

PITTSBURGH OBAMA 6-12

515 N. Highland Avenue

ATSI Title 1 School Plan | 2023 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Yalonda Colbert	Principal	Obama 6-12	Ycolbert1@pghschools.org
Jacqueline Clarke	Teacher	Obama 6-12	Jclarke2@pghschools.org
Karin Coyne	Teacher	Obama 6-12	Kcoyne1@pghschools.org
Kelly McKrell	Teacher	Obama 6-12	Kmckrell1@pghschools.org
Sara Waechter	Teacher	Obama 6-12	Swaechter1@pghschools.org
Nina Sacco	District Level Leaders	Pittsburgh Public Schools	nsacco1@pghschools.org
Annie Cillo	District Level Leaders	Pittsburgh Public Schools	acillo1@pghschools.org
Margaret Mcconnell	Teacher	Pittsburgh Public Schools	mmcconnell1@pghschools.org
Suzanne Berry	Teacher	Pittsburgh Public Schools	sberry1@pghschools.org
Dr. Lee	Community Member	Pittsburgh Seminary	alee@pts.edu
James Clawson	Principal	Pittsburgh Public Schools	jclawson1@pghschools.org
Tilo Bailey	Principal	Pittsburgh Public Schools	tbailey1@pghschools.org
Melissa Dugan	Teacher	Pittsburgh Public Schools	mdugan1@pghschools.org
Genevieve Hower	Parent	Pittsburgh Public Schools	genevieve.hower@gmail.com
Mariah Gaines	Student	Pittsburgh Public Schools	stmgaines1@students.pghschools.org

Vision for Learning

Pittsburgh Obama prepares all students to be college and career ready, critical thinkers, and advocates for themselves and peers.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Disciplinary Incidents for students with IEPs is not significantly different than the rate of those without IEPs. These numbers have likewise been reduced.	No
The attendance rate for students with IEPs is similar to that of the all student group.	No
On the Spring 22-23 CDT, 49.5% of 8th grade students improved on one standard error of measure on the Science CDT; Likewise 7th grade improved by a similar amount.	No
In 21-22, for the graduation rate, All student group met the interim goal with 99.1%; exceeded the statewide average. This is an increase from the prior year.	Yes
On the Spring 2023 Panorama SEL Survey, 83% of students perceived supportive relationships to be an SEL	Yes
On the Spring 2023 Panorama Survey, 88% of staff members responded favorably that they have autonomy to make decisions about instructional delivery.	Yes
On the Spring 2023 Panorama, 98% of teachers responded favorably to teachers are encouraged to try new things to improve instruction.	Yes
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff and the school	No
Use a variety of assessments to monitor student learning and adjust	No
On the Winter 2023 CDT, 29.8% of 8th graders were at the green range or above. 39.3% increased by 1+ SEM, 24.7% increased by 2+ SEM.	No
On the Spring 23 CDT exam, 42.1% of 6-8 students improved a 1+ standard error of measure.	No
On the Spring 23 CDT exam, 37.5% of high school students improved by 1+ Standard error of measurement on the Algebra CDT.	No
On the Spring 23 CDT exam, 22.1% of high school students improved by 2+ Standard error of measurement on the Algebra CDT.	No
Disciplinary incidents are have significantly decreased in the 22-23 school year.	No

Challenges

Challenge	Consideration In Plan
On the Spring 2023 Panorama, 55% of teachers responded favorably that teachers are assigned classes that maximize their likelihood of success with students.	No
On the Spring 23 CDT exam, only 4.0 of students 6-8 scored in the green area in Algebraic concepts.	No
On the Spring 23 CDT exam, only 7.5% of students scored in the green or above in the 6-8 Grade band.	No
Students scored a 51% on the College and Career standards benchmark.	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members *	No
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
Identify and address individual student learning needs	Yes
On the Winter 2023 CDT, 6-12 grade data showed that an average of 26.4% were at the green range or above. 33% increased by 1+ SEM, 18.9% increased by 2+ SEM.	No
CDY results display a significant achievement gap between African American and White students.	No
During the 2022-2023 school year, the suspension rate for African American students was 15.1%, compared to a suspension rate of 3.1% for white students.	No
The regular attendance rate for AA students was just 68% compared to 85% for white students in 22-23	No
On the Spring 22-23 CDT in Science, only 39.6% of 6th grade students improved on one standard error of measure; while only 22% improved by two standard measures of error. 6th grade Science Achievement lags behind other content	No
In 21-22, only 39.1% of White students met the standard for regular attendance; 56.6% of African American students; 53.2% of Economically	No

Disadvantaged students; and 62.5% of students with disabilities. The statewide average is 88.3%. The performance standard is 98%	
In 21-22, only 39.1% of White students met the standard for regular attendance; 56.6% of African American students; 53.2% of Economically Disadvantaged students; and 62.5% of students with disabilities. The statewide average is 88.3%. The performance standard is 98%	No
On the Spring 23 CDT exam, only 2.9% of high school students scored in the green area of the algebra 1 CDT.	No
In 21-22, only 735 of students scored Proficient of Advanced in ELA.	Yes
IN 21-22 only 40.1% of students scored proficient or Advanced in Mathematics.	Yes

Most Notable Observations/Patterns

While Obama has improved in the areas of student discipline (incidents reduced), and increased on professional learning ratings from "not evident" to "emerging," student academic achievement remains low for all students, particularly our African American Students. Likewise, students continue to struggle with regular attendance.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
In 21-22, for the graduation rate, All student group met the interim goal with 99.1%; exceeded the statewide average. This is an increase from the prior year.	
On the Spring 2023 Panorama SEL Survey, 83% of students perceived supportive relationships to be an SEL	
On the Spring 2023 Panorama Survey, 88% of staff members responded favorably that they have autonomy to make decisions about instructional delivery.	There is an increasing need for an instructional focus with content areas and preps while continuing to allow for teacher freedom.
On the Spring 2023 Panorama, 98% of teachers responded favorably to teachers are encouraged to try new things to improve instruction.	Teachers generally feel supported to attempt new things; principals can do more to observe teacher experimentation

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	There is a lack of fidelity in the use of schoolwide systems resulting in inconsistencies and lower expectations for staff and students which negatively impacts the overall school culture.	Yes	If we provide structure and support for the consistent use of schoolwide systems, then staff and students will reach a shared understanding of high expectations creating a more positive school culture.
Monitor and evaluate the impact of professional learning on staff practices and student learning	All students are not receiving the supports they need to be successful because faculty have misconceptions and misunderstandings about MTSS that lead to a lack of preventative measures and implementation.	No	
Identify and address individual student learning needs		No	
In 21-22, only 735 of students scored Proficient or Advanced in ELA.	ELA achievement is on the decline.	Yes	If we provide more relevant instruction and deliberate intervention, student achievement will improve.
IN 21-22 only 40.1% of students scored proficient or Advanced in Mathematics.	Math achievement continues to be low across the board.	Yes	If we provide more relevant instruction and deliberate intervention, student achievement will improve.

Goal Setting

Priority: If we provide structure and support for the consistent use of schoolwide systems, then staff and students will reach a shared understanding of high expectations creating a more positive school culture.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	Pittsburgh Obama will demonstrate a commitment to a positive school culture by increasing from a 1 to a 2 on the PBIS Tiered Fidelity Index (1.9) which will result in 90% staff participation and at least 80% student recipients for acknowledgements.	PBIS	-60% staff participation in acknowledgements -at least 50% student recipients of acknowledgements	-60% staff participation in acknowledgements -at least 50% student recipients of acknowledgements -70% staff participation in acknowledgements -at least 60% student recipients of acknowledgements	-80% staff participation in acknowledgements -at least 70% student recipients of acknowledgements	-90% staff participation in acknowledgements -at least 80% student recipients of acknowledgements
						Students at Pittsburgh

Priority: If we provide more relevant instruction and deliberate intervention, student achievement will improve.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Students at Pittsburgh Obama will score at least 73.5% proficiency on the 2023 PSSA ELA assessment and 90.1% proficiency on the 2023 Keystone Literature Assessment.	ELA	95% of students enrolled in ELA courses will complete the full CDT by September 30, 2023	Based on the second administration of the CDT, data will reflect an increase of 1 standard error from the baseline scores by 55% of students in grades 6-12.	Based on the third administration of the CDT, data will reflect a statistically significant increase in scores from the baseline scores by 75% of students in grades 6-12.	Students at Pittsburgh Obama will score at least 59.8% proficiency on the 2023 PSSA ELA assessment and 81.9% proficiency on the 2023 Keystone Literature Assessment.

Priority: If we provide more relevant instruction and deliberate intervention, student achievement will improve.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Students at Pittsburgh Obama will score at least 59.8% proficiency on the 2023 PSSA Math assessment and 81.9% proficiency on the 2023 Keystone Algebra I Assessment.	Math	95% of students enrolled in Math courses will complete the full CDT by September 30, 2023	Based on the second administration of the CDT, data will reflect an increase of 1 standard error from the baseline scores by 55% of students in grades 6-12.	Based on the third administration of the CDT, data will reflect a statistically significant increase in scores from the baseline scores by 75% of students in grades 6-12.	Students at Pittsburgh Obama will score at least 59.8% proficiency on the 2023 PSSA Math assessment and 81.9% proficiency on the 2023 Keystone Algebra I Assessment.

Action Plan

Action Plan for: Close Reading						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> ELA 		Teachers will build knowledge related to Close Reading and how the routine can improve student learning & achievement. Teachers will successfully implement a consistent close reading routine, utilizing consistent, research-based tools, throughout the school year, providing students with the skills and strategies to comprehend and analyze texts in multiple content areas.			Informal/Formal Observations of Classroom Practice PLC Notes & Agendas Student Local Assessment Results Tier 2 Progress Monitoring PSSA Achievement & Growth	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Professional Learning Session-- Close Reading: An Instructional Routine to Improve Student Comprehension	08/21/2023	06/30/2024	Admin; Literacy Coach	Text: A Close Look at Close Reading (Moss, Lapp, Grant, Johnson)	Yes	
PLC Launch & Sharing of SIP ELA Action Plan goals	08/24/2023	08/31/2023	Admin/ Literacy Coach	Teacher Needs Assessment Results Becoming a Learning Team Cycle Chart Related PLC Materials	No	
Teacher Self Assessments (BOY, MOY, EOY) to Determine our Professional Learning Needs and Professional Growth Related to Close Reading	08/28/2023	06/30/2024	Admin/ School Culture Team/ Instructional Coaches	Teams (Forms)	No	

PLC: Data Analysis to Determine Student Need and Set SMART Goals	08/28/2023	09/08/2023	ITLS, Instructional Coaches, Admin	CDT DATA, Preliminary PSSA Scores, Becoming a Learning Team Text	No
*The What, Why & How of Close Reading: Part 1 PLC/PD Sessions	09/11/2023	10/06/2023	Admins, Instructional Coaches	Curriculum Materials A Close Look at Close Reading Text Notice and Note Texts Becoming a Learning Team Text	No
PLC: Curriculum Planning & Standards Aligned Lesson Planning (Ongoing)	10/09/2023	06/07/2024	Admin/ School Culture Team/ Instructional Coaches	Curriculum Materials A Close Look at Close Reading Text Notice and Note Texts	No
*Analyze CDT Data to establish Tier 2 & Tier 3 Intervention Groups using the Decision Tree.	10/16/2023	10/20/2023	ITLS, ELA Department; Social Studies Department	ELA Data Decision Tree, Master Schedule	No
Ongoing Coaching: Using Achieve3000 to Support Close Reading Instruction	10/30/2023	12/29/2023	Instructional Coach; ELA Team	Computers; SMART TV; Highlighters; Handout	No
CDT Administration & Subsequent Data Analysis	10/30/2023	12/29/2023	Testing Coordinator; ITL;	Computers	No
*Establish & Implement System for Progress Monitoring of Tier 2 and Tier 3 Interventions using Electronic Data Binders (Ongoing)	10/23/2023	06/07/2024	Admin; ITLS, ELA/ History Department	Intervention Materials for Achieve, IXL & Reading Horizons	No
Coaching Support: A Closer Look at "How" to Implement Close Reading Routines in Your Classrooms	10/30/2023	11/30/2023	Instructional Coaches; ITL; Admin	PowerPoint Curriculum Materials Notice & Note Texts A Closer Look at Close Reading Text	No
*Develop Close Read Toolkit Collaboratively-Annotation Strategy, Highlighting Strategy, Writing/Discussion Frames, Bookmarks, Posters...	11/01/2023	12/29/2023	Instructional Coaches; ITL; Admin; Academic Depts.	Curriculum Materials Notice & Note Texts A Closer Look at Close Reading Text Chart Paper/Markers/Highlighters	No
*Launch Classroom Peer Visit Protocol (Ongoing)	01/01/2024	05/31/2024	Instructional Coaches; ITL; Admin; Academic Depts.	A closer look at Close Reading Texts Areas of Focus	No
Follow-up Coaching: Designing & Posing Effective Text Dependent Questions	01/01/2024	01/31/2024	ITL	PowerPoint Handouts: Exemplars Grade level Texts Schoology	No
*PLC: Analyzing Student Work	01/01/2024	05/31/2024	Admin, ITL; Instructional coach	Student Work Protocol Data Wise Information	No

Protocol-Close Read Annotations & Student Writing Products (Quarterly)				Student Work Samples w/Learning targets, criterion & rubrics	
Follow-Up Coaching: Facilitating Student Discussions	02/05/2024	03/29/2024	ITL; Admin	PowerPoint Curriculum Materials Text Dependent Questions Discussion Frames	No
CDT Administration & Subsequent Data Analysis	02/01/2024	06/09/2024	Testing Coordinator; ITLs	Computers	No

Action Plan for: Writing to Learn

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> ELA 		100% of targeted teachers will show evidence of writing to learn strategies in their classrooms		Lesson Plans and Quarterly observations.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Introduction PD to writing to learn strategies and protocols.	08/30/2023	09/30/2023	Admin/Coaches	Writing to learn clearinghouse, learning to write and writing to learn article, PPT	Yes
Teacher Self Assessments (BOY, MOY, EOY) to Determine our Professional Learning Needs and Professional Growth Related to writing to learn	08/30/2023	05/31/2024	Admin/Coaches/ELA, Math Science team	Forms	No
PLC: Data Analysis to Determine Student Needs for writing and Set SMART Goals	10/02/2023	10/06/2023	Coaches/ITLs/Departments	CDT data	No
PD & Coaching Support: A Closer Look at "How" to Implement writing to learn strategies Your Classrooms	10/23/2023	10/27/2023	Coaches/ITL	PD powerpoint	No
PLC: Analyzing Student Work Protocol- Student Writing Products (Quarterly)	01/02/2024	05/31/2024	Instructional coaches, ITLS, admin	Student writing samples	No
Launch Classroom Peer Visit Protocol (Ongoing)	01/02/2024	05/30/2024	ITL, Coaches	Classroom visit tool	No
Establish & Implement System for Progress Monitoring of Tier 2 and Tier 3 Interventions using Data Binders (Ongoing)	01/02/2024	05/30/2024	Coaches, ITL, admin	Data binder	

Action Plan for: PBIS					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> PBIS 		Students will thrive academically, socially, and emotionally. Staff will thrive professionally, socially, and emotionally due positive school culture.		Weekly/ Monthly/ Quarterly review of PBIS award point distribution. Panorama Survey.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Beginning of year meeting to share out PBIS updates: SOAR bucks scale, T-chart, and new PBIS Tier 2 members and staff expectations with follow-up accountability tracker. Train all Staff on use and expectations of PBIS Reward App.	08/28/2023	09/08/2023	Admin; School Culture Team	PD PowerPoint, agenda	Yes
Quarterly data review of PBIS data by PBIS team with an emphasis on A-TSI designation subgroups. After each data review, the PBIS team will share-out with staff.	10/02/2023	06/07/2024	School Culture Team; Admin.	Dates: 9/15/21-6/10/22 PBIS Rewards data	No
Monthly Updates via e-mail of points awarded; percentage of staff awarding points, and staff awards.	09/04/2023	06/07/2024	School Culture Team/ Admin	Access to PBIS point data reports.	
Staff Member of the Month Awards based on PBIS points awarded	10/02/2023	06/07/2024	Admin/ School Culture Team	PBIS Rewards App	No
*Monthly PBIS rewards and recognition of students based on SOAR bucks. Communication regarding rewards systems will be shared at Monthly PSCC meetings.	09/06/2023	06/07/2024	School Culture Team/ FACE Coordinator	Coordinator. The FACE Coordinator will lead communication efforts with parents regarding PBIS rewards system and the PBIS rewards app. ATSI Grant Funds will be utilized to pay for the PBIS app fee. This application will be used by all staff to distribute and track PBIS points throughout the school year. This data will inform the school team on participation in monthly rewards and help to determine adjustments that need to be made to support PBIS implementation. Staff, Pep squad, Obama Band, volunteers.	No
Meet with Staff, Students, and families (via PSCC Meetings) to renew	08/28/2023	09/08/2023	Admin, School Culture Team,	YONDR Pouches, Magnet	No

YONDR Expectations and phone consequences.					
Review/ Revise entry procedures and duty schedules to best support implementation of YONDR phone collection	08/01/2023	09/30/2023	Admin	Documents - parent letters, duty schedule, security meeting	No
Create an SEL module schedule for Rethink ed curriculum	08/14/2023	09/29/2023	Admin	Rethink Ed materials	No
Provide Professional Development to teachers on the use of Rethink Ed and the SEL module implementation calendar.	08/28/2023	09/15/2023	Admin	Laptop; presentation Materials; rethink ed calendar.	Yes
Provide PLC time for teachers to review rethink Ed materials and plan.	09/04/2023	09/29/2023	ITLs	Rethink Ed access/ logins.	No
Distribute Mid Year SEL Implementation survey to staff and review results with Admin and Staff. Make any necessary adjustments to schedule based on review.	01/01/2024	06/30/2024	Admin	SEL implementation survey; Staff Meeting.	No

Action Plan for: Math Goal					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Math 		Focusing on progress monitoring and preparing students to think mathematically will improve students' mathematically identity and confidence. Teacher pedagogy and selection of materials will be culturally relevant improving student engagement.		Monthly review of data, PLC agendas with action steps, meeting w/coaches & central office support	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use Progress Monitoring: By continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual student's knowledge level. Teachers will create a standards based	08/21/2023	09/15/2023	ITLs, math coach, teachers, administration	PA & local Math documents, test design, release time in PLC	

progress monitoring tool to use with students to help with accountability throughout the year beyond testing.					
Provide explicit and systematic intervention instruction. Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content. Promise Ready courses and middle school math blocks will be used to support students through targeted support	08/28/2023	06/07/2024	ITL, teachers, math coaches	Standards based materials	
Prepare problems for use in whole class instruction. Include both routine and non-routine problems to develop proficiency in mathematical problem-solving, which better prepares students for advanced mathematics and other complex problem-solving tasks. Analyzing and discussing solved problems helps students develop a deeper understanding of the logical processes used to solve algebra problems.	08/28/2023	06/07/2024	ITL, coaches, teachers, administration	Central office repository of manipulatives and standards aligned problems	
Provide professional learning that is intensive, ongoing and connected to practice. Intensive professional learning that includes applications of knowledge to teachers' planning and instruction influences teaching practices and leads to gains in student learning.	09/11/2023	06/14/2024	ITL, coach, administration	Access to NCTM best practices for problem solving, creating discourse, questioning and discussion techniques, and equity in mathematics	
Align professional learning with school priorities and goals. Professional learning that is an integral part of a larger school reform effort is more effective than isolated professional learning activities.	09/11/2023	06/14/2024	ITL, coach, administration	School level data-CDT and classroom level data	

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Close Reading	<ul style="list-style-type: none"> Professional Learning Session--Close Reading: An Instructional Routine to Improve Student Comprehension
Writing to Learn	<ul style="list-style-type: none"> Introduction PD to writing to learn strategies and protocols.
PBIS	<ul style="list-style-type: none"> Beginning of year meeting to share out PBIS updates: SOAR bucks scale, T-chart, and new PBIS Tier 2 members and staff expectations with follow-up accountability tracker. Train all Staff on use and expectations of PBIS Reward App. Provide Professional Development to teachers on the use of Rethink Ed and the SEL module implementation calendar.

Professional Development Activities

Close Reading PD						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Learning Session--Close Reading: An Instructional Routine to Improve Student Comprehension 	English and Social Studies Department	Review of Close Reading Action Steps and Strategies; Introduction to close reading practice in the classroom; collection of information on prior close reading experience and ideas.	Reflections; lesson plans	AP Clawson, Literacy Coach	08/28/2023	09/08/2023
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings			
Professional Learning Community (PLC)	PLC Meetings are daily. Intro PD session will utilize 3 PLC periods.	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching 	Structured Literacy			

		<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 4d: Participating in a Professional Community 	
--	--	--	--

Writing to Learn -- Initial PD

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Introduction PD to writing to learn strategies and protocols. 	All Instructional Staff	Introduction of Writing to Learn Protocols, staff expectations and timeline	Staff Lesson Plans	Admin, ITIs, Coaches	08/28/2023	09/29/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction 	Structured Literacy

PBIS Initial PD

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Beginning of year meeting to share out PBIS updates: SOAR bucks scale, T-chart, and new PBIS Tier 2 members and staff expectations with follow-up accountability tracker. Train all Staff on use and expectations of PBIS Reward App. 	All Staff	PBIS App Updates, Soar buck procedures	Use of PBIS rewards by staff.	PBIS Team, Admin	08/28/2023	09/29/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 2c: Managing Classroom Procedures • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in Inclusive Settings

SEL: Rethink Ed Intro						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Provide Professional Development to teachers on the use of Rethink Ed and the SEL module implementation calendar. 	All Teaching Staff	Navigation of the Rethink Ed Website; Use of Curricular Tools; Plan for implementation	Execution of Rethink Ed Curriculum in lesson planning	Admin, Coaches	09/01/2023	06/30/2023
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings		
Inservice day	Once		<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students • 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in Inclusive Settings		