

PITTSBURGH LANGLEY K-8

2940 Sheraden Boulevard

CSI School Plan | 2022 - 2023

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## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephen Sikon	Principal	Langley	ssikon1@pghschools.org
Jamie Iesue	District Math Academic Coach	Langley	jiesue1@pghschools.org
Jody Miller	Literacy Academic Coach	Langley	jmiller5@pghschools.org
Michele Masdea	Learning Environment Specialist	Langley	mmasdea1@pghschools.org
Tammie Jones	Teacher	Langley	tjones2@pghschools.org
Jennifer Beck Bennardo	Teacher	Langley	jbeckbennardo1@pghschools.org
Orlando Bellisario	Teacher	Langley	obellisario1@pghschools.org,
Kara LaPorte	Interventionist	Langley	klaporte1@pghschools.org
Kathy Monti-Trieverl	Teacher	Langley	kmontitrieverl1@pghschools.org
Yazmine Bennett	Community Engagement Specialist	Langley	ybennekkelly1@pghschools.org
Katie Smith	Teacher	Langley	ksmith5@pghschools.org
Marla Smith	Teacher	Langley	msmith4@pghschools.org
Leah Ward	Teacher	Langley	lward2@pghschools.org
Melody Gilette	Parent	Langley	knowthetruth33plus4@gmail.com
Daniel Funk	Other	Langley	dfunk1@pghschools.org
Monica Lamar	District Level Leaders	Pittsburgh Public Schools	mlamar1@pghschools.org
Christopher Ralph	Community Member	West End Boxing Academy	christopherralph633@gmail.com

## Vision for Learning

Our vision is to foster a community of life-long learners through a respectful and nurturing environment. Students will be able to exemplify our vision by demonstrating academic achievement and responsible citizenship.

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## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Pittsburgh Langley has a history of evidence over three years that they are maintaining growth for students in grades 5, 7, and 8 in ELA. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	Yes
Schoolwide, student subgroups including Black students, Students with Disabilities, and Students Considered Economically Disadvantaged met or exceeded the standard for growth in Math, though there was some variability in the results for these groups within the grade-level data.	Yes
Growth across student groups is light blue for Black and Economically Disadvantaged student groups in 7th and 8th grade math and dark blue for Lowest 33% student group in Eighth grade math.	Yes
On the Science NWEA MAP, from the winter to spring administration grades 3-8 experienced in average increase on their RIT scores of 2.05.	Yes
Based on 2020-21 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met.	Yes
Based on 2020-21 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard, for black students, was met.	Yes
During the Spring 2021-2022 administration of the Panorama Student SEL Survey, 83% of students in grades 3-5 answered favorably on the Supportive Relationships portion of the survey which was an increase of 4% since the fall survey. The following areas also increased since the last survey: Self-Management, Learning Strategies, Self-Efficacy, and Challenging Feelings	No
Pittsburgh Langley has a history of evidence over three years that they are maintaining growth for 4th grade students in Math. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	Yes
2019 Math PVASS showed grades 4, 7, & 8 exceeding growth.	Yes
On the Spring 2021 administration of the Teaching and Learning Conditions (TLC) survey, 77% of teachers responded favorably on the Managing Student Conduct portion of the survey. This is up from 23% on the Spring 2019 administration, though it remains below the district average of 88%.	No
Currently on target to have 98% of fifth grade students and 98% of eighth grade students meet the ESSA standard for completion of career	Yes

readiness.	
Provide frequent, timely, and systematic feedback and support on instructional practices.	Yes
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed.	Yes
Collectively shape the vision for continuous improvement of teaching and learning.	Yes
Use multiple professional learning designs to support the learning needs of staff	Yes
Based on 2020-21 ELA standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Economically Disadvantaged students, was met.	Yes

## Challenges

Challenge	Consideration In Plan
Proficiency rates in Math are well below state targets for the all-student group and for student subgroups. Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.	Yes
	Yes
2019 PVASS showed grades 5 & 6 not meeting PSSA target for Math.	Yes
As indicated by Math NWEA MAP scores, projected growth for mean RIT from winter to spring was not met across grade levels. Mean RIT scores at each grade level are also below grade-level targets.	Yes
During the Spring 2021-2022 administration of the Panorama Student SEL Survey, we did not have any of the following areas increase since the fall survey: Supportive Relationships (2% decrease), Positive Feelings, (2% decrease), Self-Management (3% decrease), Challenging Feelings (7% decrease), Learning Strategies (3% decrease), Self-Efficacy (no change from fall survey), & Emotion Regulation (no change from fall survey).	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and	Yes

instructional practices.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
As indicated by the DIBELS test, 68% of students in grades K-2 need intensive support according to DIBELS Subset Composite Score.	Yes
As indicated by ELA NWEA MAP scores, projected growth for mean RIT from winter to spring was not met across grade levels. Mean RIT scores at each grade level are also below grade-level targets.	Yes
Pittsburgh Langley has a history of evidence over three years that grades 4 and 6 students are not meeting the PA Academic growth standard in ELA. When we look at prior achievement versus exiting achievement, we discover that students are leaving fourth and sixth grade with a lower average achievement score than the prior grade.	Yes
As indicated by the DIBELS test, 28% of students in grades 3-5 show need for strategic or intensive support according to end-of-year benchmark expectations for Accuracy of Oral Reading Fluency.	Yes
The percent proficient and advanced across all student subgroups is low in ELA, Math, and Science, and the performance of these subgroups is well below state targets and statewide averages.	Yes
Student subgroups including Students with Disabilities, Black students, and Students Considered Economically Disadvantaged did not meet the standard for growth in ELA.	Yes
Growth across student subgroups in 4th and 6th grade ELA is red, indicating that students in these subgroups are not meeting the PA Academic Standard for growth.	Yes
The Mean RIT scores for each grade level for Science from the Winter MAP test administration are as follows: 3rd grade, 184; 4th grade, 189; 5th grade, 189; 6th grade, 195; 7th grade, 198; 8th grade, 201. All of these are far below grade level targets, which are as follows: 3rd grade: 196, 4th grade: 201, 5th grade: 206, 6th grade: 208, 7th grade: 210, 8th grade: 213.	Yes
Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.	Yes
Identify and address individual student learning needs.	No
The percent regular attendance of 43.3% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	No

### Most Notable Observations/Patterns

-Teachers are using a variety of assessment practices but are not acting on the information to adjust instructional practices. -The school does not have a documented system for collecting data on a predetermined schedule. -Teachers are not able to use multiple sources of individual and disaggregated student group data to identify student needs, evaluate classroom practices, and modify instruction.

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## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Pittsburgh Langley has a history of evidence over three years that they are maintaining growth for students in grades 5, 7, and 8 in ELA. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	
Schoolwide, student subgroups including Black students, Students with Disabilities, and Students Considered Economically Disadvantaged met or exceeded the standard for growth in Math, though there was some variability in the results for these groups within the grade-level data.	
Growth across student groups is light blue for Black and Economically Disadvantaged student groups in 7th and 8th grade math and dark blue for Lowest 33% student group in Eighth grade math.	
On the Science NWEA MAP, from the winter to spring administration grades 3-8 experienced in average increase on their RIT scores of 2.05.	
Based on 2020-21 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met.	
Based on 2020-21 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard, for black students, was met.	
Pittsburgh Langley has a history of evidence over three years that they are maintaining growth for 4th grade students in Math. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	
2019 Math PVASS showed grades 4, 7, & 8 exceeding growth.	
Currently on target to have 98% of fifth grade students and 98% of eighth grade students meet the ESSA standard for completion of career readiness.	
Provide frequent, timely, and systematic feedback and support on instructional practices.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	
Continuously monitor implementation of the school improvement plan and adjust as needed.	
Collectively shape the vision for continuous improvement of teaching and learning.	



Use multiple professional learning designs to support the learning needs of staff	
Based on 2020-21 ELA standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Economically Disadvantaged students, was met.	

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Proficiency rates in Math are well below state targets for the all-student group and for student subgroups. Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.	Although our students are completing academic tasks daily, based on teacher lesson plans, our students are not demonstrating the required academic growth. There is a disconnect and lack of intentionality between the academic tasks that are planned, and completed by students, with the following three areas: Pittsburgh Public Schools Curriculum, PA Core Standards, and Formative/Summative Data. Additionally, staff do not plan “with the end in mind” to ensure standards-based proficiency and lack instructional differentiation with formative/summative data.	Yes	If teachers use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will meet growth targets in ELA and math.
	Although our students are completing academic tasks daily, based on teacher lesson plans, our students are not demonstrating the required academic growth. There is a disconnect, and lack of intentionality between the academic tasks that are planned and completed by students, with the following three areas: Pittsburgh Public Schools Curriculum, PA Core Standards, and Formative/Summative Data. Additionally, staff do not plan “with the end in mind,” to ensure standards-based proficiency and lack instructional differentiation with formative/summative	No	

	data.		
2019 PVASS showed grades 5 & 6 not meeting PSSA target for Math.		No	
As indicated by Math NWEA MAP scores, projected growth for mean RIT from winter to spring was not met across grade levels. Mean RIT scores at each grade level are also below grade-level targets.		No	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.		No	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	We need to work together more collaboratively and hold each other accountable to high expectations for our students and ourselves. We have gained traction on trust, but the work must continue if all staff are going to have trusting relationships with each other. We realize that it's hard to have opportunities to build trust because we don't have time to build trust outside of our small circles, and because the school is very large, both in terms of enrollment, staff size, and actual physical space.	Yes	If a positive school environment is promoted and sustained, where all members feel welcomed, supported, and safe in school - socially, intellectually, and physically, then students will strive to attend a school environment that promotes trust, accountability, effort, and responsibility.
As indicated by the DIBELS test, 68% of students in grades K-2 need intensive support according to DIBELS Subset Composite Score.		No	
As indicated by ELA NWEA MAP scores, projected growth for mean RIT from winter to spring was not met across grade levels. Mean RIT scores at each grade level are also below grade-level targets.		No	
Pittsburgh Langley has a history of evidence		No	

<p>over three years that grades 4 and 6 students are not meeting the PA Academic growth standard in ELA. When we look at prior achievement versus exiting achievement, we discover that students are leaving fourth and sixth grade with a lower average achievement score than the prior grade.</p>			
<p>As indicated by the DIBELS test, 28% of students in grades 3-5 show need for strategic or intensive support according to end-of-year benchmark expectations for Accuracy of Oral Reading Fluency.</p>		No	
<p>The percent proficient and advanced across all student subgroups is low in ELA, Math, and Science, and the performance of these subgroups is well below state targets and statewide averages.</p>		No	
<p>Student subgroups including Students with Disabilities, Black students, and Students Considered Economically Disadvantaged did not meet the standard for growth in ELA.</p>		No	
<p>Growth across student subgroups in 4th and 6th grade ELA is red, indicating that students in these subgroups are not meeting the PA Academic Standard for growth.</p>		No	
<p>The Mean RIT scores for each grade level for Science from the Winter MAP test administration are as follows: 3rd grade, 184; 4th grade, 189; 5th grade, 189; 6th grade, 195; 7th grade, 198; 8th grade, 201. All of these are far below grade level targets, which are as follows: 3rd grade: 196, 4th grade: 201, 5th grade: 206, 6th grade: 208, 7th grade: 210, 8th</p>		No	

grade: 213.			
Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.		No	

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## Goal Setting

**Priority:** If teachers use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will meet growth targets in ELA and math.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By June 30, 2023, 31% of Langley 3-8th grade students will score Proficient or Advanced on the ELA PSSA.	Instruction - ELA	By September 30, 2022, 100% of all 3-8th grade students will complete the fall administration of the ELA CDT.	By December 30, 2022, 15% of all students will increase one standard error from the baseline score.	By March 31, 2023, 30% of all students will increase in scores (two times the standard error) from the baseline score.	By June 30, 2023, 30% of all students will increase in scores (two times the standard error) from the baseline score.
Mathematics	By June 30, 2023, 20% of Langley 3-8th grade students will score proficient or advanced on the Math PSSA.	Instruction - Math	By September 30, 2022, 100% of all 3-8th grade students will complete the fall administration of the Math CDT.	By December 30, 2022, 14% of all students will increase one standard error from the baseline score.	By March 31, 2023, 20% of all students will increase in scores (two times the standard error) from the baseline score.	By June 30, 2023, 20% of all students will increase in scores (two times the standard error) from the baseline score.

**Priority:** If a positive school environment is promoted and sustained, where all members feel welcomed, supported, and safe in school - socially, intellectually, and physically, then students will strive to attend a school environment that promotes trust, accountability, effort, and responsibility.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	By June 30, 2023, the attendance rate will increase by 8%, from 85% to 93%, due to a creation of a welcoming, positive, and student-support focused school environment.	Culture - Attendance	By September 30, 2022, the attendance rate percent will increase from 85% to 87%.	By December 30, 2022, the attendance rate percent will increase from 87% to 89%.	By March 31, 2023, the attendance rate percent will increase from 89% to 91%.	By June 30, 2023, the attendance rate percent will increase from 91% to 93%.

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## Action Plan

**Action Plan for:** Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies (What Works Clearinghouse et al., 2007).

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>• Instruction - ELA</li> <li>• Instruction - Math</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers who know, analyze, and use student data to support targeted measures to ensure student academic growth.</li> <li>• School-wide utilization of DIBELS/Acadiance assessment system which drives instructional strategies and interventions, through progress-monitoring, that support student academic growth.</li> <li>• Teacher and academic coaches leading student-growth centered conversations which focus on building teacher knowledge, capacity, and efficacy in utilizing progress-monitoring to grow students academic performance.</li> </ul>		<ul style="list-style-type: none"> <li>• Weekly teacher collaboration and reflection using student data connected to DIBELS/Acadiance assessments.</li> <li>• Lesson plans that show evidence of utilizing data to inform student grouping and targeted instructional strategies to grow students DIBELS/Acadiance data.</li> <li>• Progress monitoring of DIBELS/Acadiance assessments during the following collaborative meetings: Professional Learning Community time and Vertical Team time.</li> <li>• Instructional Rounds determining evidence of utilizing DIBELS/Acadiance through student data displays, student grouping, and adjustment of instruction due to progress monitoring.</li> </ul>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Leadership creates a documented system for collecting and analyzing Acadiance DIBELS for Benchmark and progress monitoring data based on a predetermined schedule.	08/23/2022	09/30/2022	Jody Miller & Jamie Iesue	K-8 Indicators & Testing Calendar, Title I Funds will be utilized for an additional first grade teacher (\$77,483.00) who will instruct students in Math and ELA.	Yes
Staff will analyze ELA & Math Acadiance DIBELS benchmark and progress monitoring data to create SMARTe goals at grade and class level.	08/23/2022	09/30/2022	Jody Miller & Jamie Iesue	Student grouping sheets, SMARTe goals, Visual displays, and student tiered lists.	Yes
Coaching cycles are created to provide routine analysis of student needs, evaluation of classroom practices, and modification of instruction.	09/06/2022	06/06/2023	Jody Miller & Jamie Iesue	Literacy & Math Academic Coaching Logs, Teacher Lesson Plans, Student Work Analysis, & Instructional Rounds	Yes
Professional Learning Communities and Vertical	09/30/2022	03/31/2023	Jody Miller, Jamie Iesue, Stephen Sikon, Daniel Funk, Michele Masdea, Kara	PLC & Vertical Team Agendas, Instructional Rounds Feedback, Professional Learning Surveys	Yes

Teams will provide an opportunity for all staff and stakeholders to use data for decision-making, instructional planning, and monitoring of student learning.			LaPorte		
School-wide and individual classroom visual displays of school-level MAP Data (for ELA, Math, & Science) and Acadiance DIBELS class and grade-level data (for ELA & Math) will be used to monitor progress and plan for celebrations.	10/28/2022	05/27/2022	Jody Miller, Jamie Iesue, Stephen Sikon, Daniel Funk, Michele Masdea, Kara LaPorte	Data and display material	No

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**Action Plan for:** Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Culture - Attendance</li> </ul>		<ul style="list-style-type: none"> <li>Recognition of regular student attendance growth, involving individual students, classrooms, grade-levels, and the entire school.</li> <li>A consistent and structured overall learning environment which will lead to a school in which appropriate behavior is the norm, academic engagement is high, and regular student attendance increases from the beginning of the year until the end of the year due to increasing a student sense of belonging along with increasing the students commitment to learning.</li> <li>A positive, supportive, and welcoming school culture in which families and students are driven to attend, regularly and consistently, and participate in all aspects of the Langley school community.</li> </ul>		<ul style="list-style-type: none"> <li>Increases in regular student attendance and parent engagement.</li> <li>Monthly Instructional Rounds teams observing evidence in which clear routines and procedures allow for safe and organized classrooms in which appropriate behavior is the norm and students are motivated to attend school regularly and consistently. Communication to families regarding numbers of days missed. Outreach to families regarding existing school supports to eliminate barriers to student's regular attendance.</li> </ul>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Staff will reinforce and promote the Langley school vision in the following staff gatherings: Professional Learning sessions, Instructional Cabinet Meetings, PLCs and PBIS Team/Discipline Committee Meetings.	08/23/2022	06/06/2023	Langley Staff	Langley Vision & Langley Vision Displays	No
Staff will teach, and prominently display, our students and families the Langley school vision and implement the Langley school vision in the following student and family gatherings: Individual Classrooms, Parent-Student Community Council Meetings, Back to School Night, Parent-Teacher Conferences, Take a Father School Day, Daily Morning Meetings & Monthly Community Time.	08/23/2022	06/06/2023	Langley Staff	Langley Vision & Langley Vision Displays	No

Parents will be invited and welcomed into the Langley community at family events, hosted by Langley, which include but are not limited to: Monthly PSCC Meetings, Back to School Night, Parent-Teacher Conferences, & Take a Father to School Day in order to increase regular student attendance and create a strong sense of family belonging.	08/23/2022	05/19/2023	Sarah Armenti & Yazmin Bennett-Kelly	Recruitment Events & Flyers, Meeting Agendas	No
Invite and recruit parent membership to Langley committees and teams to build community with supporting family engagement and increasing regular student attendance.	09/08/2022	05/04/2023	Sarah Armenti & Yazmin Bennett-Kelly	Meeting Calendar & Meeting Agendas	No
Teachers will be provided collaborative time, with grade-span colleagues, to develop a PBIS universal lesson plan calendar for when teachers will explicitly teach classroom procedures throughout the school year to ensure students feel safe resulting in increased student attendance.	08/23/2022	09/30/2022	Michele Masdea	CSI Funds will be utilized to hire a Learning Environment Specialist who will support students and staff with implementing PBIS and Restorative Practices initiatives, PBIS Lesson Plans & PBIS Lesson Plan Calendar	Yes
Teachers will create an expanded matrix which identifies specific routines and procedures specific to their classroom environment to ensure students feel safe and successful in increasing regular student attendance.	08/23/2022	09/30/2022	Langley Teachers	Matrices	Yes
Leadership creates a system for collecting, analyzing, and acknowledging attendance at the student, class, and school level on a pre-determined calendar to encourage a schoolwide approach to monitoring, increasing, and communicating regularly with parents regarding regular student attendance.	08/23/2022	06/06/2023	Michele Masdea, Stephen Sikon, Jennifer Scott, Sarah Armenti, Yazmin Bennett-Kelly, Dan Funk	Data and display material, Mailers, postcards, and Talking Points, Title I Funds will be utilized for Social Worker (\$72,668) who will promote student attendance by establishing attendance goals and supporting families of students with chronic attendance.	Yes
Langley will conduct an annual Title I meeting to review and revise the	09/01/2022	10/28/2022	FACE Coordinator	School Parent Compact & Family Engagement Policy and PSCC Agenda, Title I Funds will be utilized for a stipend for	No

School Parent Compact and the Family Engagement Policy.				the FACE (Family and Community Engagement Coordinator - \$2,300) who will promote student achievement by collaborating with parents to provide a network to support students.	
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**Action Plan for:** Providing students with targeted and planned, instructional support, involving ELA and math foundational skills, will allow targeted students to receive instructional interventions in a small-group setting. Groups will be determined by benchmark scores from universal screeners. Based on Hattie’s research, Response to Intervention has an effect size of  $d = 1.29$ . Providing students with targeted and planned, instructional support, involving ELA and math foundational skills, will allow targeted students to receive instructional interventions in a small-group setting. Groups will be determined by benchmark scores from universal screeners. The ESSA tier for Using Student Achievement Data to Support Instructional Decision Making (<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>) is Tier III.

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Instruction - ELA</li> </ul>		<ul style="list-style-type: none"> <li>Collaboration with teachers in developing supports for students who need Tier I and II interventions.</li> <li>Support of teacher small group instruction targeting literacy foundational skills.</li> <li>Supporting teachers in using data to create student groups.</li> </ul>		<ul style="list-style-type: none"> <li>Quarterly progress-monitoring of Tier III student data.</li> <li>Weekly lesson plans displaying data driven, and research supported, Tier I and II interventions.</li> <li>Weekly communication between Interventionist and K-8 teachers regarding students’ progress.</li> </ul>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Interventionist will utilize ELA benchmark and progress-monitoring data to provide students with ELA Tier III intervention supports. Intervention supports will be tracked based on individual student goals.	10/03/2022	06/16/2023	Interventionist, Interns, & two Title I Paras	CSI Funds will be utilized to hire a an Interventionist who will support students, by directly providing Tier III supports and interventions, and working directly with teachers in providing intervention training, Title I funds (\$51,738.00) will be utilized to hire two paraprofessionals that will work with the interventionist and teacher to provide students Tier II support.	No
Interventionist will progress monitor students to ensure they are mastering their targeted skills and making progress towards goals. Interventionist will adjust student groups as necessary based on progress monitoring results and will share these adjustments with Langley MTSS Team.	10/17/2022	06/16/2023	Interventionist	Progress monitoring data tracker, interventionist logs, Focus Group master schedule, & lesson plans	No
Interventionist will conference with classroom teachers to review students’ progress in intervention groups and ensure that students are able to transfer their skills to instruction in their regular classes	11/07/2022	06/16/2023	Interventionist	Student assessment & grade data, interventionist logs, meeting calendar, meeting expectations, progress monitoring data tracker	No

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## Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies (What Works Clearinghouse et al., 2007).</p>	<ul style="list-style-type: none"> <li>• Leadership creates a documented system for collecting and analyzing Acadience DIBELS for Benchmark and progress monitoring data based on a predetermined schedule.</li> <li>• Staff will analyze ELA &amp; Math Acadience DIBELS benchmark and progress monitoring data to create SMARTe goals at grade and class level.</li> <li>• Coaching cycles are created to provide routine analysis of student needs, evaluation of classroom practices, and modification of instruction.</li> <li>• Professional Learning Communities and Vertical Teams will provide an opportunity for all staff and stakeholders to use data for decision-making, instructional planning, and monitoring of student learning.</li> </ul>
<p>Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. &amp; Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior.</p>	<ul style="list-style-type: none"> <li>• Teachers will be provided collaborative time, with grade-span colleagues, to develop a PBIS universal lesson plan calendar for when teachers will explicitly teach classroom procedures throughout the school year to ensure students feel safe resulting in increased student attendance.</li> <li>• Teachers will create an expanded matrix which identifies specific routines and procedures specific to their classroom environment to ensure students feel safe and successful in increasing regular student attendance.</li> <li>• Leadership creates a system for collecting, analyzing, and acknowledging attendance at the student, class, and school level on a pre-determined calendar to encourage a schoolwide approach to monitoring, increasing, and communicating regularly with parents regarding regular student attendance.</li> </ul>

## Professional Development Activities

### Connection to SIP & Training for DIBELS/Acadience Administration & Scoring System

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>Leadership creates a documented system for collecting and analyzing Acadience DIBELS for Benchmark and progress monitoring data based on a predetermined schedule.</li> </ul>	All ELA & Math Langley K-8 Teachers	Indicators, DIBELS/Acadience Testing Calendar, & Scoring Assessment Practice	Scoring Sheets, Presenter Observation & Notes	Jody Miller & Jamie Issue	08/23/2022	08/23/2022

### Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	This is an initial training for all Langley ELA & Math teachers regarding DIBELS/Acadience for ELA & Math.	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>4b: Maintaining Accurate Records</li> </ul>	Language and Literacy Acquisition for All Students

Introduction to Langley 22-23 Instructional Focus

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>Leadership creates a documented system for collecting and analyzing Acadience DIBELS for Benchmark and progress monitoring data based on a predetermined schedule.</li> </ul>	Langley K-8 Teachers	Science of Reading and Foundations of Reading & Math	Lesson Plans, Data Entry, & Data Assessment Displays	Jody Miller & Jamie Iesue	08/23/2022	09/30/2022

**Learning Formats**

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Other	During the month of September	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>4b: Maintaining Accurate Records</li> </ul>	Language and Literacy Acquisition for All Students



Analysis of Benchmark DIBELS/Acadiane Data

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>Staff will analyze ELA &amp; Math Acadiane DIBELS benchmark and progress monitoring data to create SMARTe goals at grade and class level.</li> </ul>	Langley K-8 ELA & Math Teachers	Data Analysis	Completion of grouping sheets	Jody Miller, Jamie Iesue, Stephen Sikon, & Deborah Hollis	09/02/2022	09/30/2022

**Learning Formats**

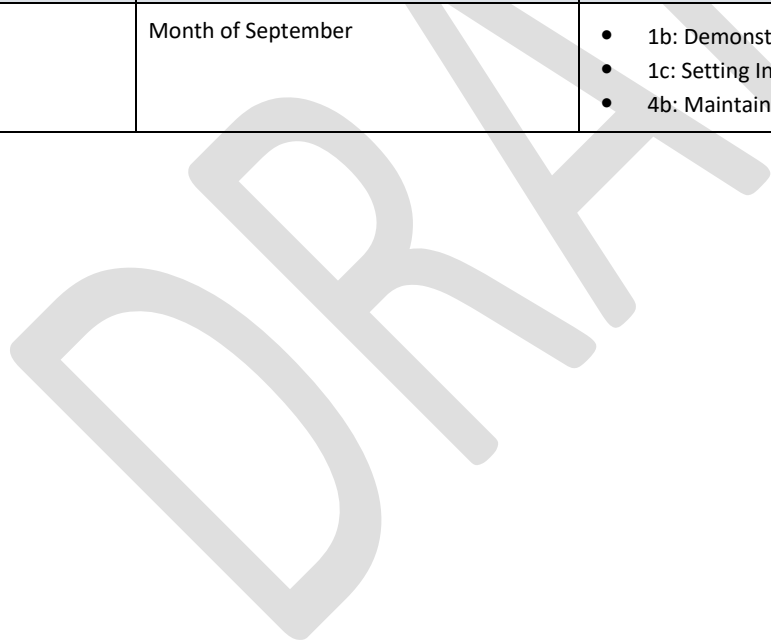
Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Month of September	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>4b: Maintaining Accurate Records</li> </ul>	Language and Literacy Acquisition for All Students

**SMARTe Goals Development**

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>Staff will analyze ELA &amp; Math Acadience DIBELS benchmark and progress monitoring data to create SMARTe goals at grade and class level.</li> </ul>	Langley K-8 ELA & Math Teachers	Creation of class and grade-level goals	Completion of SMARTe goals & Visual Displays for Class and Grade-Level Goals	Jody Miller, Jamie Iesue, Stephen Sikon, & Deborah Hollis	09/02/2022	09/30/2022

**Learning Formats**

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Month of September	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>4b: Maintaining Accurate Records</li> </ul>	Language and Literacy Acquisition for All Students



Professional Development to Support Progress Monitoring for Math & ELA Vertical Teams & PLCs

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>Staff will analyze ELA &amp; Math Acadience DIBELS benchmark and progress monitoring data to create SMARTe goals at grade and class level.</li> </ul>	Langley K-8 ELA & Math Teachers	Bi-monthly progress monitoring for Tier III students and monthly progress monitoring for Tier II students.	Tier II & Tier III student lists & Lesson Plans	Jody Miller & Jamie Iesue	10/03/2022	06/06/2023
<b>Learning Formats</b>						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Other	Monthly		<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>4b: Maintaining Accurate Records</li> </ul>		Language and Literacy Acquisition for All Students	

## Coaching Cycles for Continuous Improvement

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>Coaching cycles are created to provide routine analysis of student needs, evaluation of classroom practices, and modification of instruction.</li> </ul>	Langley K-8 ELA & Math Teachers	Instructional Planning, Collaborative Teaching, Data Analysis, & Reflections	Literacy & Math Academic Coaching Logs and Instructional Rounds	Jody Miller, Jamie Iesue, & Stephen Sikon	09/06/2022	06/06/2023

### Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Cycles will occur throughout the school year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>3a: Communicating with Students</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>4a: Reflecting on Teaching</li> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> <li>4f: Showing Professionalism</li> </ul>	

PBIS Universal Lesson Plan Calendar

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>Teachers will be provided collaborative time, with grade-span colleagues, to develop a PBIS universal lesson plan calendar for when teachers will explicitly teach classroom procedures throughout the school year to ensure students feel safe resulting in increased student attendance.</li> </ul>	Langley K-8 Teachers	Review of current PBIS lesson plan & Creation of schedule for teaching PBIS lessons	Revised PBIS lesson plans & Grade-level calendar for teaching PBIS lessons	Michele Masdea	08/23/2022	09/30/2022

**Learning Formats**

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Other	Month of September	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> <li>2e: Organizing Physical Space</li> </ul>	

PBIS Routines & Procedures

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>Teachers will create an expanded matrix which identifies specific routines and procedures specific to their classroom environment to ensure students feel safe and successful in increasing regular student attendance.</li> </ul>	Langley K-8 Teachers	Creation of classroom matrices to identify specific routines/procedures unique to each class	Completed routine/procedure matrices	Michele Masdea	08/23/2022	09/30/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Other	Month of September	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> <li>2e: Organizing Physical Space</li> </ul>	

Introduction of attendance system to track, analyze, and celebrate attendance

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>Leadership creates a system for collecting, analyzing, and acknowledging attendance at the student, class, and school level on a pre-determined calendar to encourage a schoolwide approach to monitoring, increasing, and communicating regularly with parents regarding regular student attendance.</li> </ul>	Langley K-8 Teachers	School-wide attendance, classroom attendance, and individual student attendance goals and monitoring	Visual representations for school wide attendance goal, classroom attendance goals, and student progress-monitoring goals	Michele Masdea, Stephen Sikon, & Deborah Hollis	08/23/2022	06/06/2023
<b>Learning Formats</b>						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Other	Progress monitoring will take place throughout the school year.	<ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> <li>3c: Engaging Students in Learning</li> </ul>				