

**PITTSBURGH MIFFLIN K-8**

1290 Mifflin Road

Schoolwide Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

Team Mifflin’s vision is to provide a safe, kind and responsible learning environment where all members are supported in their individual power to become lifelong learners who are accepting and productive members of society.

## STEERING COMMITTEE

Name	Position	Building/Group
Amy Carricato	Principal	Pittsburgh Mifflin PreK-8
Megan Williams	Teacher	Pittsburgh Mifflin PreK-8
Stacy Madeja	Parent	Pittsburgh Mifflin PreK-8
Connor Wagner	Education Specialist	Pittsburgh Mifflin PreK-8
Margaret Wiskeman	Teacher	Pittsburgh Mifflin PreK-8
Andrea Barrow	Teacher	Pittsburgh Mifflin PreK-8
Ryan Philip	Teacher	Pittsburgh Mifflin PreK-8
Nina Sacco	District Level Leaders	Pittsburgh Mifflin PreK-8
Lindsay Schaffer	Teacher	Pittsburgh Mifflin PreK-8
Patricia Simunovic	Teacher	Pittsburgh Mifflin PreK-8
Jillian Gallagher	Education Specialist	Pittsburgh Mifflin PreK-8
Brandi Marsh	Community Member	Pittsburgh Mifflin PreK-8
Curt King	Parent	Pittsburgh Mifflin PreK-8

**Name**

**Position**

**Building/Group**

Sarah Crawshaw

Community Member

Pittsburgh Mifflin PreK-8

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

At Pittsburgh Mifflin we will develop structured organization of MTSS that is supported by clear communication and collaboration with the SAP team when needed; Bi-weekly meetings will occur to support students' behavioral and academic needs where clear plans of support are created and shared with identified team members; the master schedule will be created with specified times for instructional staff to support identified students throughout the 6-day cycle; time in the master schedule has been created for the identified MTSS lead to collect and analyze student data points.

Essential  
Practices 1:  
Focus on  
Continuous  
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**Priority Statement**

**Outcome Category**

academic needs where clear plans of support are created and shared with identified team members; the master schedule will be created with specified times for instructional staff to support identified students throughout the 6-day cycle; time in the master schedule has been created for the identified MTSS lead to collect and analyze student data points; a four week PLC cycle has been created where all instructional staff will participate in grade level and content specific learning cycles along with focused SEL training and self-selected peer to peer training.

Focus on  
Continuous  
Improvement  
of Instruction  
  
Essential  
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At Pittsburgh Mifflin we will develop a master schedule that devotes time weekly to explicit SEL instruction; a year-long plan will be created with the support of the School Culture Resource Hub and Panorama Playbook to ensure monthly foci of student emotional regulation; teachers will be provided with training and resources to ensure students strengthen their SEL skills in monthly PLC trainings.

Social  
emotional  
learning

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Social  
emotional  
learning

**ACTION PLAN AND STEPS**

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## Evidence-based Strategy

Professional Learning Communities

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Goal-PSSA All and Student Sub Groups	As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs.
ELA Goal-PSSA All with Student Sub Groups	As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers complete preference sheets and results are aligned with student and school needs.	2023-02-17 - 2023-03-03	Carricato and ITLs	Preference Sheets, Planning time with ITLs.
Create master schedule to support cross-content, same-content, and/or grade level common prep times for teachers, create designated PLC time in the AM meeting period.	2023-03-03 - 2023-04-07	Carricato and Barrow	prior year's schedule, input from teacher leaders, preference sheets, budget
Create proficiency target document for all teachers, share function and model usage in beginning of year PD; document will include	2023-06-19 - 2023-08-28	Carricato, Principal and	proficiency target document, PD activity

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
differentiated data points for specific grade levels and content areas (Dibels K-2, CDT Benchmarks for ELA, Math and Science grades 3-8 and collaborative team selected formative assessments).		ITLs	
Create review of cycle of continuous improvement and present at beginning of year PD with weekly focuses of content, grade level, resource share and review.	2023-06-19 - 2023-08-31	Carricato, Principal	Student Data, Growth Target
Hold weekly PLC meetings	2023-09-04 - 2024-06-07	Carricato, Principal; LAC; ITLs	
Monitor calendar of continuous improvement cycles via monthly submission along with SMART and KASAB goals	2023-09-11 - 2024-05-31	Carricato, Principal; LAC	Teams for submission, calendar template, SMART and KASAB goals
Continuous data analysis through shared data management and proficiency target tool, data shared by LAC and MAC(CDT, DIBELS), SMART and KASAB goals	2023-09-08 - 2024-05-31	Carricato, Principal; LAC, MAC, ITLs	proficiency reports, proficiency targets, access to CDT reports, Performance Matters, Power BI
Review, analyze and share school-wide goals with staff along with PSSA data	2023-07-17 - 2023-08-28	Carricato, Principal	PSSA data, school-wide plan
Continue fidelity of implementation of Mustang Markings and READS. Differentiate support for teachers.	2023-08-23 - 2024-06-07	Principal, ITLs, LAC	READS graphic organizers, READS classroom poster,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			curriculum, coaching cycle schedule, Mustang Marking classroom poster, Mustang Marking bookmarks, READS monthly showcase
Identify SLA team, align SIP goals to SLA work	2023-06-01 - 2023-08-04	Carricato, SLA Team	SLA agenda, SIP
Teachers trained and supported in new Open Court literacy curriculum in grades K-5.	2023-08-23 - 2024-05-17	District Literacy Team, LAC	District-wide PD sessions, access to new curriculum
Support fidelity of the 5E instructional model along with the 3 Reads Math Language Routine in mathematics classes. Differentiate support for teachers.	2023-08-23 - 2024-05-31	MAC, District Math Supports	5E instructional model, 3 Reads Math Language Routine, curriculum, coaching cycle schedule
Create observation schedule for all classes, with an emphasis on ELA and Math, with in-person pre and post conferences supporting the RISE process. Math observations will focus on the 3 Reads Math Language Routine and the 5E instructional model. ELA observations will focus on the science of reading instruction.	2023-08-28 - 2024-06-07	Carricato	Master schedule, Carricato schedule, RISE documents
Continue use of culturally responsive lesson plan template from Zaretta Hammond's ignite, chunk, chew, review. Continuously monitor lesson plans and provide feedback.	2023-08-28 - 2024-05-31	Carricato, ITLs	Culturally Responsive Lesson Plan



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide safe and calm testing environments through all CDT Benchmarks, Unit Assessments and PSSAs to support student focus and engagement.	2023-09-04 - 2024-05-31	SAC, Carricato	Title 1 Funds from Community Services \$1500 for Student Snacks, Mindful Music, PBIS Matrices
Support student reading comprehension and fluency through purchase of culturally responsive books to update library.	2023-10-02 - 2023-12-29	Librarian	Title 1 Funds of \$1000 for Books and Periodicals.
Update and use Student Academic Profile for teacher use with all students.	2023-10-06 - 2024-04-26	Carricato, ITLs	Student Academic Profile document, time to collect and document data
Teachers hold monthly data chats with students vis Student Academic Profile and classroom data.	2023-09-18 - 2024-05-31	Carricato, ITLs, LAC, MAC, Instructional Staff	Student Academic Profile, proficiency tracking tool, CDT Benchmarks
Share Student Academic Profiles with families quarterly.	2023-09-18 - 2024-05-31	Instructional Staff	Student Academic Profiles, data chats with students, proficiency tracking tool, CDT Benchmarks

**Anticipated Outcome**

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA

and Math.

### Monitoring/Evaluation

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

### Evidence-based Strategy

Social Emotional Learning

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

3-5 Emotional Regulation	As a result of targeted Social Emotional Instruction for all students in grades 3-5, students will show an overall score of at least 60% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey.
6-8 Emotion Regulation	As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create time in master schedule to support implementation of SEL curriculum for all students.	2023-02-03 - 2023-03-24	Carricato, ITLs	Master Schedule, Feedback from Instructional Staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create scope and sequence for implementation of SEL curriculum with monthly focus and incentives for regulating emotion	2023-07-03 - 2023-08-28	Philip and Barrow	District-selected SEL curriculum, Panorama Surveys
Create and share refresh training of expectations for teachers and staff implementing curriculum.	2023-07-03 - 2023-08-28	Philip and Barrow	District-selected SEL curriculum, PD PowerPoint, Scope and Sequence
Create observation schedule to gauge and support implementation of SEL curriculum during intervention period.	2023-09-11 - 2023-10-13	Carricato, Principal	Observation schedule, scope and sequence, teacher feedback form
Student Envoy will support skill application of the 5 Secrets throughout the year by teaching and sharing with peers.	2023-09-11 - 2024-06-07	Megan Williams, Envoy Leads	Curriculum for Envoy, planned lessons for homeroom, creation of signs
Student Envoy attend Envoy Camp	2023-10-02 - 2024-05-31	Megan Williams, Envoy Leads	transportation, permission slips, Envoy camp schedule
Staff will utilize SKR points to acknowledge and reinforce students using The Secrets and positive SEL application	2023-09-11 - 2024-06-07	Ryan Philip, PBIS Lead	SKR points/PBIS Rewards, SKR Prize Table, PBIS incentives shared with students monthly
Create Mindful Music registration for SEL support in classrooms. Share with teachers and designate times for utilization (when needed, breakfast, after lunch/recess, end of day).	2023-08-15 - 2024-06-07	Porembka, Music Teacher	Mindful Music log in and app
Continue Restorative Practices Learning Modules 5-7 and	2023-08-28 -	Andrea	RP slides, conflict/resolution

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modeling of conflict resolution and relationship building.	2024-06-07	Barrow, Restorative Practice Lead	scenarios
Share Restorative Practices and Mindful Music at November PSCC meeting with families	2023-11-01 - 2023-11-30	Alec Fix, FACE Coordinator	Title 1 funds of \$2,300.00 for FACE Coordinator stipend, RP and Mindful music slides, Mindful Music App, Teams Meeting Link
Continuous use of SEL support at and implementation at PSCC meetings with parents and students through mindful yoga, painting and community building activities.	2023-08-28 - 2023-06-09	Alec Fix, FACE Coordinator	Title 1 funds of \$2,300.00 for FACE Coordinator stipend, RP and Mindful music slides, Mindful Music App, Teams Meeting Link
Create grade level differentiated student Tripod survey and administer quarterly to gauge the classroom culture	2023-09-01 - 2024-05-31	Carricato, Principal; Phillip, SAC	Grade Level Tripod survey, quarterly administration

### Anticipated Outcome

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

### Monitoring/Evaluation

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in

classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p>	<p>Professional Learning Communities</p>	<p>Create proficiency target document for all teachers, share function and model usage in beginning of year PD; document will include differentiated data points for specific grade levels and content areas (Dibels K-2, CDT Benchmarks for ELA, Math and Science grades 3-8 and collaborative team selected formative assessments).</p>	<p>06/19/2023 - 08/28/2023</p>
<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			

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<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			



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<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			

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<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			

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<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			

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<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted Social Emotional Instruction for all students in grades 3-5, students will show an overall score of at least 60% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (3-5 Emotional Regulation)	Social Emotional Learning	Create and share refresh training of expectations for teachers and staff implementing curriculum.	07/03/2023 - 08/28/2023
As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)			

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As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)			

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As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)			



## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Amy Carricato

2023-06-15

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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The 2021-2022 SY Mathematics Academic Growth Score of 95 exceeds the Statewide Growth Score of 76.2. An Academic Growth Score of 70 is needed to meet the Statewide Growth Standard.

The 2021-2022 SY ELA Academic Growth Score of 77 exceeds the Statewide Growth Score of 76. An Academic Growth Score of 70 is needed to meet the Statewide Growth Standard.

Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 13.3% for the students with disabilities student group. The All student group had a proficiency rate of 11%. During the 2020-21 school year administration of the Math PSSA/Keystone there was a proficiency rate of 0% for the students with disabilities subgroup.

Based on the 2022-2023 Winter administration of DIBELS, 81% of kindergarten students scored a Proficient Composite score

Based on the 2022-23 End of Year Literature CDT Assessment, in the third grade, 14.3% of students scored in the blue range, 21.4% scored in the green range, and 64.3% scored in the red range. 35.7% were in green range or above.

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### Challenges

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Based on data from the 2021-22 SY, the Regular Attendance rate was 73.9%. The statewide average was 82.2%. The Regular Attendance target was not met, this was a decrease in performance from the previous year.

Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 0% for the Students with Disabilities in grades 6-8. The All-student group in grades 6-8 had a proficiency rate of 15.5%. During the 2020-2021 school year administration of the Math PSSA/Keystone there was a proficiency rate of 0% for the Students with Disabilities in grades 6-8.

58% of all first grade students are below basic on their Dibels mid-year composite score.

36% of all second grade students are basic or below basic on their Dibels mid-year word accuracy score.

Based on the 2022-23 End of Year Math CDT Assessment, in the eighth grade, 92.6% scored in the red range.

Based on the 2022-23 End of Year Literature CDT Assessment, in the eighth grade, 3.7% improved by 2 or more Standard Error of Measure.

## Strengths

Based on the 2022-23 End of Year Math CDT Assessment, in the third grade, 39.3% improved by 2 or more Standard Error of Measure.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Based on data from the 2023 Spring administration of the Panorama Student Survey for grades 3-5, 91% of students responded favorably to the Supportive Relationships Competency. This is an increase of 3% from the previous administration.

Based on data from the 2023 Spring administration of the Panorama Student Survey for grades 6-8, 83% of students responded favorably to the Supportive Relationships Competency. This is a decrease of 1% from the previous administration.

Based on the 2022-23 End of Year Literature CDT Assessment, in the fifth grade, 31.3% improved by 2 or more Standard Error of Measure.

On the 2021-2022 ELA PSSA, 41.7% of white students in the 6th grade scored proficient or above.

Based on the 2022-23 End of Year Science CDT Assessment, in the eighth grade, 37% improved by 2 or more Standard Error of

## Challenges

On the 2021-2022 Math PSSA, 0% of black students in the 6th grade scored proficient or above. This is a 0% increase from last year. It is an 8.3% gap from their white peers.

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

Based on data from the 2023 Spring administration of the Panorama Student Survey for grades 3-5, 49% of students responded favorably to the Emotion Regulation. This is an increase of 6% from the previous administration.

Based on data from the 2023 Spring administration of the Panorama Student Survey for grades 6-8, 40% of students responded favorably to the Emotion Regulation Competency. This is a 0% change from the previous administration.

Based on the 2022-2023 Winter administration of DIBELS, 32% of first grade students scored a Proficient Composite score.

Based on the 2022-23 End of Year Literature CDT Assessment, in the eighth grade, 0% of students scored in the blue range, 11.1% scored in the green range, and 88.9% scored in the red range. 11.1% were in green range or above.

Based on the 2022-23 End of Year Math CDT Assessment, in the fourth grade, 100% scored in the red range.

## Strengths

Measure.

81% of all kindergarten students are proficient on their Dibels mid-year composite score.

Collectively shape the vision for continuous improvement of teaching and learning

Based on the 2023 Spring TLC Survey, Instructional Practices and Support increased by 5 points from the 2022 Spring TLC Survey to 94% in favor. This is 11 points above the District norm.

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

Based on the 2022-23 End of Year Math CDT Assessment, in the sixth grade, 38.5% improved by 2 or more Standard Error of Measure.

Based on the 2022-23 End of Year Math CDT Assessment, in the eighth grade, 40.7% improved by 2 or more Standard Error of Measure.

Based on the 2022-23 End of Year Science CDT Assessment, in the fourth grade, 4.2% of students scored in the blue range, 25% scored in the green range, and 70.8% scored in the red range.

## Challenges

Based on the 2022-23 End of Year Math CDT Assessment, in the seventh grade, 92.6% scored in the red range.

Identify and address individual student learning needs

On the 2021-2022 Math PSSA, 0% of black students in the 7th grade scored proficient or above. This is a 0% increase from last year. It is an 9.1% gap from their white peers.

On the 2021-2022 Math PSSA, 0% of students with disabilities in the 6th, 7th and 8th grade scored proficient or above. This is a 0% change from last year.

Based on the 2022-23 End of Year Science CDT Assessment, in the fourth grade, 25% improved by 2 or more Standard Error of Measure.

On the 2021-2022 Math PSSA, 0% of students with disabilities in the 7th grade scored proficient or above. This is a 0% change from last year.

Based on the 2022-23 End of Year Science CDT Assessment, in the eighth grade, 0% of students scored in the blue range, 11.1% scored in the green range, and 88.9% scored in the red range. 11.1% were in green range or above. 3.7% were above middle of the green.

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**Strengths**

29.2% were in green range or above. 12.5% were above middle of the green.

On the 2021-2022 Math PSSA, 20% of black students in the 4th grade scored proficient or above. This is a 20% increase from last year. It is a 5% gap from their white peers.

On the 2021-2022 Math PSSA, 35.7% of students considered economically disadvantaged in the 4th grade scored proficient or above. This is a 35.7% increase from last year.

On the 2021-2022 Math PSSA, 33.3% of students with disabilities in the 4th grade scored proficient or above. This is a 33.3% increase from last year.

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**Challenges**

On the 2021-2022 ELA PSSA, 0% of black students in the 5th grade scored proficient or above. This is a 0% increase from last year. It is an 34.8% gap from their white peers.

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**Most Notable Observations/Patterns**

Focusing on a stronger MTSS structure will allow a more targeted approach to individualized student needs. Continuing and strengthening our PBIS structure will allow us to enhance support of SEL and restorative needs for all students and staff.

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

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Challenges	Discussion Point	Priority for Planning
<p>Based on data from the 2021-22 SY, the Regular Attendance rate was 73.9%. The statewide average was 82.2%. The Regular Attendance target was not met, this was a decrease in performance from the previous year.</p>		
<p>58% of all first grade students are below basic on their Dibels mid-year composite score.</p>		
<p>Based on the 2022-23 End of Year Math CDT Assessment, in the eighth grade, 92.6% scored in the red range.</p>		
<p>Based on data from the 2023 Spring administration of the Panorama Student Survey for grades 3-5, 49% of students responded favorably to the Emotion Regulation. This is an increase of 6% from the previous administration.</p>	<p>Residual trauma from the pandemic has caused many students to lack the emotional regulation needed to support positive learning experiences. Many students have difficulty working through negative emotions about themselves and/or those around them which cause obstacles to learning.</p>	<p>✓</p>
<p>Based on data from the 2023 Spring administration of the Panorama Student Survey for grades 6-8, 40% of students responded favorably to the Emotion Regulation Competency. This is a 0% change from the previous administration.</p>	<p>Residual trauma from the pandemic has caused many students to lack the emotional regulation needed to support positive learning experiences. Many students have difficulty working through negative emotions about themselves and/or those around them which cause obstacles to learning.</p>	<p>✓</p>
<p>Based on the 2022-23 End of Year Math CDT Assessment, in the fourth grade, 100% scored in</p>		

Challenges	Discussion Point	Priority for Planning
the red range.		
Implement a multi-tiered system of supports for academics and behavior	School has not had a highly-qualified and consistent counselor this school year to provide a stable MTSS organization for students and staff.	✓
Identify and address individual student learning needs	A more organized and consistent learning approach to PLCs must be developed and implemented by leadership team. Sufficient time is not always available for the elementary master schedule.	✓
<p>Based on the 2022-23 End of Year Literature CDT Assessment, in the eighth grade, 0% of students scored in the blue range, 11.1% scored in the green range, and 88.9% scored in the red range. 11.1% were in green range or above.</p>		
<p>On the 2021-2022 Math PSSA, 0% of students with disabilities in the 6th, 7th and 8th grade scored proficient or above. This is a 0% change from last year.</p>		



## ADDENDUM B: ACTION PLAN

### Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
Teachers complete preference sheets and results are aligned with student and school needs.	02/17/2023 - 03/03/2023
Monitoring/Evaluation	Anticipated Output
CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.	Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.
Material/Resources/Supports Needed	PD Step
Preference Sheets, Planning time with ITLs.	no



**Action Steps****Anticipated Start/Completion Date**

Create master schedule to support cross-content, same-content, and/or grade level common prep times for teachers, create designated PLC time in the AM meeting period.

03/03/2023 - 04/07/2023

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

prior year's schedule, input from teacher leaders, preference sheets, budget

no



**Action Steps****Anticipated Start/Completion Date**

Create proficiency target document for all teachers, share function and model usage in beginning of year PD; document will include differentiated data points for specific grade levels and content areas (Dibels K-2, CDT Benchmarks for ELA, Math and Science grades 3-8 and collaborative team selected formative assessments).

06/19/2023 - 08/28/2023

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

proficiency target document, PD activity

yes



**Action Steps****Anticipated Start/Completion Date**

Create review of cycle of continuous improvement and present at beginning of year PD with weekly focuses of content, grade level, resource share and review.

06/19/2023 - 08/31/2023

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Student Data, Growth Target

yes



**Action Steps****Anticipated Start/Completion Date**

Hold weekly PLC meetings

09/04/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

no



**Action Steps****Anticipated Start/Completion Date**

Monitor calendar of continuous improvement cycles via monthly submission along with SMART and KASAB goals

09/11/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Teams for submission, calendar template, SMART and KASAB goals

no



**Action Steps****Anticipated Start/Completion Date**

Continuous data analysis through shared data management and proficiency target tool, data shared by LAC and MAC(CDT, DIBELS), SMART and KASAB goals

09/08/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

proficiency reports, proficiency targets, access to CDT reports, Performance Matters, Power BI

no



**Action Steps****Anticipated Start/Completion Date**

Review, analyze and share school-wide goals with staff along with PSSA data

07/17/2023 - 08/28/2023

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

PSSA data, school-wide plan

yes





**Action Steps****Anticipated Start/Completion Date**

Continue fidelity of implementation of Mustang Markings and READS. Differentiate support for teachers.

08/23/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

READS graphic organizers, READS classroom poster, curriculum, coaching cycle schedule, Mustang Marking classroom poster, Mustang Marking bookmarks, READS monthly showcase

yes



**Action Steps****Anticipated Start/Completion Date**

Identify SLA team, align SIP goals to SLA work

06/01/2023 - 08/04/2023

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

SLA agenda, SIP

yes



**Action Steps****Anticipated Start/Completion Date**

Teachers trained and supported in new Open Court literacy curriculum in grades K-5.

08/23/2023 - 05/17/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

District-wide PD sessions, access to new curriculum

yes



**Action Steps****Anticipated Start/Completion Date**

Support fidelity of the 5E instructional model along with the 3 Reads Math Language Routine in mathematics classes. Differentiate support for teachers.

08/23/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

5E instructional model, 3 Reads Math Language Routine, curriculum, coaching cycle schedule

yes



**Action Steps****Anticipated Start/Completion Date**

Create observation schedule for all classes, with an emphasis on ELA and Math, with in-person pre and post conferences supporting the RISE process. Math observations will focus on the 3 Reads Math Language Routine and the 5E instructional model. ELA observations will focus on the science of reading instruction.

08/28/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Master schedule, Carricato schedule, RISE documents

no

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**Action Steps****Anticipated Start/Completion Date**

Continue use of culturally responsive lesson plan template from Zaretta Hammond's ignite, chunk, chew, review. Continuously monitor lesson plans and provide feedback.

08/28/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Culturally Responsive Lesson Plan

no



**Action Steps****Anticipated Start/Completion Date**

Provide safe and calm testing environments through all CDT Benchmarks, Unit Assessments and PSSAs to support student focus and engagement.

09/04/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Title 1 Funds from Community Services \$1500 for Student Snacks, Mindful Music, PBIS Matrices

no



**Action Steps****Anticipated Start/Completion Date**

Support student reading comprehension and fluency through purchase of culturally responsive books to update library.

10/02/2023 - 12/29/2023

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Title 1 Funds of \$1000 for Books and Periodicals.

no





**Action Steps****Anticipated Start/Completion Date**

Update and use Student Academic Profile for teacher use with all students.

10/06/2023 - 04/26/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Student Academic Profile document, time to collect and document data

no



**Action Steps****Anticipated Start/Completion Date**

Teachers hold monthly data chats with students vis Student Academic Profile and classroom data.

09/18/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Student Academic Profile, proficiency tracking tool, CDT Benchmarks

no



**Action Steps****Anticipated Start/Completion Date**

Share Student Academic Profiles with families quarterly.

09/18/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

CDT Benchmarks in Math and ELA, RISE Observations, Lesson Plan feedback and Observations, Data Chats for students and staff based upon proficiency goals set from Student Academic Profiles.

Throughout the 2023-2024 school year, collaborative teams will follow continuous model of improvement to a level of proficiency that yields targeted data setting for students, teachers and administration and consistent attainment of benchmark goals stated above for ELA and Math.

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

Student Academic Profiles, data chats with students, proficiency tracking tool, CDT Benchmarks

no

**Action Plan: Social Emotional Learning**

**Action Steps****Anticipated Start/Completion Date**

Create time in master schedule to support implementation of SEL curriculum for all students.

02/03/2023 - 03/24/2023

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Master Schedule, Feedback from Instructional Staff

no

**Action Steps****Anticipated Start/Completion Date**

Create scope and sequence for implementation of SEL curriculum with monthly focus and incentives for regulating emotion

07/03/2023 - 08/28/2023

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

District-selected SEL curriculum, Panorama Surveys

no



**Action Steps****Anticipated Start/Completion Date**

Create and share refresh training of expectations for teachers and staff implementing curriculum.

07/03/2023 - 08/28/2023

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

District-selected SEL curriculum, PD PowerPoint, Scope and Sequence

yes



**Action Steps****Anticipated Start/Completion Date**

Create observation schedule to gauge and support implementation of SEL curriculum during intervention period.

09/11/2023 - 10/13/2023

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Observation schedule, scope and sequence, teacher feedback form

no



**Action Steps****Anticipated Start/Completion Date**

Student Envoys will support skill application of the 5 Secrets throughout the year by teaching and sharing with peers.

09/11/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Curriculum for Envoys, planned lessons for homeroom, creation of signs

no





**Action Steps****Anticipated Start/Completion Date**

Student Envoys attend Envoy Camp

10/02/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

transportation, permission slips, Envoy camp schedule

no



**Action Steps****Anticipated Start/Completion Date**

Staff will utilize SKR points to acknowledge and reinforce students using The Secrets and positive SEL application

09/11/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

SKR points/PBIS Rewards, SKR Prize Table, PBIS incentives shared with students monthly

yes

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**Action Steps****Anticipated Start/Completion Date**

Create Mindful Music registration for SEL support in classrooms. Share with teachers and designate times for utilization (when needed, breakfast, after lunch/recess, end of day).

08/15/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Mindful Music log in and app

no



**Action Steps****Anticipated Start/Completion Date**

Continue Restorative Practices Learning Modules 5-7 and modeling of conflict resolution and relationship building.

08/28/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

RP slides, conflict/resolution scenarios

yes



**Action Steps****Anticipated Start/Completion Date**

Share Restorative Practices and Mindful Music at November PSCC meeting with families

11/01/2023 - 11/30/2023

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Title 1 funds of \$2,300.00 for FACE Coordinator stipend, RP and Mindful music slides, Mindful Music App, Teams Meeting Link

no

**Action Steps****Anticipated Start/Completion Date**

Continuous use of SEL support at and implementation at PSCC meetings with parents and students through mindful yoga, painting and community building activities.

08/28/2023 - 06/09/2023

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Title 1 funds of \$2,300.00 for FACE Coordinator stipend, RP and Mindful music slides, Mindful Music App, Teams Meeting Link

yes



**Action Steps****Anticipated Start/Completion Date**

Create grade level differentiated student Tripod survey and administer quarterly to gauge the classroom culture

09/01/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama Surveys (Fall, mini winter, Spring); observations of SEL interventions and use of Restorative Practices, 5 Secrets, Mindful Music in classrooms; review of Power BI classroom incidents and Level 1 referrals; PBIS TFI Tier 1 and Tier 2; feedback from student Envoys and teacher leads, grade level student Tripod surveys and quarterly administration

Students will show gains on Panorama survey due to implementation of SEL scope and sequence. Observance of higher implementation of Restorative Practices used in classrooms by teachers and students. Routines supporting grounding through Mindful Music in all classrooms. Lower number of classroom incidents and referrals for Level 1 infractions. High implementation of PBIS Tier 1 through PBIS Rewards.

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

Grade Level Tripod survey, quarterly administration

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p>	<p>Professional Learning Communities</p>	<p>Create proficiency target document for all teachers, share function and model usage in beginning of year PD; document will include differentiated data points for specific grade levels and content areas (Dibels K-2, CDT Benchmarks for ELA, Math and Science grades 3-8 and collaborative team selected formative assessments).</p>	<p>06/19/2023 - 08/28/2023</p>
<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in</p>	<p>Professional</p>	<p>Create review of</p>	<p>06/19/2023</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p> <p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>	Learning Communities	cycle of continuous improvement and present at beginning of year PD with weekly focuses of content, grade level, resource share and review.	- 08/31/2023
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p>	Professional Learning Communities	Review, analyze and share school-wide goals with staff along with PSSA data	07/17/2023 - 08/28/2023
<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With</p>	Professional Learning	Continue fidelity of implementation	08/23/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p> <p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>	Communities	of Mustang Markings and READS. Differentiate support for teachers.	06/07/2024
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p>	Professional Learning Communities	Identify SLA team, align SIP goals to SLA work	06/01/2023 - 08/04/2023
<p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>			
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black</p>	Professional Learning Communities	Teachers trained and supported in new Open Court	08/23/2023 - 05/17/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p> <p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>		<p>literacy curriculum in grades K-5.</p>	
<p>As a result of targeted instruction in Math, by June 30th, 2024, 22.4% of all students in Math grades 3-8 will demonstrate proficiency on the 2023-2024 Math PSSAs. With focused intervention for black students and students with disabilities, 12% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 Math PSSAs. (Math Goal-PSSA All and Student Sub Groups)</p> <p>As a result of targeted instruction in ELA, by June 30, 2024, 31.4% of all students in English Language Arts grades 3-8 will demonstrate proficiency on the 2023-2024 ELA PSSAs. With focused intervention for black students and students with disabilities, 22% of black students and 18% of students with disabilities will demonstrate proficiency on the 2023-2024 ELA PSSAs. (ELA Goal-PSSA All with Student Sub Groups)</p>	<p>Professional Learning Communities</p>	<p>Support fidelity of the 5E instructional model along with the 3 Reads Math Language Routine in mathematics classes. Differentiate support for teachers.</p>	<p>08/23/2023 - 05/31/2024</p>
<p>As a result of targeted Social Emotional Instruction for all students in grades 3-5, students will show an overall score of at least 60% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (3-5 Emotional Regulation)</p>	<p>Social Emotional Learning</p>	<p>Create and share refresh training of expectations for</p>	<p>07/03/2023 - 08/28/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)		teachers and staff implementing curriculum.	
As a result of targeted Social Emotional Instruction for all students in grades 3-5, students will show an overall score of at least 60% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (3-5 Emotional Regulation)	Social Emotional Learning	Staff will utilize SKR points to acknowledge and reinforce students using The Secrets and positive SEL application	09/11/2023 - 06/07/2024
As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)			
As a result of targeted Social Emotional Instruction for all students in grades 3-5, students will show an overall score of at least 60% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (3-5 Emotional Regulation)	Social Emotional Learning	Continue Restorative Practices Learning Modules 5-7 and modeling of conflict resolution and relationship building.	08/28/2023 - 06/07/2024
As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)			
As a result of targeted Social Emotional Instruction for all students in grades 3-5, students will show an overall score of at least 60% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (3-5 Emotional Regulation)	Social Emotional Learning	Continuous use of SEL support at and implementation at	08/28/2023 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted Social Emotional Instruction for all students in grades 6-8, students will show an overall score of at least 55% in the area of Emotional Regulation on the Summer 2024 Mini Panorama Student Survey. (6-8 Emotion Regulation)		PSCC meetings with parents and students through mindful yoga, painting and community building activities.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Beginning of Year Focus PD	Teachers, Paraprofessionals, Counselor	Restorative Practices, SEL, PBIS, PLC/Continuous cycle of improvement, school-wide plan and goals.

  

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation and fidelity of usage for restorative practices, SEL and assessment via observations both informal and formal.	08/21/2023 - 08/25/2023	Amy Carricato, Principal Jillian Gallagher, Literacy Academic Coach Ryan Philip, PBIS Lead Andrea Barrow, Restorative Practice Lead

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

Teaching Diverse Learners in Inclusive Settings

Teaching Diverse Learners in Inclusive Settings

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Professional Learning Communities  
Continuous Cycle of Improvement

Teachers and  
Paraprofessionals

Continuous monitoring of student progress via proficiency target document; usage of Mustang Markings for text engagement for students and teachers; usage of problem solving practice with accountable talk moves in mathematics.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Observations, coaching cycles with notes and pre/post conferencing, proficiency target documents (all teachers), CDT and/or Dibels.	09/01/2023 - 06/07/2024	Amy Carricato, Principal Literacy Academic Coach Math Academic Coach

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2b: Establishing a Culture for Learning  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  3c: Engaging Students in Learning  3d: Using Assessment in Instruction  3a: Communicating with Students  1c: Setting Instructional Outcomes  3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Sharing plan on school website (specify DRAFT)	School-wide plan for improvement for all learners	School Website	Families, community members, students, Board of Education	August 2023
Share at PSCC Meeting	Share school-wide plan for improvement for all learners with request for feedback, suggestions and improvements	Facebook Live and In-Person Meeting	PSCC	September 2023
Share with District Administrator and Board of Education	Approval of plan	Department of Education Website	Mr. Bivins and/or Assistant Superintendent, Instructional Support Teams, Board of Education, Dr. Walters	August/September 2023
Continuous updates of proficiency targets in Math and ELA via monthly PSCC meetings	Student growth and proficiency, School Improvement Progress	In-person meetings, PowerPoint, Good News/Urgent Message Newsletter	Families and Stakeholders, Staff	Monthly
Student Academic Profiles shared with	Student growth and proficiency	Student Academic Profiles sent home via students;	All families	Quarterly



