

PITTSBURGH OBAMA 6-12

515 N. Highland Avenue

ATSI Title 1 School Plan | 2022 - 2023

Steering Committee

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Vision for Learning

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

Policy 102 – Non-Discrimination in School and Classroom Practices Board Policy 102 states in part: The Board declares that it is the policy of the District to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability. The District is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the District and is prohibited at or, in the course of, District-sponsored programs or activities, including transportation to or from school or school-sponsored activities. Discrimination is also prohibited in any remote learning program or activity of the District. For the full text of Board Policy 102-Non-Discrimination in School and Classroom Practices, please visit: <https://www.pghschools.org/nondiscrimination-policy>

Title IX Procedures For information about our Title IX procedures, please visit: <https://www.pghschools.org/titleIX>

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
On the Winter 2022 NWEA MAP, 50% of students with growth projections (101) in 6th grade met their growth projections from the fall to winter administration.	No
On the Winter 2022 NWEA MAP, 36% of students with growth projections (92) in 7th grade met their growth projections from the fall to winter administration.	No
The number of disciplinary events for students with an IEP decreased from the first to second semester.	No
The number of disciplinary events for African American students decreased from the first to second semester.	No
Middle school English Language Arts score projections were met so we if leverage their strengths from English Language Arts and approach content vocabulary in science in the same way we approach content specific vocab in ELA we may be able to increase outcomes in MS science and thus impacting HS Biology.	No
In ELA, all student group met the statewide standard for growth 81.3%, increase from previous year.	No
In College and Career Standards, 98.2% of students meet career standards benchmark; met or exceeded the state standard. The statewide average is 85.8%.	Yes
In Post-Secondary Transition, all student group exceeded the statewide average with 88.7%. The statewide average is 79.9%.	Yes
On the Winter 2022 NWEA MAP, 39% of students with growth projections (112) in 6th grade met their growth projections from the fall to winter administration.	No
100% of Naviance ESSER student completion for class of 2022 (seniors).	Yes
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff and the school	No
Organize programmatic, human and fiscal capital resources aligned with the school improvement plan and the needs of the school community	No
Continuously monitor implementation of the school improvement plan and adjust as needed	No
Use multiple professional learning designs to support the learning needs of staff	No

On the Spring 2022 Panorama SEL Survey, 83% of students perceived supportive relationships to be an SEL strength.	Yes
On the Spring 2022 TLC Survey, 90% of staff members responded favorably that they have autonomy to make decisions about instructional delivery.	Yes
On the Winter 2022 NWEA MAP, 42% of students with growth projections (77) in 8th grade met their growth projections from the fall to winter administration.	No
On the Winter 2022 NWEA MAP, 52% of students with growth projections (87) in 7th grade met their growth projections from the fall to winter administration.	No
On the Winter 2022 NWEA MAP, 51% of students with growth projections (80) in 8th grade met their growth projections from the fall to winter administration.	No

Challenges

Challenge	Consideration In Plan
PSSA Mathematics/Algebra I Keystone proficiency on PA State Assessments (all students)- 13.8% proficient or advanced, did not meet interim target or statewide average of 37.3%.	No
PSSA English Language Arts/Literature Keystone proficiency on PA State Assessments (all students)- 40.8% proficient or advanced, did not statewide average of 55%.	No
PSSA Mathematics/Algebra 1 Keystone 59.8% met growth expectations, all student groups did not meet the interim statewide target.	No
Regular attendance- 77.5% of students have regular attendance, did not meet the state standards. The statewide average is 85.8%	No
On the Spring 2022 Panorama SEL Survey, 56% of students perceived their use of learning strategies to be an SEL strength. This is a 5 percentage point decrease from the Fall 2021 administration of the survey.	No
On the Winter 2022 NWEA MAP, 9th grade's RIT observed growth measure of 1 did not meet the 1.9 RIT projected growth	No
On the Winter 2022 NWEA MAP, 10th grade's RIT observed growth measure of 1 did not meet the 1.9 RIT projected growth	No
On the Spring 2022 Panorama SEL Survey, 75% of students responded favorably that there is a teacher or other adult in the school who they could count on no matter what.	No

Collectively shape the vision for continuous improvement of teaching and learning	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based	No
Use a variety of assessments to monitor student learning and adjust	Yes
Identify and address individual student learning needs	Yes
On the Winter 2022 NWEA MAP, 9th grade's RIT observed growth of -1 did not meet the 1.4 projected growth.	No
On the Winter 2022 NWEA MAP, 10th grade's RIT observed growth of 0 did not meet the 1.3 projected growth.	No
Less than 60% of AA students in each grade 6-12 met their growth goal from the 1st to 2nd NWEA administration	No
On the Winter 2022 NWEA MAP, 6th grade's RIT observed growth measure of 1 did not meet the 3 RIT projected growth	No
On the Spring 2022 TLC Survey, 46% of teachers responded favorably that there is an atmosphere of trust and mutual respect, a decrease of 39 percentage points from the Spring 2021 TLC Survey administration.	No
On the Spring 2022 TLC Survey, 38% of staff responded favorably to the questions in the Managing Student Conduct construct, a 44 percentage point decrease from the Spring 2021 TLC Survey administration.	No
On the Winter 2022 NWEA MAP, 11th grade's RIT observed growth of 0 did not meet the .9 projected growth.	No
On the Winter 2022 NWEA MAP, 7th grade's RIT observed growth measure of 1 did not meet the 2.5 RIT projected growth	No
On the Winter 2022 NWEA MAP, 8th grade's RIT observed growth measure of 1 did not meet the 2.5 RIT projected growth	No
During the 2021-2022 school year, the suspension rate for African American students was 27.6%, compared to a suspension rate of 6.7% for white students.	No
The 2021-2022 regular attendance rate for students with an IEP is 60%, compared to 77% of students without an IEP.	No

Most Notable Observations/Patterns

While there are many areas of strength at Obama, we want to work to leverage those areas to help support us in areas where growth is still needed.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
In College and Career Standards, 98.2% of students meet career standards benchmark; met or exceeded the state standard. The statewide average is 85.8%.	
In Post-Secondary Transition, all student group exceeded the statewide average with 88.7%. The statewide average is 79.9%.	
100% of Naviance ESSER student completion for class of 2022 (seniors).	
On the Spring 2022 Panorama SEL Survey, 83% of students perceived supportive relationships to be an SEL strength.	
On the Spring 2022 TLC Survey, 90% of staff members responded favorably that they have autonomy to make decisions about instructional delivery.	

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.
Use a variety of assessments to monitor student learning and adjust	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.	Yes	If we correct faculty and staff misconceptions and misunderstanding about MTSS and teachers implement MTSS effectively at all levels (as described by the response to intervention process), then all students will consistently receive the timely supports they need to be successful.

Identify and address individual student learning needs		No	
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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
Essential Practices 3: Provide Student-Centered Support Systems	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 Goal	-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
School climate and culture	On the Spring 2023 TLC Survey, at least 80% of staff will respond favorably to the construct of Instructional Practices and Support.	TLC Survey Goal	On a Fall TLC mini survey, at least 65% of staff will respond favorably to the construct of Instructional Practices and Support.	On a Spring TLC mini survey, at least 70% of staff will respond favorably to the construct of Instructional Practices and Support.	On a Spring TLC mini survey, at least 75% of staff will respond favorably to the construct of Instructional Practices and Support.	On the Spring 2023 TLC Survey, at least 80% of staff will respond favorably to the construct of Instructional Practices and Support.

Priority: If we correct faculty and staff misconceptions and misunderstanding about MTSS and teachers implement MTSS effectively at all levels (as described by the response to intervention process), then all students will consistently receive the timely supports they need to be successful.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 3: Provide Student-Centered Support Systems	Students at Pittsburgh Obama will score at least 50.6% proficiency on the 2023 PSSA ELA assessment and 82.6% proficiency on the 2023 Keystone Literature Assessment.	ELA Goal	95% of students enrolled in English Language Arts courses will complete the full CDT by September 30, 2022	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 50.6% proficiency on the 2023 PSSA ELA assessment and 82.6% proficiency on the 2023 Keystone Literature Assessment.
Essential Practices 3: Provide Student-Centered Support Systems	Students at Pittsburgh Obama will score at least 25.8% proficiency on the 2023 PSSA Math assessment and 70.8% proficiency on the 2023 Keystone Algebra I Assessment.	Math Goal	95% of students enrolled in Math courses will complete the full CDT by September 30, 2022	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 25.8% proficiency on the 2023 PSSA Math assessment and 70.8% proficiency on the 2023 Keystone Algebra I Assessment.

Action Plan

Action Plan for: Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals.					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • ELA Goal • Math Goal 		<ul style="list-style-type: none"> - More collaboration and trust amongst colleagues, sharing of research based practices implemented in classrooms - Increased use and understanding of academic vocabulary by students - PLC time will be used more effectively - Increased application and wider variety of best practices in instruction to better support student needs - More standardization of writing protocols across content areas 		<ul style="list-style-type: none"> - Increased growth on the CDT assessment - Higher scores on the constructed responses - Increased scores on the keystones - Improved overall TLC Survey scores 	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Create a master schedule that allows for teachers to participate in a common, consistent professional learning community that is by content area weekly.	04/01/2022	08/01/2022	Administration and Scheduling Team	Master schedule	No
Determine a regularly scheduled time that allows for grade-level teams to collaborate instructionally.	05/25/2022	08/01/2022	Administration and Scheduling Team	Master schedule, district calendar, CBA	No
During the back to school PD time, a session will be allocated to the academic instructional focus (writing with an emphasis on academic vocabulary). This session will support all staff in utilizing vocabulary in their specific content areas and using the universal writing protocols.	08/01/2022	08/26/2022	SIP Team	Pre-survey, agenda, smarte goals, universal writing protocol	Yes
During the back to school PD time, a *session will be allocated to all staff to learn about updated expectations, protocols and time to complete a pre-survey to advocate for their needs. The survey will be taken individually and be anonymous, but they will identify their department to help determine the needs of each team. Time will also be dedicated to ensuring that all know how to create smarte goals connected	08/01/2022	08/26/2022	SIP Team	Pre-survey, agenda, smarte goals	Yes

to the school-wide academic focus of writing with an emphasis on academic vocabulary.					
Teams will set an SMARTE goal in writing with an emphasis on academic vocabulary for the year to guide the work of their PLCs.	08/22/2022	09/16/2022	PLC Teams	Using Title 1 Funds to support with purchasing student instructional materials for English and Math courses. \$3,074. During PLCs educators will discuss how to maximize the effectiveness of materials. Goal Setting documents, Textbooks to support teacher learning in PLC (research based practices).	No
PLC pre-survey data will be analyzed by the coaches to determine what each team needs.	08/22/2022	09/01/2022	Academic Coaches	Microsoft Forms	No
Teams will find/create/modify protocols with the academic coaches support to ensure meaningful engagement in PLCs.	08/26/2022	09/30/2022	Academic Coaches and ITLs	District provided PLC protocols, best practice protocols, textbooks for staff to support learning and research based practices	No
Teams will utilize protocols to ensure meaningful engagement with sharing instructional strategies including equity focused practices, data analysis and adjusting instruction to best meet students' needs.	09/01/2022	06/16/2023	Academic Coaches and PLC Teams	ATSI funds will be used to purchase books to support professional growth opportunities for teachers during PLCs with a focus on high quality instruction, leadership, and grading for equity. total \$8,550. Determined protocols, agendas, textbooks based on research based practices to support teacher learning in PLC	No
The IB Team will meet with PLCs quarterly to discuss MYP and IB expectations, supports and resources that the PLC team could utilize to best support students.	09/01/2022	06/16/2023	IB Team	IB and MYP resources, time on agendas	No
Peer observations will occur 2x quarterly to observe best practices in content area and outside of content area. Staff will utilize the updated peer observation form that will also include use of content vocabulary and positive feedback. Following the observations, a debrief will occur in PLCs to discuss best practices.	09/01/2022	06/30/2023	All Staff	Peer observation form, peer observation calendar	No
A mid-year survey will be given to all teams to determine how the needs have and haven't changed for PLC and grade-level teams. Following the survey, the coaches will analyze data and provide updated supports/protocols as needed.	12/01/2022	01/31/2023	Academic Coaches	Microsoft forms	No

Mid-year gallery walk to share and celebrate instructional practices and academic successes.	12/01/2022	02/18/2023	SIP Team	Protocol, Microsoft forms	No
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Action Plan for: Multi-Tiered System of Supports- Strengthening Tier 1 Behavioral Supports

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> PBIS Goal 		<ul style="list-style-type: none"> Improved implementation of PBIS products from all staff. Improved relationships between staff and students. Improved mental health and academic focus for students Clear expectations communicated to staff and students. More students needs will be met with Tier 1 supports 		<ul style="list-style-type: none"> Referral data - PBIS TFI - Cellphone collection data and evaluation w/Yondr organization - TLC Survey data 	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
A list of all needed staff teams will be determined then staff will be assigned to each team. This will help to ensure that all staff members are supporting the various functions of the school.	08/01/2022	08/31/2022	SIP Team	Staff List	No
Beginning of year PD session for all staff to Intro (or review) PBIS products and plan with staff. The goal is to increase the fidelity of using SOAR bucks and making rewards more equitable for all students. Additionally, the team will be sharing updates to the t-chart based on the new code of conduct.	08/22/2022	06/30/2023	PBIS Team	PBIS matrix, PBIS Rewards app, t-chart	Yes
The PBIS team will develop accountability systems for ensuring that all staff are reinforcing PBIS expectations via re-teach lessons, acknowledgements and incentives.	06/13/2022	09/30/2022	PBIS Team	Google doc, PBIS Rewards app	No
PBIS Kick-off lesson, events and announcements will occur to re-introduce students to the PBIS expectations and incentives.	08/22/2022	10/03/2022	PBIS Team	PBIS Rewards app, PBIS matrix	No
Create a consistent system to reward staff for consistent usage of PBIS products that would include shout-outs and physical rewards.	06/06/2022	06/16/2023	PBIS Team	PBIS rewards app, rewards for teachers	No
Develop the PBIS Tier 2 team to support the needs of students who need more support	01/04/2023	06/06/2023	PBIS Team	PBIS materials, Tier 2 resources	No

than the Tier 1 supports are currently providing.					
Develop a community resource guide that highlights all of the resources available from community organizations within the school for students. This guide will include how to access the resource, what the resource provides, who is eligible for resource. A version will be created for staff and for families.	06/06/2022	09/21/2022	Student Services Team, FACE Coordinator	Title 1 Funds will be utilized to pay the stipend for the FACE coordinator \$2,911.00. The FACE coordinator will support Tier 1 behavioral communication by providing updates to families and staff. Community resource guide, information from community organizations	No
School culture supports will be shared at the Back to School Night for all families. The following will be shared with families: Community Resource Guide, updated Mentoring Program information, student handbook, cellphone policy collection to support mental health and safe learning environment.	08/22/2022	09/15/2022	SIP Team & FACE Coordinator	ATSI funds will be used to support tier 1 behavioral supports for students. With a focus on decreasing negative interaction through a safe collection system to support students. \$17,000-phone contract Community resource guide, mentoring information, student handbook, Yondr cellphone communications contract	No
Mentoring Program will be adjusted to better meet the needs of Tier 2 and/or Tier 3 students. Instead of all students receiving a mentor, a process will be determined to assign mentors to students who most need the support.	08/21/2022	10/15/2022	Mentoring Team	Student rosters	No
At the start of mentoring, students will complete an inventory that identifies where they could use support and how they need it. Following the survey, the Mentoring team will analyze the results and create a Microsoft Team with resources for different types of student needs.	10/03/2022	10/31/2022	Mentoring Team	Microsoft Forms, Microsoft Teams Mentoring Team	No
Mentors will meet with students at least 1x/month to help them in the areas that they identified needing additional support.	10/15/2022	05/31/2023	Mentoring Team	Microsoft Teams Mentoring Team, Whiteboards installed to support with data walls, instructional materials and space to support the mentoring program (many classrooms still have chalkboards) ATSI Funds \$10,000	No
*A staff/student handbook will be created to clarify expectations, procedures, policies and communication channels with a focus on communication, attendance and cell phones. The staff and student handbook will be shared at the beginning of the 22-23 school year. In	06/06/2022	09/16/2022	Instructional Cabinet	Current Student/Staff Handbook	No

addition to the handbook, at the beginning of year PD an exercise will occur for staff to share their expectations for each other with each other.					
Monthly grade-level student meetings will be held to reinforce expectations, build relationship, celebrate students, review IB expectations, reinforce focus areas, grade-level PBIS challenges, etc.	09/01/2022	06/16/2023	Grade-level teams	PBIS resources, IB resources	No
Revisit and reinforce the IB Learner principles and expectations of the programs with staff and students.	08/22/2022	06/16/2023	IB Team	IB materials	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Participate in common planning sessions at least once a week that varies and involve collaboration and a focus on instructional goals.</p>	<ul style="list-style-type: none"> • During the back to school PD time, a session will be allocated to the academic instructional focus (writing with an emphasis on academic vocabulary). This session will support all staff in utilizing vocabulary in their specific content areas and using the universal writing protocols. • During the back to school PD time, a *session will be allocated to all staff to learn about updated expectations, protocols and time to complete a pre-survey to advocate for their needs. The survey will be taken individually and be anonymous, but they will identify their department to help determine the needs of each team. Time will also be dedicated to ensuring that all know how to create smarte goals connected to the school-wide academic focus of writing with an emphasis on academic vocabulary.
<p>Multi-Tiered System of Supports- Strengthening Tier 1 Behavioral Supports</p>	<ul style="list-style-type: none"> • Beginning of year PD session for all staff to Intro (or review) PBIS products and plan with staff. The goal is to increase the fidelity of using SOAR bucks and making rewards more equitable for all students. Additionally, the team will be sharing updates to the t-chart based on the new code of conduct.

Professional Development Activities

Writing with a Focus on Academic Vocabulary PD Session						
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"> During the back to school PD time, a session will be allocated to the academic instructional focus (writing with an emphasis on academic vocabulary). This session will support all staff in utilizing vocabulary in their specific content areas and using the universal writing protocols. 	Full staff	<ul style="list-style-type: none"> - Speak Up Writing Protocol for all content areas - Academic Vocabulary strategies for all content areas - Appropriate writing prompts/examples for all content areas - Infusion of IB rubrics when students are writing - Expectations shared around PLCs creating SMARTER goals based on this instructional focus 	All staff will incorporate writing activities into their lesson plans and will have data to support student growth in writing for their specific content area.	Literacy Coach, Math Coach, ITLs	07/11/2022	09/30/2022
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Inservice day	1x with follow-up in PLCs	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 			Language and Literacy Acquisition for All Students	

Updated PLC Expectations and Protocols PD Session

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"> During the back to school PD time, a *session will be allocated to all staff to learn about updated expectations, protocols and time to complete a pre-survey to advocate for their needs. The survey will be taken individually and be anonymous, but they will identify their department to help determine the needs of each team. Time will also be dedicated to ensuring that all know how to create smarte goals connected to the school-wide academic focus of writing with an emphasis on academic vocabulary. 	Full Staff	-Data protocols -Establish work protocols during PLC time - Determine calendar of professional learning and peer observations -Survey to engage staff regarding PD needed to differentiate and meet needs of staff -Develop process for data chats -Determine RISE focus components	-Staff Data binders (PLC Team Binder)-electronically kept and monitored - Observational data (teachers are able to speak to the their data) -Students are able to speak to their data (data binders)	Literacy Coach, Math Coach, ITLs	07/01/2022	09/30/2022
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	1x w-follow up in PLCs		<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 		Language and Literacy Acquisition for All Students	

PBIS Products and Plan PD Session

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 PD session for all staff to Intro (or review) PBIS products and plan with staff. The goal is to increase the fidelity of using SOAR bucks and making rewards more equitable for all students. Additionally, the team will be sharing updates to the t-chart based on the new code of conduct. 	Full Staff	-Review of the PBIS system -Updates of the Flowchart for leveled behaviors - Cellphone policy - TFI Inventory	-Increased use of the PBIS app by all teachers -Varied rewards for different behaviors across all grade levels -Decrease in referrals and discipline data related to negative interactions including mental health and low academic performance related to cellphone usage. -Diverse group of students awarded weekly	PBIS Lead Team	07/01/2022	09/30/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly full staff, Bi-Weekly with PBIS lead team	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in an Inclusive Setting