipated outcome will be monitored by administration through lesson plans, observations and the 2022 TLC survey. Teachers will support and monitor through PLC time.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Align district provided professional development with priorities of SIP plan	08/18/2021	06/10/2022	Administrative Team, SIP Team, Leadership Team, Instructional Cabinet	SIP plan, district resources, School based professional development time, ESEP Time	No
Plan and facilitate intellectually engaging professional development for all staff that includes differentiation to support and improve practice of teachers and staff.	10/04/2021	05/27/2022	Administrative Team, SIP Team, Leadership Team, Instructional Cabinet	SIP plan, district resources and online resources (Schoology, etc), School based professional development time, ESEP Time	No
Monitor and reflect on the effectiveness of professional development to determine follow up sessions.	10/04/2021	05/27/2022	Administrative Team, SIP Team, Leadership Team, Instructional Cabinet	SIP plan, district resources, School based professional development time, ESEP Time, Team Meetings	No
Develop and facilitate Professional growth opportunities focused on explicitly teaching learning strategies to students. (Including comprehension, problem solving, reading fluency and math fact fluency) These sessions will be differentiated by grade band and subject. They can be facilitated through a lens of E-learning to help students navigate hybrid or remote learning environment.	08/25/2021	02/28/2022	Leadership Team, Instructional Cabinet	Curriculum, digital learning platform, Online resources, FACE coordinator to connect or provide updates to parents	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Making Meaning of Complex Texts by providing direct and explicit comprehension strategy instruction. Select carefully the text to use when beginning to teach a given strategy, show students how to apply the strategies they are learning to different texts, use a direct and explicit instruction lesson plan for teaching students how to use comprehension, provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning, talk about comprehension strategies while teaching them.</p>	<ul style="list-style-type: none"> <li>• Reintroduce and/or provide professional learning for explicitly teaching comprehensions strategies with the ELA team.</li> <li>• Introduce the comprehension strategies for first reading and close reading of text to content areas other than ELA and establish the routines for engaging with complex text.</li> </ul>
<p>Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to apply more complex ideas and mathematical reasoning including problem solving.</p>	<ul style="list-style-type: none"> <li>• Establish routines for teachers to consistently ensure students are working toward mathematical fluency and institute routines to review and discuss ongoing fluency data.</li> <li>• Implement the Five E Instruction Model, (Engage, Explore Explain, Elaborate and Evaluate) during the instructional delivery process, and ensure the students construct knowledge and meaning from their experiences and enrich their understanding of content, by continuously probing and questioning for understanding.</li> <li>• Create and execute lessons that provide students the opportunity to engage in the problem-solving process on a frequent basis, and present assignments that requires students to apply it to problems that require open ended responses.</li> </ul>
<p>Differentiated Professional Development</p>	<ul style="list-style-type: none"> <li>• Develop and facilitate Professional growth opportunities focused on explicitly teaching learning strategies to students. (Including comprehension, problem solving, reading fluency and math fact fluency) These sessions will be differentiated by grade band and subject. They can be facilitated through a lens of E-learning to help students navigate hybrid or remote learning environment.</li> </ul>

## Professional Development Activities

### Making Meaning of Complex Text: Comprehension Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Reintroduce and/or provide professional learning for explicitly teaching comprehensions strategies with the ELA team.</li> <li>Develop and facilitate Professional growth opportunities focused on explicitly teaching learning strategies to students. (Including comprehension, problem solving, reading fluency and math fact fluency) These sessions will be differentiated by grade band and subject. They can be facilitated through a lens of E-learning to help students navigate hybrid or remote learning environment.</li> </ul>	ELA Team (Inclusive of ELA, PSE and ELL)	First/Close Reading Routine Comprehension Strategies of Focus: K-2: Visualizing; Inferencing 3-8: Highlighting/Annotating Text; Text Dependent Questioning Gradual Release of Responsibility within Ready Gen and My Perspectives (I Do, We Do, You Do) Materials Location: Ready Gen and My Perspective Teacher's Guides, Scaffolding Handbook and other Resources, Savvas (Pearson Realize) Platform Instructional Model Utilizing The Strategy Co-planning for Instruction/Progress monitoring	*Exit Slips *Lesson planning *Student work *Student outcomes through assessments and teacher observations *PLC notes and artifacts	SIP Team/Leadership Team/Instructional Cabinet	09/27/2021	03/25/2022

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Minimum of 4 ESEP meetings and/or ½ day Professional Development; 1 PLC planning time per month	<ul style="list-style-type: none"> <li>4a: Reflecting on Teaching</li> <li>4d: Participating in a Professional Community</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> </ul>	Language and Literacy Acquisition for All Students

Comprehension Reading Strategies in all Content Areas

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Reintroduce and/or provide professional learning for explicitly teaching comprehensions strategies with the ELA team.</li> <li>Introduce the comprehension strategies for first reading and close reading of text to content areas other than ELA and establish the routines for engaging with complex text.</li> <li>Develop and facilitate Professional growth opportunities focused on explicitly teaching learning strategies to students. (Including comprehension, problem solving, reading fluency and math fact fluency) These sessions will be differentiated by grade band and subject. They can be facilitated through a lens of E-learning to help students navigate hybrid or remote learning environment.</li> </ul>	<p>ELA Team (Inclusive of ELA, PSE and ELL); Math Team; Social Studies Team; Science Team</p>	<p>First/Close Reading Routine Comprehension Strategies of Focus: K-2: Visualizing; Inferencing 3-8: Highlighting/Annotating Text; Text Dependent Questioning Gradual Release of Responsibility (I Do, We Do, You Do) Materials Location: Curriculum Resources in all content areas Instructional Model Utilizing The Strategy Co-planning for Instruction/Progress monitoring</p>	<p>*Exit Slips *Lesson planning *Student work *Student outcomes through assessments and teacher observations *PLC notes and artifacts</p>	<p>SIP Team/Leadership Team/Instructional Cabinet</p>	<p>09/27/2021</p>	<p>03/25/2022</p>

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Minimum of 4 content meetings and/or ½ day Professional Development; 1 PLC planning time per month	<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>4a: Reflecting on Teaching</li> <li>1e: Designing Coherent Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	Language and Literacy Acquisition for All Students



## Mathematical Reasoning and Problem Solving

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement the Five E Instruction Model, (Engage, Explore Explain, Elaborate and Evaluate) during the instructional delivery process, and ensure the students construct knowledge and meaning from their experiences and enrich their understanding of content, by continuously probing and questioning for understanding.</li> <li>Develop and facilitate Professional growth opportunities focused on explicitly teaching learning strategies to students. (Including comprehension, problem solving, reading fluency and math fact fluency) These sessions will be differentiated by grade band and subject. They can be facilitated through a lens of E-learning to help students navigate hybrid or remote learning environment.</li> </ul>	Math Teachers (Inclusive of PSE and ELL) and Paraprofessionals	How to facilitate and engage students in working and presenting in groups.	*open ended problems that require students to critically think *exit slips *Lesson Plans *student work *student outcomes through assessments and teacher observations *PLC notes and artifacts	SIP Team/Math Teachers/Instructional Cabinet	09/27/2021	03/25/2022

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Minimum of 4 content meetings and/or ½ day Professional Development; 1 PLC planning time per month	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>4e: Growing and Developing Professionally</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Mathematical Reasoning and Problem Solving

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Create and execute lessons that provide students the opportunity to engage in the problem-solving process on a frequent basis, and present assignments that requires students to apply it to problems that require open ended responses.</li> <li>Develop and facilitate Professional growth opportunities focused on explicitly teaching learning strategies to students. (Including comprehension, problem solving, reading fluency and math fact fluency) These sessions will be differentiated by grade band and subject. They can be facilitated through a lens of E-learning to help students navigate hybrid or remote learning environment.</li> </ul>	Math Teachers(Inclusive of PSE and ELL) /paraprofessionals	Facilitate students in explaining their work and finding deeper meaning by making connections to other topics. Use tiered tasks that have multiple entry points for students to support students entering the task with different levels of proficiency with previous grade level standards.	*Open ended problems that require students to critically think *Lesson plans *student work *student outcomes through assessments and teacher observations *PLC notes and artifacts	Leadership Team, SIP Team; Math Teachers, Instructional Cabinet	09/27/2021	03/25/2022

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Minimum of 4 content meetings and/or ½ day Professional Development; 1 PLC planning time per month	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>4e: Growing and Developing Professionally</li> </ul>	Teaching Diverse Learners in an Inclusive Setting