

## **PITTSBURGH MILLER K-5**

2055 Bedford Ave

ATSI Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

At Pittsburgh Miller, It is the vision that all teaching staff be open-minded, anti-racist and willing to collaboratively focus on student learning and the acquisition of skills, that teachers use data to drive instructional decisions, ensure that all students demonstrate growth according to the PA Academic Standards, provide academic, behavioral and social/emotional support and/or enrichment to every student, commit to showing respect, cultural equity and balance, and empower our children to make productive contributions to their immediate classroom, family, community and world.

## STEERING COMMITTEE

Name	Position	Building/Group
Margaret Starkes	Principal	Pittsburgh Miller
Tricia Mayo	Teacher	Pittsburgh Miller
Leslie Walker	Instructional Coach	Pittsburgh Miller
Nikki Rosato-Maclsaac	Math Coach	Pittsburgh Miller
Prasanthi Reddy	Teacher	Pittsburgh Miller
Brendan Duckett	Other	Pittsburgh Miller
Darelle Porter	Community Member	Ozanam
Ursula Stachura	Parent	Pittsburgh Miller
Dr. Monica D. Lamar	District Level Leaders	Pittsburgh Public Schools

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Priority Statement: To support students' social and emotional learning needs, educators will explicitly teach SEL skills and reinforce them throughout the day.	Social emotional learning
Root Cause: Educators, inclusive of the leadership team, are developing a working knowledge of the PA Standards and the implications for teaching and learning. This impacts the consistency of instruction being delivered to the rigor of the standard and the fidelity of the use of curricular resources and tools.	Mathematics  Mathematics
Priority Statement: To address individual student learning needs educators will utilize a variety of assessments to identify, monitor and address student learning needs by providing extensive differentiation, support, remediation, and enrichment.	English Language Arts  Early Literacy

## ACTION PLAN AND STEPS

Evidence-based Strategy
Three Read Strategy

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Three Read Strategy	10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All teachers of mathematics will participate in professional learning to review the Three Reads Strategy and the Four-step problem solving process for each of the 5 domains of mathematics	2023-09-05 - 2024-06-06	M. Starkes, Principal N. Maclsaac, Math Coach	PA Academic Standards & Eligible Content, PSSA Rubric, 8 Mathematical Practices, Go Math open-ended tasks, Routines for Reasoning: Fostering the Mathematical Practices in All Students by Kelemanik Grace
Student-friendly checklists and graphic organizers and classroom anchor charts will be developed to support these practices in problem solving in a classroom or during remote learning. These materials will be provided to and or created by teachers	2023-09-05 - 2024-06-06	M. Starkes Principal, N. Maclsaac Math Coach	open-ended tasks, Problem Solving Rubric PA Academic Standards & Eligible Content, PSSA Rubric, sample
Teachers will intentionally provide opportunities during the Engage and Elaborate portions of their daily lessons that provide students the opportunity to engage in the problem-solving process, present and defend their work, and share their thinking with other students. Teachers will monitor student learning and collect data in the use of the strategy and process for problem solving and make	2023-09-05 - 2024-06-06	M. Starkes, Principal N. Maclsaac, Math Coach	PA Academic Standards & Eligible Content, assessment data, Sankofa Feedback Form, common planning time, 3 Read Teacher Implementation Rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
necessary adjustments.			
All mathematics teaches will be observed and supported for the correct implementation of the strategy and the process. When identified, teachers will engage in a Coaching cycle to properly, understand, plan, execute the problem solving process and the three reads routine.	2023-09-05 - 2024-06-06	M. Starkes, Principal, N. Maclsaac Math Coach	PA Eligible Content, coaches' notes, various coaching cycle documents
K-5 Math Teachers explicitly engage students in word problems daily using the 3 Read Strategy and will complete a quarterly self assessment using the 3 Read Teacher Implementation Rubric.	2023-09-05 - 2024-06-06	M. Starkes, Principal, N. Maclsaac Math Coach	Title I funds will be used to purchase general supplies to support our math focus on problem solving i.e. dry erase boards, markers, writing utensils etc.) (\$27, 197 for General Supplies ). Please note the general supplies expenditure is listed in both academic strategies, these supplies will be used to support both Math & ELA) PA Academic Standards & Eligible Content, Problem Solving Rubric, open-ended tasks, planning time, 3 Read Teacher Implementation Rubric
Quarterly, K-5 teachers will meet to present student work used during a 3 Read Strategy task. Teachers will engage in a student work protocol to craft feedback and next steps for individual students.	2023-09-05 - 2024-06-06	M. Starkes, Principal N. Maclsaac, Math Coach	3 Read Implementation Rubric; Teacher Coverage
Administrators, Coaches, and/or Instructional Staff conduct	2023-09-05 -	M. Starkes,	3 Read Implementation Rubric; Teacher

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
quarterly walkthroughs of teachers implementing the 3 Read Strategy in their classroom and give feedback using the Teacher Implementation Rubric.	2024-06-06	Principal N. Maclsaac, Math Coach	Coverage

### Anticipated Outcome

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

### Monitoring/Evaluation

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

### Evidence-based Strategy

Foundational Skills

### Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

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Foundational Literacy Skills (K-5)	To strengthen our focus on improving student outcomes in early literacy foundational skills in K- 2 Classrooms, instruction will center around three of the five National Reading Panel reading components: Phonemic Awareness, Phonics, & Fluency. As a result of this work 100% of students in grades K-2 will demonstrate growth on the DIBELS assessment from the Fall to Spring administration of the DIBELS NEXT assessment with at least 70% of students moving to the next overall proficiency level and the remaining 30% will demonstrate growth overall within their current performance level.
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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Literacy Academic Coach will facilitate professional development on: Developing awareness of the segments of sound in speech and how they link to letters. (K-3) Teach students to recognize and manipulate segments of sound in speech and letter sound correspondence. Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound–spelling patterns. Teach regular and irregular high-frequency words so that students can recognize them efficiently.	2023-09-05 - 2024-06-16	M. Starkes, Principal L. Walker, Instructional Coach	Title I funds will be used to pay for books, periodicals, and general supplies to support ELA instruction with a focus on Early Literacy, PA Academic Standards and Eligible Content. Although the focus is on ELA these skills can be utilized cross content. (\$27, 197 for General Supplies and \$20,000 for books & periodicals). Please note the general supplies expenditure is listed in both academic strategies, these supplies will be used to support both Math & ELA) PSSA Rubric; after-school tutors; Center For Assessment Resources; <a href="https://www.nciea.org/featured-">https://www.nciea.org/featured-</a>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Literacy Academic Coach will facilitate professional development on: Build students’ decoding skills so they can read complex multisyllabic words (3-5) Identify the level of students’ word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.</p>	<p>2023-09-05 - 2024-06-16</p>	<p>M. Starkes, Principal L. Walker, Instructional Coach</p>	<p>resources Beginning of the Year DIBELS Baseline Assessment</p>
<p>Literacy Academic Coach will facilitate professional development on: Purposeful fluency-building activities to help students read effortlessly. (K-5) Provide a purpose for each repeated reading. Focus some instructional time on reading with prosody. Regularly providing opportunities for students to read a wide range of texts.</p>	<p>2023-09-26 - 2024-06-16</p>	<p>M. Starkes, Principal L. Walker, Instructional Coach</p>	<p>PA Academic Standards &amp; Eligible Content, PPS Eligible Content Instructional Cards, ReadyGen TDA Prompt for Module of study, TDA Graphic Organizer, TDA Checklist for Students, Sankofa Feedback Form, TDA Process &amp; Strategy Anchor Charts Student work progress monitoring will occur every 3 weeks (once per module) and at the end of every Unit of Study. (Consider adding the frequency – Monthly during leadership team meetings</p>



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Literacy Academic Coach will model, co-teach, and observe classroom teachers to provide feedback (Coaching Cycle).	2023-09-05 - 2024-06-16	M. Starkes, Principal L. Walker, Instructional Coach M. Starkes, Principal L. Walker, Instructional Coach	Common planning time, lesson plans, coaches log, feedback notes

**Anticipated Outcome**

Students will be able to analyze and respond to a written prompt with proficiency as indicated by the state standard for their grade level.

**Monitoring/Evaluation**

Evidence will be monitored through professional learning communities, lesson plans, student work samples & folders, Data binder, CDT Assessments, Benchmark Assessments, Formative Assessment Checks, Sankofa Feedback Forms, and Classroom Observations

**Evidence-based Strategy**

Positive Behavior Implementation Systems SEL

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL)

Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Review Panorama Survey with PBIS Team and begin planning for All-Staff presentation focusing on the strengths of students to leverage a more favorable response in Emotional Regulation.

2023-08-23 -  
2024-06-16

M. Starkes,  
Principal T.  
Mayo, Teacher

Powerpoint, Agenda, Survey, Checklist

Determine which staff will need additional assistance in implementing learning around improving self-management in the

2023-08-23 -  
2024-06-16

M. Starkes,  
Principal T.  
Mayo, Teacher

Survey from PD, Classroom observations, Schedule of support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
classroom.			
Administer Fall Panorama Survey	2023-08-09 - 2024-09-30	M. Starkes, Principal T. Mayo, Teacher	Survey from PD, Classroom observations, Schedule of support
Progress Monitor Quarterly benchmarks and fall survey. Begin planning for follow-up all staff-presentation	2023-08-09 - 2024-09-30	M. Starkes, Principal T. Mayo, Teacher	Quarterly benchmark data, meeting notes, root cause analysis protocol
Provide follow up all staff PD on progress as well as strengths and challenges of implementation of Self-Management and Focus skills	2023-08-09 - 2024-09-30	M. Starkes, Principal T. Mayo, Teacher	Powerpoint, Agenda, Survey, Checklist
Administer Spring Panorama	2024-02-17 - 2024-03-17	M. Starkes, Principal T. Mayo, Teacher	Rethink Ed Curriculum, Panorama/TLC Survey Data Results will be used for instruction and monitoring progress. Project Manager Teaching and Learning Environment, Student Services Teacher on Special Assignment will work to support the administration of Spring Panorama.
Utilize SEL Curriculum; Mindfulness Cafe' and	2023-08-09 - 2024-09-30	T. Mayo, Teacher,	Title I funds (\$2,911.00) will be utilized to pay for our Family and Community Engagement Coordinator who leads parent engagement efforts. Rethink Ed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>other SEL Resources daily during homeroom and RTII periods. Skills will be reinforced throughout the day, utilizing the Student Envoys as Peer Support with modeling of desired behavior.</p>		<p>L.Stewart PBIS Coach</p>	<p>Curriculum, Panorama/TLC Survey Data Results will be used for instruction and monitoring progress. Project Manager Teaching and Learning Environment, Student Services Teacher on Special Assignment will work to support the administration of Spring Panorama. Title I funds will also be utilized to support parent and community engagement activities such as mocha mornings and other events. Based on parent feedback and attendance from previous evening meetings we have added additional opportunities for parent engagement activities throughout the school day. During these meetings updates will be provided updates related to SEL implementation and parents will be given activities to support these skills at home. General supplies will be purchase through the use of Title I funds to support these activities (\$7,679.00).</p>

**Anticipated Outcome**

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

**Monitoring/Evaluation**

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	Student-friendly checklists and graphic organizers and classroom anchor charts will be developed to support these practices in problem solving in a classroom or during remote learning. These materials will be provided to and or created by teachers	09/05/2023 - 06/06/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	Teachers will intentionally provide opportunities during the Engage and Elaborate portions of their daily lessons that provide students the opportunity to engage in the problem-solving process, present and defend their work, and share their thinking with other students. Teachers will monitor student learning and collect data in the use of the strategy	09/05/2023 - 06/06/2024

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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and process for  
problem solving  
and make  
necessary  
adjustments.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	All mathematics teaches will be observed and supported for the correct implementation of the strategy and the process. When identified, teachers will engage in a Coaching cycle to properly, understand, plan, execute the problem solving process and the three reads routine.	09/05/2023 - 06/06/2024

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	K-5 Math Teachers explicitly engage students in word problems daily using the 3 Read Strategy and will complete a quarterly self assessment using the 3 Read Teacher Implementation Rubric.	09/05/2023 - 06/06/2024

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	Quarterly, K-5 teachers will meet to present student work used during a 3 Read Strategy task. Teachers will engage in a student work protocol to craft feedback and next steps for individual students.	09/05/2023 - 06/06/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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**Measurable Goals****Action Plan  
Name****Professional  
Development Step****Anticipated  
Timeline**

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knowledge of letter–sound relationships with phonemic awareness. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound–spelling patterns. Teach regular and irregular high-frequency words so that students can recognize them efficiently.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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multisyllabic words. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To strengthen our focus on improving student outcomes in early literacy foundational skills in K- 2 Classrooms, instruction will center around three of the five National Reading Panel reading components: Phonemic Awareness, Phonics, &amp; Fluency. As a result of this work 100% of students in grades K-2 will demonstrate growth on the DIBELS assessment from the Fall to Spring administration of the DIBELS NEXT assessment with at least 70% of students moving to the next overall proficiency level and the remaining 30% will demonstrate growth overall within their current performance level. (Foundational Literacy Skills (K-5) )</p>	Foundational Skills	Literacy Academic Coach will model, co-teach, and observe classroom teachers to provide feedback (Coaching Cycle).	09/05/2023 - 06/16/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Review Panorama Survey with PBIS Team and begin planning for All-Staff presentation focusing on the strengths of students to leverage a more favorable response in Emotional Regulation.	08/23/2023 - 06/16/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Determine which staff will need additional assistance in implementing learning around improving self-management in the classroom.	08/23/2023 - 06/16/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Administer Fall Panorama Survey	08/09/2023 - 09/30/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Progress Monitor Quarterly benchmarks and fall survey. Begin planning for follow-up all staff-presentation	08/09/2023 - 09/30/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Provide follow up all staff PD on progress as well as strengths and challenges of implementation of Self-Management and Focus skills	08/09/2023 - 09/30/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Administer Spring Panorama	02/17/2024 - 03/17/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Utilize SEL Curriculum; Mindfulness Cafe' and other SEL Resources daily during homeroom and RTII periods. Skills will be reinforced throughout the day, utilizing the Student Envoys as Peer Support with modeling of desired behavior.	08/09/2023 - 09/30/2024

## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Dr. Margaret J. Starkes

2023-04-29

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Based on the Science PSSA data from the 2021-22 school year there was a proficiency rate of 44% for the All student group. The All Student group had a proficiency rate of %.

Based on data from the 2021-22 SY % of students in the Black student group and Economically Disadvantaged student group met the Career Standards Benchmark.

Based on the data from the 3rd administration of the CDT, 41.7% of students in grades 5 improved by 2+ standard error of measure.

Based on the Science PSSA data from the 2020-21 school year there was a proficiency rate of 85.7% for the All Student group in comparison to the statewide average of 63.7%.

NA

NA

NA

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

### Challenges

Based on the English Language Arts PSSA data from the 2021-22 school year there was a proficiency rate of 11.8% for the All Student group in comparison to the statewide average of 54.1%. Pittsburgh Miller had a participation rate of 97.1% on this assessment.

Based on the Mathematics PSSA data from the 2021-22 school year there was a proficiency rate of 2.9% for the All Student group in comparison to the statewide average of 35.7%. Pittsburgh Miller had a participation rate of 97.1% on this assessment.

Based on data from the 2021-22 ELA PSSA 3.7% of Grade 3 students demonstrated on track performance.

Based on data from the 2021-22 SY, the Regular Attendance rate was 45.3% for the Black student group. The All student group had a Regular Attendance rate of 45.4%.

Based on data from the 2020-21 SY, the Regular Attendance rate was 40% for the Student with Disabilities student group. The All student group had a Regular Attendance Rate of 45.4%.

The Challenging Feelings construct had an overall favorable

## Strengths

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

NA

## Challenges

response of 38% which was 10 points lower than the district average. There was no growth in this construct since our last administration. The response within this construct, "During the past 30 days...How often did you feel worried? 40% of students responded favorably. There was no change in percentage points since the Fall 2022 administration so it is worthy of becoming a priority in our efforts to address social and emotional needs when returning to school after the global Covid-10 pandemic.

There was a favorable response of 46% for the topic of Emotion Regulation on the Spring 2023 Panorama Student Survey. This is a decrease of 4% from the previous administration.

Identify and address individual student learning needs

Align curricular materials and lesson plans to the PA Standards

Based on the data from the 3rd administration of the CDT, 0.0% of students in grade 3 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT, 0.0 % of students in grade 4 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT, 0.0 % of students in grade 3 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

## Challenges

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Based on the data from the 3rd administration of the CDT, 0.0 % of students in grade 4 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT, 0.0% of students in grade 5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Based on the ELA data from the 3rd administration of the CDT, 31.6% of students in grades 3-5 improved by 2+ standard error of measure.

Based on the Science PSSA data from the 2020-21 school year there was a participation rate of 65.6% on this assessment.

Based on the Mathematics data from the 3rd administration of the CDT, 19.9% of students in grades 3-5 improved by 2+ standard error of measure.

Based on the ELA data from the 3rd administration of the CDT, 31.5 % of Black students in grades 3-5 improved by 2+ standard error of measure.

Based on the Mathematics data from the 3rd administration of the CDT, 20.5 % of Black students in grades 3-5 improved by 2+ standard error of measure.

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### Most Notable Observations/Patterns

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The standards-aligned curriculum is not delivered with fidelity to all students. Some lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. There is some evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices. Educators sometimes use the resources related to the PA Standards available on the SAS Portal. Classroom assessments are sometimes reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes. Classroom assessments sometimes evaluate student learning at a level of rigor comparable to the cognitive/ performance level required by the PA Standard with appropriate next steps based on student data. Not all student-student, student-teacher interactions are positive, caring, and respectful. High expectations and academic rigor occurs in some academic settings. Some educators hold students accountable for producing quality work and provide students with quality criteria (indicators of mastery) and support.

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### Challenges

Based on the English Language Arts PSSA data from the 2021-22 school year there was a proficiency rate of 11.8% for the All Student group in comparison to the statewide average of 54.1%. Pittsburgh Miller had a participation rate of 97.1% on this assessment.

### Discussion Point

Root Cause: Educators, inclusive of the leadership team, are developing a working knowledge of the PA Standards and the implications for teaching and learning. This impacts the consistency of instruction being delivered to the rigor of the standard and the fidelity of the use of curricular resources and tools.

### Priority for Planning

✓

Challenges	Discussion Point	Priority for Planning
<p>Based on the Mathematics PSSA data from the 2021-22 school year there was a proficiency rate of 2.9% for the All Student group in comparison to the statewide average of 35.7%. Pittsburgh Miller had a participation rate of 97.1% on this assessment.</p>	<p>Priority Statement: To address individual student learning needs educators will utilize a variety of assessments to identify, monitor and address student learning needs by providing extensive differentiation, support, remediation, and enrichment.</p>	<p>✓</p>
<p>The Challenging Feelings construct had an overall favorable response of 38% which was 10 points lower than the district average. There was no growth in this construct since our last administration. The response within this construct, "During the past 30 days...How often did you feel worried? 40% of students responded favorably. There was no change in percentage points since the Fall 2022 administration so it is worthy of becoming a priority in our efforts to address social and emotional needs when returning to school after the global Covid-10 pandemic.</p>	<p>Priority Statement: To support students' social and emotional learning needs, educators will explicitly teach SEL skills and reinforce them throughout the day.</p>	<p>✓</p>



## **ADDENDUM B: ACTION PLAN**

### **Action Plan: Three Read Strategy**

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

All teachers of mathematics will participate in professional learning to review the Three Reads Strategy and the Four-step problem solving process for each of the 5 domains of mathematics

09/05/2023 - 06/06/2024

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

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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

PA Academic Standards & Eligible Content, PSSA Rubric, 8 Mathematical Practices, Go Math open-ended tasks, Routines for Reasoning: Fostering the Mathematical Practices in All Students by Kelemanik Grace

no

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

Student-friendly checklists and graphic organizers and classroom anchor charts will be developed to support these practices in problem solving in a classroom or during remote learning. These materials will be provided to and or created by teachers

09/05/2023 - 06/06/2024

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

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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

open-ended tasks, Problem Solving Rubric PA Academic Standards & Eligible Content, PSSA Rubric, sample

yes



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

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Teachers will intentionally provide opportunities during the Engage and Elaborate portions of their daily lessons that provide students the opportunity to engage in the problem-solving process, present and defend their work, and share their thinking with other students. Teachers will monitor student learning and collect data in the use of the strategy and process for problem solving and make necessary adjustments.

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09/05/2023 - 06/06/2024

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

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Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

**Material/Resources/Supports Needed**

**PD  
Step**

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PA Academic Standards & Eligible Content, assessment data, Sankofa Feedback Form, common planning time, 3 Read Teacher Implementation Rubric

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yes

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

All mathematics teachers will be observed and supported for the correct implementation of the strategy and the process. When identified, teachers will engage in a Coaching cycle to properly, understand, plan, execute the problem solving process and the three reads routine.

09/05/2023 - 06/06/2024

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

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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

PA Eligible Content, coaches' notes, various coaching cycle documents

yes



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

K-5 Math Teachers explicitly engage students in word problems daily using the 3 Read Strategy and will complete a quarterly self assessment using the 3 Read Teacher Implementation Rubric.

09/05/2023 - 06/06/2024

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

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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

Title I funds will be used to purchase general supplies to support our math focus on problem solving i.e. dry erase boards, markers, writing utensils etc.) (\$27, 197 for General Supplies ). Please note the general supplies expenditure is listed in both academic strategies, these supplies will be used to support both Math & ELA) PA Academic Standards & Eligible Content, Problem Solving Rubric, open-ended tasks, planning time, 3 Read Teacher Implementation Rubric

yes

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

Quarterly, K-5 teachers will meet to present student work used during a 3 Read Strategy task. Teachers will engage in a student work protocol to craft feedback and next steps for individual students.

09/05/2023 - 06/06/2024

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

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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

3 Read Implementation Rubric; Teacher Coverage

yes





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

Administrators, Coaches, and/or Instructional Staff conduct quarterly walkthroughs of teachers implementing the 3 Read Strategy in their classroom and give feedback using the Teacher Implementation Rubric.

09/05/2023 - 06/06/2024

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

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. It will improve mathematical reasoning and students' ability to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on all assessments.

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

3 Read Implementation Rubric; Teacher Coverage

no



## Action Plan: Foundational Skills

Action Steps	Anticipated Start/Completion Date
<p>Literacy Academic Coach will facilitate professional development on: Developing awareness of the segments of sound in speech and how they link to letters. (K-3) Teach students to recognize and manipulate segments of sound in speech and letter sound correspondence. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound-spelling patterns. Teach regular and irregular high-frequency words so that students can recognize them efficiently.</p>	<p>09/05/2023 - 06/16/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Evidence will be monitored through professional learning communities, lesson plans, student work samples &amp; folders, Data binder, CDT Assessments, Benchmark Assessments, Formative Assessment Checks, Sankofa Feedback Forms, and Classroom Observations</p>	<p>Students will be able to analyze and respond to a written prompt with proficiency as indicated by the state standard for their grade level.</p>

**Material/Resources/Supports Needed**

**PD  
Step**

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Title I funds will be used to pay for books, periodicals, and general supplies to support ELA instruction with a focus on Early Literacy, PA Academic Standards and Eligible Content. Although the focus is on ELA these skills can be utilized cross content. (\$27, 197 for General Supplies and \$20,000 for books & periodicals). Please note the general supplies expenditure is listed in both academic strategies, these supplies will be used to support both Math & ELA) PSSA Rubric; after-school tutors; Center For Assessment Resources; <https://www.nciea.org/featured-resources> Beginning of the Year DIBELS Baseline Assessment

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yes



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

Literacy Academic Coach will facilitate professional development on: Build students' decoding skills so they can read complex multisyllabic words (3-5) Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.

09/05/2023 - 06/16/2024

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

Evidence will be monitored through professional learning communities, lesson plans, student work samples & folders, Data binder, CDT Assessments, Benchmark Assessments, Formative Assessment Checks, Sankofa Feedback Forms, and Classroom Observations

Students will be able to analyze and respond to a written prompt with proficiency as indicated by the state standard for their grade level.

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

M. Starkes, Principal L. Walker, Instructional Coach

yes





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

Literacy Academic Coach will facilitate professional development on: Purposeful fluency-building activities to help students read effortlessly. (K-5) Provide a purpose for each repeated reading. Focus some instructional time on reading with prosody. Regularly providing opportunities for students to read a wide range of texts.

09/26/2023 - 06/16/2024

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

Evidence will be monitored through professional learning communities, lesson plans, student work samples & folders, Data binder, CDT Assessments, Benchmark Assessments, Formative Assessment Checks, Sankofa Feedback Forms, and Classroom Observations

Students will be able to analyze and respond to a written prompt with proficiency as indicated by the state standard for their grade level.

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

PA Academic Standards & Eligible Content, PPS Eligible Content Instructional Cards, ReadyGen TDA Prompt for Module of study, TDA Graphic Organizer, TDA Checklist for Students, Sankofa Feedback Form, TDA Process & Strategy Anchor Charts Student work progress monitoring will occur every 3 weeks (once per module) and at the end of every Unit of Study. (Consider adding the frequency – Monthly during leadership team meetings

yes

**Action Steps**

**Anticipated Start/Completion Date**

Literacy Academic Coach will model, co-teach, and observe classroom teachers to provide feedback (Coaching Cycle).

09/05/2023 - 06/16/2024

**Monitoring/Evaluation**

**Anticipated Output**

Evidence will be monitored through professional learning communities, lesson plans, student work samples & folders, Data binder, CDT Assessments, Benchmark Assessments, Formative Assessment Checks, Sankofa Feedback Forms, and Classroom Observations

Students will be able to analyze and respond to a written prompt with proficiency as indicated by the state standard for their grade level.

**Material/Resources/Supports Needed**

**PD Step**

Common planning time, lesson plans, coaches log, feedback notes

yes

**Action Plan: Positive Behavior Implementation Systems SEL**

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

Review Panorama Survey with PBIS Team and begin planning for All-Staff presentation focusing on the strengths of students to leverage a more favorable response in Emotional Regulation.

08/23/2023 - 06/16/2024

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

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

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

Powerpoint, Agenda, Survey, Checklist

yes





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

Determine which staff will need additional assistance in implementing learning around improving self-management in the classroom.

08/23/2023 - 06/16/2024

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

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

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

Survey from PD, Classroom observations, Schedule of support

yes



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

Administer Fall Panorama Survey

08/09/2023 - 09/30/2024

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

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

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

Survey from PD, Classroom observations, Schedule of support

yes



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

Progress Monitor Quarterly benchmarks and fall survey. Begin planning for follow-up all staff-presentation

08/09/2023 - 09/30/2024

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

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

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

Quarterly benchmark data, meeting notes, root cause analysis protocol

yes



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

Provide follow up all staff PD on progress as well as strengths and challenges of implementation of Self-Management and Focus skills

08/09/2023 - 09/30/2024

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

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

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

Powerpoint, Agenda, Survey, Checklist

yes



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

Administer Spring Panorama

02/17/2024 - 03/17/2024

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

Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

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

Rethink Ed Curriculum, Panorama/TLC Survey Data Results will be used for instruction and monitoring progress. Project Manager Teaching and Learning Environment, Student Services Teacher on Special Assignment will work to support the administration of Spring Panorama.

yes



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

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Utilize SEL Curriculum; Mindfulness Cafe' and other SEL Resources daily during homeroom and RTII periods. Skills will be reinforced throughout the day, utilizing the Student Envoys as Peer Support with modeling of desired behavior.

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08/09/2023 - 09/30/2024

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

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Leadership team will monitor SEL implementation through the use of quarterly surveys and weekly meetings. Updates will also be provided monthly during discipline committee meetings. There will also be an interactive bulletin board for students in grades 3-5 to provide a daily check-in. Students in grades K-2 will check-in daily with their teachers. Additional data will be collected through the use of check-in boxes throughout the school for all students in grades K-5.

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Students will be equipped to process emotion regulation with the support of an adult, as needed. There will be consistent implementation of a restorative approach (both proactive and reactive) to handling conflicts, challenging feelings, and building relationships. There will be a psychological safe environment throughout the school.

**Material/Resources/Supports Needed**

**PD  
Step**

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Title I funds (\$2,911.00) will be utilized to pay for our Family and Community Engagement Coordinator who leads parent engagement efforts. Rethink Ed Curriculum, Panorama/TLC Survey Data Results will be used for instruction and monitoring progress. Project Manager Teaching and Learning Environment, Student Services Teacher on Special Assignment will work to support the administration of Spring Panorama. Title I funds will also be utilized to support parent and community engagement activities such as mocha mornings and other events. Based on parent feedback and attendance from previous evening meetings we have added additional opportunities for parent engagement activities throughout the school day. During these meetings updates will be provided updates related to SEL implementation and parents will be given activities to support these skills at home. General supplies will be purchase through the use of Title I funds to support these activities (\$7,679.00).

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	Student-friendly checklists and graphic organizers and classroom anchor charts will be developed to support these practices in problem solving in a classroom or during remote learning. These materials will be provided to and or created by teachers	09/05/2023 - 06/06/2024
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	Teachers will intentionally provide opportunities during the Engage	09/05/2023 - 06/06/2024



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>and Elaborate portions of their daily lessons that provide students the opportunity to engage in the problem-solving process, present and defend their work, and share their thinking with other students. Teachers will monitor student learning and collect data in the use of the strategy and process for problem solving and make necessary adjustments.</p>	
<p>10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)</p>	<p>Three Read Strategy</p>	<p>All mathematics teaches will be observed and</p>	<p>09/05/2023 - 06/06/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		supported for the correct implementation of the strategy and the process. When identified, teachers will engage in a Coaching cycle to properly, understand, plan, execute the problem solving process and the three reads routine.	
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	K-5 Math Teachers explicitly engage students in word problems daily using the 3 Read Strategy and will complete a quarterly self	09/05/2023 - 06/06/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
10% of all students will score proficient or advanced on the 2024 Mathematics PSSA Assessment. (Three Read Strategy)	Three Read Strategy	assessment using the 3 Read Teacher Implementation Rubric.	09/05/2023 - 06/06/2024
To strengthen our focus on improving student outcomes in early literacy foundational skills in K- 2 Classrooms, instruction will center around three of the five National Reading Panel reading components: Phonemic Awareness, Phonics, & Fluency. As a result of this work 100% of students in grades K-2 will demonstrate growth on the DIBELS assessment from the Fall to Spring administration of the DIBELS NEXT assessment with at least 70% of students moving to the next overall	Foundational Skills	Literacy Academic Coach will facilitate professional development on: Developing	09/05/2023 - 06/16/2024

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

proficiency level and the remaining 30% will demonstrate growth overall within their current performance level. (Foundational Literacy Skills (K-5) )

awareness of the segments of sound in speech and how they link to letters. (K-3)  
Teach students to recognize and manipulate segments of sound in speech and letter sound correspondence. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. Teach students to blend letter sounds and sound-spelling patterns from left to right within a

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		word to produce a recognizable pronunciation. Instruct students in common sound–spelling patterns. Teach regular and irregular high-frequency words so that students can recognize them efficiently.	
<p>To strengthen our focus on improving student outcomes in early literacy foundational skills in K- 2 Classrooms, instruction will center around three of the five National Reading Panel reading components: Phonemic Awareness, Phonics, &amp; Fluency. As a result of this work 100% of students in grades K-2 will demonstrate growth on the DIBELS assessment from the Fall to Spring administration of the DIBELS NEXT assessment with at least 70% of students moving to the next overall proficiency level and the remaining 30% will demonstrate growth overall within their current performance level. (Foundational Literacy Skills (K-5) )</p>	<p>Foundational Skills</p>	<p>Literacy Academic Coach will facilitate professional development on: Build students’ decoding skills so they can read complex multisyllabic words (3-5) Identify the level</p>	<p>09/05/2023 - 06/16/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.</p>	
<p>To strengthen our focus on improving student outcomes in early literacy foundational skills in K- 2 Classrooms, instruction will center around three of the five National Reading Panel reading components: Phonemic Awareness, Phonics, &amp; Fluency. As a result of this work 100% of students in grades K-2 will demonstrate</p>	<p>Foundational Skills</p>	<p>Literacy Academic Coach will facilitate professional</p>	<p>09/26/2023 - 06/16/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>growth on the DIBELS assessment from the Fall to Spring administration of the DIBELS NEXT assessment with at least 70% of students moving to the next overall proficiency level and the remaining 30% will demonstrate growth overall within their current performance level. (Foundational Literacy Skills (K-5) )</p>		<p>development on:            Purposeful fluency-building activities to help students read effortlessly. (K-5)            Provide a purpose for each repeated reading. Focus some instructional time on reading with prosody.            Regularly providing opportunities for students to read a wide range of texts.</p>	
<p>To strengthen our focus on improving student outcomes in early literacy foundational skills in K- 2 Classrooms, instruction will center around three of the five National Reading Panel reading components: Phonemic Awareness, Phonics, &amp; Fluency. As a result of this work 100% of students in grades K-2 will demonstrate growth on the DIBELS assessment from the Fall to Spring administration of the DIBELS NEXT assessment with at least 70% of students moving to the next overall proficiency level and the remaining 30% will demonstrate growth overall within their</p>	<p>Foundational Skills</p>	<p>Literacy Academic Coach will model, co-teach, and observe classroom teachers to provide feedback (Coaching Cycle).</p>	<p>09/05/2023 - 06/16/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
current performance level. (Foundational Literacy Skills (K-5) )			
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Review Panorama Survey with PBIS Team and begin planning for All-Staff presentation focusing on the strengths of students to leverage a more favorable response in Emotional Regulation.	08/23/2023 - 06/16/2024
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Determine which staff will need additional assistance in implementing learning around improving self-management in the classroom.	08/23/2023 - 06/16/2024



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Administer Fall Panorama Survey	08/09/2023 - 09/30/2024
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Progress Monitor Quarterly benchmarks and fall survey. Begin planning for follow-up all staff-presentation	08/09/2023 - 09/30/2024
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Provide follow up all staff PD on progress as well as strengths and challenges of implementation of Self-Management and Focus skills	08/09/2023 - 09/30/2024
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social	Positive Behavior Implementation	Administer Spring Panorama	02/17/2024 - 03/17/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Emotional Learning (PBIS and SEL))	Systems SEL		
Based on data from the 2024 Spring administration of the Panorama Student Survey 48% of students will respond favorably to the Challenging Feelings topic on the 2023-24 Panorama Survey. (Positive Behavior Implementation Systems and Social Emotional Learning (PBIS and SEL))	Positive Behavior Implementation Systems SEL	Utilize SEL Curriculum; Mindfulness Cafe' and other SEL Resources daily during homeroom and RTII periods. Skills will be reinforced throughout the day, utilizing the Student Envoys as Peer Support with modeling of desired behavior.	08/09/2023 - 09/30/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Three Read Strategy	Math Teachers K-5	Three Reads Strategy and the Four Step Problem Solving Process for each of the 5 domains of mathematics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observation Checklist; Student Outcomes; Increased teacher and collective efficacy	09/15/2023 - 05/16/2024	M. Starkes N.Maclsaac

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	



Professional Development Step	Audience	Topics of Prof. Dev
Foundational Skills	English Language Arts Teachers Grades K-5	Literacy Academic Coach will facilitate professional development on: Purposeful fluency-building activities to help students read effortlessly. (K-5) Provide a purpose for each repeated reading. Focus some instructional time on reading with prosody. Regularly providing opportunities for students to read a wide range of texts.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Establish and maintain a consistent school-wide system for entering and progress monitoring student data (K-5 Math & ELA local assessments), and school-wide MTSS Data Wall (K-5 Literacy). Produce visible student data progress monitoring for all students in Grades K-5. Through consistent implementation of student data trackers; Improved student outcomes	09/15/2023 - 06/16/2024	M.Starkes, Principal L. Walker, Literacy Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	
1a: Demonstrating Knowledge of Content and Pedagogy	
3d: Using Assessment in Instruction	
1d: Demonstrating Knowledge of Resources	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Panorama Survey Results	All Content Teachers/Staff	Focusing on strengths of students to leverage response of self-management survey: ignoring distractions, student engagement, high expectations

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Pd Survey, Classroom checklist, observations	09/16/2023 - 09/30/2023	M. Starkes, Principal L. Stewart, PBIS Coach

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2d: Managing Student Behavior	
1d: Demonstrating Knowledge of Resources	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
3a: Communicating with Students	
1b: Demonstrating Knowledge of Students	

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

