

PITTSBURGH LIBERTY K-5

601 Filbert St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Vision: All Pittsburgh Liberty students will demonstrate academic excellence and self-efficacy to impact their school, community, and world.

Mission: All students attending Pittsburgh Liberty will have a strong academic foundation of learning built on collaboration, communication, critical thinking, creativity, and strength of character in a safe, supportive environment. We will support students to become active, compassionate, global thinkers through the study of Spanish language and culture.

STEERING COMMITTEE

Name	Position	Building/Group
LouAnn Zwieryznski	Principal	Pittsburgh Liberty K - 5
Erin Colbert	Teacher	Pittsburgh Liberty K - 5
Michelle Gehring	Teacher	Pittsburgh Liberty K - 5
Meiko Garcia	Teacher	Pittsburgh Liberty K - 5
Kevin Bivins	District Level Leaders	Pittsburgh Public Schools
Elisa Portillo-Wein	Other	Social Worker/Liberty
Michelle Kelly	Education Specialist	LAC Liberty/Arsenal 6-8
Joseph Ashenden	Education Specialist	Speech Therapist
Harold Michie	Teacher	Pittsburgh Liberty K - 5
Beth Delawder	Education Specialist	Pittsburgh Public Schools

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Staff possesses varying degrees of expertise and receptiveness to providing on going, systematic and timely feedback to empower students to monitor their own growth. Students will monitor their own progress with the support and guidance of the teacher.</p>	<p>Mathematics Mathematics English Language Arts</p>
<p>Given the data from the 2023 Spring administration of the Panorama Student Survey, which indicates a decrease of 8 percentage points in favorable responses to the Emotional Regulation topic compared to the previous fall administration, it is crucial to prioritize and implement strategies aimed at enhancing students' emotional regulation skills. Objective: To reverse the declining trend and increase students' favorable responses to the Emotional Regulation topic by implementing effective interventions and support systems.</p>	<p>Social emotional learning School climate and culture</p>
<p>Given the data from the 2021-22 School Year English Language Arts (ELA) Pennsylvania System of School Assessment (PSSA), which indicates that only 25% of third grade students demonstrated on-track performance, it is crucial to prioritize and implement strategies aimed at improving their proficiency in ELA. Objective: To increase the percentage of third grade students demonstrating on-track performance in ELA on the PSSA by implementing targeted interventions and instructional enhancements in grade 3, implement Heggerty and strategies based in the science of reading in grades K-2.</p>	<p>English Language Arts English Language Arts</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Professional Learning Communities

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Chapter Test By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment.

Math CDT By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment.

ELA CDT By June 30, 2023, there will be a proficiency rate of 50% or above on the 2024 PSSA ELA Assessment.

ELA RUA's By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 ELA PSSA Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule PLC in the master schedule.	2023-07-01 - 2023-06-02	Principal	No
Empowering PLC	2023-08-28 - 2024-06-14	ITL, principal	Continuum of Learning Learning by Doing How Leadership Works PLC+ Better Decisions and Greater Impact by Design

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers enter ELA RUA and Math Chapter Test into Performance Matters.	2023-08-28 - 2024-06-14	ITL, Principal	RUA's for ELA and Math Chapter tests in Performance Matters
Identify priority standards and formative assessment tools for K-5 ELA and math using our identifying our priority standards process and unpacking standards.	2023-08-28 - 2024-06-14	ITL, Principal	ESEP
Use the PPS Continuous Improvement Model (plan, do, study, act), as the base process for all instruction, systems, and culture change.	2023-08-28 - 2024-06-14	ITL, Principal	ESEP, PD, How Leadership Works and other resources as identified during process

Anticipated Outcome

Leadership meetings, instructional cabinet meetings, discipline meetings, teachers will use Continuous Improvement Model to assess and monitor student growth, a master schedule with PLC schedule for math and ELA teachers

Monitoring/Evaluation

Agendas and minutes will be accurate and will promote best instructional practices, Learning by Doing Continuum will reflect movement to sustaining. Student formative assessment data will be used to make instructional decisions and will be monitored at weekly PLC meetings.

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Panorama Survey	By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ongoing PD for Restorative Practice so that classroom and school culture is improved by looking at students' assets. 80% of teachers actions will implement proactive strategies, such as morning circles.	2023-08-28 - 2024-06-14	Restorative Practice Lead (RPL), principal	The Restorative Practice Playbook, PD time during ESEP time, additional PD as needed
Develop Professional Learning Groups and meeting schedule with agenda to be able to reflect on our growth.	2024-08-28 - 2024-06-14	RPL, principal	ESEP schedule

Anticipated Outcome

Child Study minutes, decrease in referrals, improved student behavior. Staff will improve their interactions with our struggling students and identify their assets to build upon.

Monitoring/Evaluation

Learning by Doing Continuum, TLC survey, student formative assessment scores. These steps will be monitored monthly during the Discipline Committee, Instructional Cabinet, and Leadership meetings.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Panorama Survey

By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a PBIS team and meeting times	2023-08-28 - 2024-06-14	Discipline Committee, principal, PBIS Lead	ESEP schedule, school calendar, staff choice
Prepare school-wide PBIS documents including but not limited to Castles planning, lesson plans, expectations calendar, plan for incentives, post cards for parents, posters, etc.	2023-08-28 - 2024-06-14	Discipline Committee, PBIS Lead	school calendar, master schedule, teacher handbook, student handbook, Title I funds will be used to meet upcoming needs.
Use TIPs meeting format for discipline committee meetings.	2023-08-28 - 2024-06-14	PBIS Lead, Discipline Committee, social worker	TIPs Agenda, LES

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Build time into the daily schedule for mindfulness strategies.	2023-08-28 - 2024-06-14	PBIS Lead, principal	mindfulness strategies, videos, resources
Identify four emotional regulation strategies that will be taught during morning circles and/or SEL period.	2023-08-28 - 2024-06-14	PBIS Lead, social worker, principal	Discipline committee will determine strategies that would be effective based on student need. Resources: Panorama Playbook for emotional regulation strategies
Identify SEL period during intervention time.	2023-08-28 - 2024-06-14	PBIS Lead, principal, social worker	Teachers will dedicate 1 intervention period, or parts of multiple periods, to teach SEL lessons. Resources: Panorama Playbook for emotional regulation strategies

Anticipated Outcome

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

Monitoring/Evaluation

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Chapter Test	By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment.
Math CDT	By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment.
ELA CDT	By June 30, 2023, there will be a proficiency rate of 50% or above on the 2024 PSSA ELA Assessment.
Panorama Survey	By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama.
ELA RUA's	By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 ELA PSSA Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise and reinforce our MTSS framework.	2023-08-28 - 2024-06-14	social worker, principal, ITL	ESEP schedule, student PSSA data, Panorama data, Instructional Cabinet, Dibels Date, ELA RUA, Math Chapter Tests
Utilize our Child Study Process.	2023-08-28 - 2024-06-14	social worker, ITL, principal	social worker, principal, ITL, reading coach, math coach, grade level teachers, related arts teachers, student level data

Anticipated Outcome

Improvement in student achievement

Monitoring/Evaluation

PLC, Child Studies, formative assessments

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment. (Math Chapter Test)	Professional Learning Communities	Use the PPS Continuous Improvement Model (plan, do, study, act), as the base process for all instruction, systems, and culture change.	08/28/2023 -
By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment. (Math CDT)			06/14/2024
By June 30, 2023, there will be a proficiency rate of 50% or above on the 2024 PSSA ELA Assessment. (ELA CDT)			
By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 ELA PSSA Assessment. (ELA RUA's)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama. (Panorama Survey)	Restorative Practices	Ongoing PD for Restorative Practice so that classroom and school culture is improved by looking at students' assets. 80% of teachers actions will implement proactive strategies, such as morning circles.	08/28/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama. (Panorama Survey)	PBIS	Prepare school-wide PBIS documents including but not limited to Castles planning, lesson plans, expectations calendar, plan for incentives, post cards for parents, posters, etc.	08/28/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama. (Panorama Survey)	PBIS	Use TIPs meeting format for discipline committee meetings.	08/28/2023 - 06/14/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

LouAnn Zwieryznski

2023-06-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

64% of 3 - 5 white students grew at least one SEM from MOY to the EOY on the ELA CDT.

48% of AA students grew one SEM from BOY to MOY on the Math CDT.

67% of fifth grade white students grew at least two SEM from MOY to the EOY on the ELA CDT.

Based on the 2022-23 Spring administration of the CDT for ELA, 48% of overall students improved by at least 1 SEM.

The 2021-2022 SY ELA/Lit Academic Growth Score of 96% which is 20% higher than the Statewide Growth Score of 76%. Liberty exceeded the Statewide Growth Standard of 70% by 26%.

50% of overall students improved at least by 1 SEM on the 2022-2023 Math CDT.

100% of 5th grade students completed lessons based task in Naviance in the 2022-2023 SY.

Based on data from the 2021-22 SY Spring administration of the Math CDT, 50% scored at least 1 SEM.

Challenges

52% of African-American students grew by less than one SEM compared to 27% of White students from BOY to EOY (2022-2023 SY).

54% of females grew at least one SEM compared to 44% of male students on the math CDT from BOY to EOY (2022-2023 SY).

59% of PSE students grew less than one SEM from BOY to EOY on the math CDT (2022-2023 SY).

Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 10.3% for the All Student group in comparison to the statewide average of 35.7%. Liberty School had a participation rate of 97% on this assessment.

Based on data from the 2023 Spring administration of the Panorama Student Survey 45% of students responded favorably to the Emotional Regulation topic. This is a decrease of 8 percentage points from the fall administration.

Based on data from the 2023 Spring administration of the Certified Professional TLC Survey, 65% of teachers responded favorably to the Teacher Leadership construct, with only 60% of teachers responding favorably to "Teachers are trusted to make

Strengths

The 2021-2022 SY Mathematics Academic Growth Score of 100% . Liberty is 34% is higher than the Statewide Growth Score of 76% and 30% higher than the Statewide Growth Standard of 70%. 17 of the 29 of the kindergarteners who have a valid growth score are at or above the grade-level mean RIT.

Over 50% of third grade students improved by at least 1 SEM from the MOY to EOY Science CDT (2022-2023 SY)

Based on data from the 2022-23 Science CDT Spring assessment, 44% achieved at least 1 SEM for the SWD Student Group. 48% of the All-Student Group achieved at least 1 SEM.

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

Align curricular materials and lesson plans to the PA Standards.

41% of PSE students grew at least one SEM on the Math CDT.

The 2021-2022 SY Science Academic Growth Score exceeded the Statewide Growth Standard by 2%.

Challenges

sound professional decisions about instruction."

Identify and address individual student learning needs

Monitor and evaluate the impact of professional learning on staff practices and student learning *

Based on data from the 2021-22 SY ELA PSSA, 25% of third grade students demonstrated on track performance.

Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 3% for the Students with Disabilities student group. The All student group had a proficiency rate of 10%.

Provide frequent, timely, and systematic feedback and support on instructional practices *

52% of AA students grew by less than one SEM from BOY to MOY on the CDT ELA (2022-2023 SY).

Fourth grade science is 3% below the Statewide Average Growth Score on the Science PSSA for the 2021-2022 SY.

Most Notable Observations/Patterns

When we worked on this plan for the 2023- 2024 school year, we noted the disparity between Black and White students in every content area. We need to keep this fact our priority during 2023-2024 school year. We also noted a large disparity between Economically Disadvantage group and All Student group.

Challenges	Discussion Point	Priority for Planning
Based on data from the 2023 Spring administration of the Panorama Student Survey 45% of students responded favorably to the Emotional Regulation topic. This is a decrease of 8 percentage points from the fall administration.	Academic performance: Effective emotional regulation is associated with better academic performance. When students can manage their emotions and focus on their studies, they are more likely to engage in learning, problem-solving, and decision-making effectively. A decrease in emotional regulation skills could potentially hinder students' academic progress. Classroom environment: Emotional regulation affects the classroom environment and interactions between students and teachers. Students who struggle with emotional regulation may have difficulties regulating their behavior, leading to disruptions in the classroom. This can impact the overall learning environment and the experiences of other students.	✓
Identify and address individual student learning needs	Teachers will provide students with timely feedback based on learning needs. Students will monitor their own progress with the support and guidance of the teacher.	✓

Challenges	Discussion Point	Priority for Planning
<p>Provide frequent, timely, and systematic feedback and support on instructional practices *</p>	<p>Staff possesses varying degrees of expertise and receptiveness to providing on going, systematic feedback to empower students to monitor their own growth.</p>	
<p>Monitor and evaluate the impact of professional learning on staff practices and student learning *</p>		
<p>Based on data from the 2021-22 SY ELA PSSA, 25% of third grade students demonstrated on track performance.</p>	<p>Factors influencing student performance: Discuss the possible factors that may have contributed to the 25% on-track performance. Explore variables such as teaching methods, curriculum effectiveness, student engagement, and individual student characteristics. This discussion could delve into how these factors can be optimized to improve overall student achievement. Achievement gaps: Analyze whether there are any significant achievement gaps among different student groups. Consider factors such as socioeconomic status, race/ethnicity, language proficiency, and special education status. Discuss strategies and interventions that can help bridge these gaps and ensure equitable educational opportunities for all students.</p>	<p>✓</p>
<p>Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 3% for the Students with Disabilities student group. The All student</p>		

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

group had a proficiency rate of 10%.

ADDENDUM B: ACTION PLAN

Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
Schedule PLC in the master schedule.	07/01/2023 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Agendas and minutes will be accurate and will promote best instructional practices, Learning by Doing Continuum will reflect movement to sustaining. Student formative assessment data will be used to make instructional decisions and will be monitored at weekly PLC meetings.	Leadership meetings, instructional cabinet meetings, discipline meetings, teachers will use Continuous Improvement Model to assess and monitor student growth, a master schedule with PLC schedule for math and ELA teachers
Material/Resources/Supports Needed	PD Step
No	no

Action Steps	Anticipated Start/Completion Date
Empowering PLC	08/28/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Agendas and minutes will be accurate and will promote best instructional practices, Learning by Doing Continuum will reflect movement to sustaining. Student formative assessment data will be used to make instructional decisions and will be monitored at weekly PLC meetings.	Leadership meetings, instructional cabinet meetings, discipline meetings, teachers will use Continuous Improvement Model to assess and monitor student growth, a master schedule with PLC schedule for math and ELA teachers

Material/Resources/Supports Needed	PD Step
Continuum of Learning Learning by Doing How Leadership Works PLC+ Better Decisions and Greater Impact by Design	no



Action Steps**Anticipated Start/Completion Date**

Teachers enter ELA RUA and Math Chapter Test into Performance Matters.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Agendas and minutes will be accurate and will promote best instructional practices, Learning by Doing Continuum will reflect movement to sustaining. Student formative assessment data will be used to make instructional decisions and will be monitored at weekly PLC meetings.

Leadership meetings, instructional cabinet meetings, discipline meetings, teachers will use Continuous Improvement Model to assess and monitor student growth, a master schedule with PLC schedule for math and ELA teachers

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

RUA's for ELA and Math Chapter tests in Performance Matters

no



Action Steps**Anticipated Start/Completion Date**

Identify priority standards and formative assessment tools for K-5 ELA and math using our identifying our priority standards process and unpacking standards.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Agendas and minutes will be accurate and will promote best instructional practices, Learning by Doing Continuum will reflect movement to sustaining. Student formative assessment data will be used to make instructional decisions and will be monitored at weekly PLC meetings.

Leadership meetings, instructional cabinet meetings, discipline meetings, teachers will use Continuous Improvement Model to assess and monitor student growth, a master schedule with PLC schedule for math and ELA teachers

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

ESEP

no



Action Steps**Anticipated Start/Completion Date**

Use the PPS Continuous Improvement Model (plan, do, study, act), as the base process for all instruction, systems, and culture change.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Agendas and minutes will be accurate and will promote best instructional practices, Learning by Doing Continuum will reflect movement to sustaining. Student formative assessment data will be used to make instructional decisions and will be monitored at weekly PLC meetings.

Leadership meetings, instructional cabinet meetings, discipline meetings, teachers will use Continuous Improvement Model to assess and monitor student growth, a master schedule with PLC schedule for math and ELA teachers

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

ESEP, PD, How Leadership Works and other resources as identified during process

yes

Action Plan: Restorative Practices

Action Steps**Anticipated Start/Completion Date**

Ongoing PD for Restorative Practice so that classroom and school culture is improved by looking at students' assets. 80% of teachers actions will implement proactive strategies, such as morning circles.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Learning by Doing Continuum, TLC survey, student formative assessment scores. These steps will be monitored monthly during the Discipline Committee, Instructional Cabinet, and Leadership meetings.

Child Study minutes, decrease in referrals, improved student behavior. Staff will improve their interactions with our struggling students and identify their assets to build upon.

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

The Restorative Practice Playbook, PD time during ESEP time, additional PD as needed

yes



Action Steps**Anticipated Start/Completion Date**

Develop Professional Learning Groups and meeting schedule with agenda to be able to reflect on our growth.

08/28/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Learning by Doing Continuum, TLC survey, student formative assessment scores. These steps will be monitored monthly during the Discipline Committee, Instructional Cabinet, and Leadership meetings.

Child Study minutes, decrease in referrals, improved student behavior. Staff will improve their interactions with our struggling students and identify their assets to build upon.

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

ESEP schedule

no

Action Plan: PBIS

Action Steps**Anticipated Start/Completion Date**

Develop a PBIS team and meeting times

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

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

ESEP schedule, school calendar, staff choice

no



Action Steps**Anticipated Start/Completion Date**

Prepare school-wide PBIS documents including but not limited to Castles planning, lesson plans, expectations calendar, plan for incentives, post cards for parents, posters, etc.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

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

school calendar, master schedule, teacher handbook, student handbook, Title I funds will be used to meet upcoming needs.

yes



Action Steps**Anticipated Start/Completion Date**

Use TIPs meeting format for discipline committee meetings.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

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

TIPs Agenda, LES

yes



Action Steps**Anticipated Start/Completion Date**

Build time into the daily schedule for mindfulness strategies.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

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

mindfulness strategies, videos, resources

no



Action Steps**Anticipated Start/Completion Date**

Identify four emotional regulation strategies that will be taught during morning circles and/or SEL period.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

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

Discipline committee will determine strategies that would be effective based on student need. Resources: Panorama Playbook for emotional regulation strategies

no



Action Steps

Anticipated Start/Completion Date

Identify SEL period during intervention time.

08/28/2023 - 06/14/2024

Monitoring/Evaluation

Anticipated Output

TLC and Panorama Construct Surveys Discipline committee meetings will monitor growth monthly.

Handbook, agendas, minutes, materials, etc. Staff will utilize our behavior strategies daily in all parts of the school.

Material/Resources/Supports Needed

PD Step

Teachers will dedicate 1 intervention period, or parts of multiple periods, to teach SEL lessons. Resources: Panorama Playbook for emotional regulation strategies

no

Action Plan: MTSS

Action Steps**Anticipated Start/Completion Date**

Revise and reinforce our MTSS framework.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PLC, Child Studies, formative assessments

Improvement in student achievement

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

ESEP schedule, student PSSA data, Panorama data, Instructional Cabinet, Dibels Date, ELA RUA, Math Chapter Tests

no



Action Steps**Anticipated Start/Completion Date**

Utilize our Child Study Process.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PLC, Child Studies, formative assessments

Improvement in student achievement

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

social worker, principal, ITL, reading coach, math coach, grade level teachers, related arts teachers, student level data

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment. (Math Chapter Test)	Professional Learning Communities	Use the PPS Continuous Improvement Model (plan, do, study, act), as the base process for all instruction, systems, and culture change.	08/28/2023 - 06/14/2024
By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 Math PSSA Assessment. (Math CDT)			
By June 30, 2023, there will be a proficiency rate of 50% or above on the 2024 PSSA ELA Assessment. (ELA CDT)			
By June 30, 2024, there will be a proficiency rate of 50% or above on the 2024 ELA PSSA Assessment. (ELA RUA's)			
By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama. (Panorama Survey)	Restorative Practices	Ongoing PD for Restorative Practice so that classroom and school culture is improved by looking at students' assets. 80% of teachers actions will implement	08/28/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		proactive strategies, such as morning circles.	
By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama. (Panorama Survey)	PBIS	Prepare school-wide PBIS documents including but not limited to Castles planning, lesson plans, expectations calendar, plan for incentives, post cards for parents, posters, etc.	08/28/2023 - 06/14/2024
By June 30, 2024 there will be 12% improvement from the baseline of students responding favorably on the Emotional Regulation portion the Panorama. (Panorama Survey)	PBIS	Use TIPs meeting format for discipline committee meetings.	08/28/2023 - 06/14/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLCs at Work	teachers	collaboration, developing team cohesion, the use of the four essential PLC questions, measuring impact, instructional strategies to promote equity

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
improvement in student assessment scores, the Learning Continuum	08/28/2023 - 06/14/2024	ITL, Leadership Team, principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings
3b: Using Questioning and Discussion Techniques	
4f: Showing Professionalism	
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	
4b: Maintaining Accurate Records	
4a: Reflecting on Teaching	
4e: Growing and Developing Professionally	
1e: Designing Coherent Instruction	

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 4c: Communicating with Families
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community
- 1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step

Audience

Topics of Prof. Dev

Microsoft Products

teachers

use of Excel to monitor data, using Outlook to schedule data monitoring and learning cycles

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

properly completed data monitoring tools

08/28/2023 - 06/14/2024

ITL, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4b: Maintaining Accurate Records

Teaching Diverse Learners in Inclusive Settings

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

Professional Development Step

Audience

Topics of Prof. Dev

Restorative Practice

teachers

the logic of restorative practice, foundation of respect, establishing expectations for teaching for engagement, restorative conversations using affective statements, restorative conversations using impromptu conversations, morning circles

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

classroom observations, decrease in referrals and suspensions

08/28/2023 - 06/14/2024

Restorative Practice Lead, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4f: Showing Professionalism

Teaching Diverse Learners in Inclusive Settings

3b: Using Questioning and Discussion Techniques

Teaching Diverse Learners in Inclusive Settings

Teaching Diverse Learners in Inclusive Settings

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

4d: Participating in a Professional Community

2e: Organizing Physical Space

3a: Communicating with Students

4e: Growing and Developing Professionally

2d: Managing Student Behavior

4c: Communicating with Families

4a: Reflecting on Teaching

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Professional Development Step

Audience

Topics of Prof. Dev

PBIS Improvement

teachers, students, parents

castles including character traits and activities, teaching expectations, individualized interventions, TIPS meeting format

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

child study interventions, TLC survey, decrease expectations, individualized interventions, TIPS meeting format

08/28/2023 - 06/14/2024

PBIS Lead, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

Teaching Diverse Learners in Inclusive Settings

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

4a: Reflecting on Teaching

2c: Managing Classroom Procedures

4d: Participating in a Professional Community

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

Professional Development Step

Audience

Topics of Prof. Dev

Phonemic Awareness

K-2 ELA teachers

science of reading, instructional strategies,
Heggerty

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

classroom observations, progress monitoring scores

08/28/2023 - 06/14/2024

ITL, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3a: Communicating with Students

Language and Literacy Acquisition for All Students

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
FACE coordinator will post on our school website	school improvement plan	electronic	everyone	09/01/2023
PSCC Meetings	Title I	electronic and/or paper	Liberty Community	09/29/2023
principal will email families a copy of our SIP	Title I Meeting Invite: School Improvement Plan	electronic	Liberty Community	09/29/2023
share SIP with staff during first staff meeting	School Improvement Plan	electronic	staff	08/22/2023
