

PITTSBURGH SUNNYSIDE K-8

4801 Stanton Avenue

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Pittsburgh Sunnyside shares the district's vision that all students will be prepared to graduate high school, being college, career and life-ready.

STEERING COMMITTEE

Name	Position	Building/Group
Ashanti Jones	Principal	Sunnyside
Christopher Warden	Teacher	Sunnyside
Regina Kim	Teacher	Sunnyside
Linda Voytko	Social Worker	Sunnyside
Megan Hereda	MTSS/Response to Intervention	Sunnyside
Leigh Hall	Restorative Practice	Sunnyside
Katie Fill	PBIS Facilitator	Sunnyside
Lauren Smith	Family &Community Engagement	Sunnyside
Maria D'Amico	Community Member	Morningside Community
Michelle McClain	Teacher	Sunnyside
Dr. Monica Lamar	District Level Leaders	PPS
Samantha Weaver	Parent	Sunnyside
Kristie Boirum	Parent	Sunnyside

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If students were provided tiered layers of interventions, then the math proficiency rates of all students will increase.	Mathematics
If all staff successfully implement social and emotional lessons, then students may feel equipped to appropriately deal with challenges and their emotions.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems
If a differentiated, evidence based, culturally relevant and responsive approach to math instruction were implemented then more students would be achieving success in math.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If the core concepts of the science or reading framework were implemented then more students would be achieving success in reading.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Provide explicit instruction in SEL competencies using a sequenced step by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
emotion regulation	45% of students will respond favorably on the Panorama Student Survey to the self efficacy topic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement monthly SEL lessons	2023-09-04 - 2024-06-14	Principal/ ITLs	District Selected SEL Curriculum
Envoy will implement one SEL lesson per quarter to school community	2023-09-05 - 2024-06-14	Student Envoy Liasons	District Selected SEL curriculum or group created lessons

Anticipated Outcome

45% of students will respond favorably on the Panorama Student Survey to the emotion regulation topic.

Monitoring/Evaluation

completion of monthly & quarterly lessons. Dates will be indicated on staff and student calendars. Topics will be included on staff bulletin.

Evidence-based Strategy

Incorporate a variety of higher order thinking strategies into lesson delivery

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
All- Math PSSA	30% of Sunnyside students will be proficient in math on the 2024 PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.	2023-09-05 - 2024-06-14	Principal, ITLs, instructional coach	resources on how to develop higher level questioning, webbs depth of knowledge wheel

Anticipated Outcome

30% of Sunnyside students will be proficient in math on the 2024 PSSA.

Monitoring/Evaluation

staff will meet onthly PLC meetings to develop questions. The principal and ITLs will observe monthly lessons for implementation & provide ffeedback.

Evidence-based Strategy

Use data to set achievement goals and differentiate instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Black - Math	20% of Black students will achieve proficiency on the 2024 math PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Make CDT benchmark data part of an ongoing cycle of instructional improvement by conducting frequent data review discussions.	2023-09-05 - 2024-06-14	principal, ITLS, instructional coaches	a data review protocol
Hold individual data chats with students to set measurable and achievable goals following each designated assessment.	2023-09-04 - 2024-06-14	Hold individual data chats with students to set measurable and achievable goals following each assessment.	student & teacher progress monitoring and goal setting templates

Anticipated Outcome

20% of Black students will achieve proficiency on the 2024 math PSSA.

Monitoring/Evaluation

check-ins will take place monthly during PLC meetings

Evidence-based Strategy

Foundational Reading

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

SWD- ELA

As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teach students to decode words, analyze word parts, and write and recognize words.	2023-09-05 - 2024-06-14	ITLs, instructional coaches	SoR resources, District ELA curriculum, coaching sessions
Ensure effective instruction is occurring and students are decoding words, analyzing word parts, and write and recognize words is taught in alignment with the core resource	2023-10-02 - 2024-06-14	ITLs, instructional coaches	SoR resources, District ELA curriculum, coaching sessions
Utilize CDT data to inform instruction. Professional learning around data analysis may be needed.	2023-09-05 - 2024-06-14	ITLs, instructional coaches, principal	data protocol
Provide small group instruction during core instruction and intervention for students in need of additional practice and explicit instruction.	2023-10-23 - 2024-06-14	ITLs, instructional coaches, principal	guidance on how to start small groups

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

Anticipated Outcome

As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA.

Monitoring/Evaluation

observation will be conducted monthly to make sure small group instruction is occurring that is a result of student data

Evidence-based Strategy

Strategy: Develop and address SEL skills in ways that are integrated throughout the school day and aligned with school culture initiatives.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

learning strategies

65% of students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic.

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

Consistently and intentionally cultivate and foster academic mindsets

2023-09-05 -

ITLs,

growth mindset materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
among students.	2024-06-14	instructional coaches	
Provide teachers with professional learning opportunities to strengthen and utilize growth mindset classroom practices.	2023-09-05 - 2024-06-14	ITLs, principal	growth mindset materials

Anticipated Outcome
65% of students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic.

Monitoring/Evaluation
progress will be monitored monthly by classroom observations



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
30% of Sunnyside students will be proficient in math on the 2024 PSSA. (All- Math PSSA)	Incorporate a variety of higher order thinking strategies into lesson delivery	Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.	09/05/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
20% of Black students will achieve proficiency on the 2024 math PSSA. (Black - Math)	Use data to set achievement goals and differentiate instruction	Make CDT benchmark data part of an ongoing cycle of instructional improvement by conducting frequent data review discussions.	09/05/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA. (SWD- ELA)	Foundational Reading	Teach students to decode words, analyze word parts, and write and recognize words.	09/05/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA. (SWD- ELA)	Foundational Reading	Provide small group instruction during core instruction and intervention for students in need of additional practice and explicit instruction.	10/23/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic. (learning strategies)	Strategy: Develop and address SEL skills in ways that are integrated throughout the school day and aligned with school culture initiatives.	Provide teachers with professional learning opportunities to strengthen and utilize growth mindset classroom practices.	09/05/2023 - 06/14/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on the 2021-22 regular attendance data, the rate for Black students was 82.6%. This exceeds the statewide average of 82.2%. It also exceeded the all student group regular attendance rate at 81.2%.

Based on the Science PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 59.6% for the All Student group in comparison to the statewide average of 54.4%. Sunnyside had a participation rate of 100% on this assessment.

Based on the 2022-23 Spring administration of the literature CDT assessment, 56.3% of seventh grade students at Sunnyside were in the green or above range.

Based on the 2022-23 Spring administration of the literature CDT assessment, 60% of third grade students at Sunnyside grew by at least 1 standard error of measure.

Based on the 2022-23 Spring administration of the science CDT assessment, 75% of seventh grade students at Sunnyside grew by at least 1 standard error of measure.

Based on the 2022-23 Spring administration of the math CDT assessment, 59.1% of fifth grade students at Sunnyside grew by at

Challenges

Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 20.8% for the All Student group in comparison to the statewide average of 35.7%. Sunnyside had a participation rate of 100% on this assessment.

Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 7.6% for the Black student group. The All Student group had a proficiency rate of 20.8%.

Based on the ELA PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 37.9% for the Black student group. The All Student group had a proficiency rate of 49.2%.

Based on the 2022-23 Spring administration of the math CDT assessment, 86.4% of fifth grade students at Sunnyside were in the red range.

Based on the 2022-23 Spring administration of the literature CDT assessment, 68% of third grade students at Sunnyside were in the red range.

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

Strengths

least 1 standard error of measure from the MOY administration to the EOY administration.

Based on data from the 2023 Spring administration of the Panorama Student Survey 82% of students responded favorably to the supportive relationships topic. This is consistent with the previous administration.

Based on data from the 2022 Spring administration of the TLC Survey there was a rate of agreement of 95% for the instructional practices and support construct.

Based on Naviance data for the 2022-23SY, 100% of students completed the required career standards task for grades 5 and 8.

Based on the 2022-23 Spring administration of the literature CDT assessment, 45.8% of Black students at Sunnyside grew by at least 1 standard error of measure from the MOY administration to the EOY administration.

Based on data from the 2021-22 SY science PSSA 50% of Black students were proficient. The statewide average was 54.4%

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

Based on the 2022-23 Spring administration of the science CDT assessment, 59.3% of fourth grade students at Sunnyside were in

Challenges

Based on the 2022-23 Spring administration of the math CDT assessment, 100% of sixth grade students at Sunnyside were in the red range.

Based on data from the 2023 Spring administration of the Panorama Student Survey 46% of students responded favorably to the emotion regulation topic. There was 2 percentage points decrease for students in grades 6-8 from the previous administration.

Based on data from the 2023 Spring administration of the Panorama Student Survey 60% of students responded favorably to the learning strategies topic. This is consistent with the previous administration.

Based on data from the 2021-22 Math PSSA assessment, 8% of students with disabilities were proficient. The Statewide average was 35.7%

Based on data from the 2021-22 SY Math PSSA 7.6% of Black students were proficient. The statewide average was 35.7%

Based on the 2022-23 Spring administration of the literature CDT assessment, 59.3% of fourth grade students at Sunnyside were in the red range.

Based on the 2022-23 Spring administration of the literature CDT

Strengths

the green or above range.

Based on the 2021-2022 Science PSSA 59.6% of all students were proficient. Statewide average was 54.4%

Based on data from the 2022 Spring administration of the TLC Survey there was a rate of agreement of 96% for the managing student conduct construct.

Based on the 2022-23 Spring administration of the math CDT assessment, 64.3% of Black students in third grade at Sunnyside grew by at least 1 standard error of measure from the MOY administration to the EOY administration.

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

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

Challenges

assessment, 54.5% of fifth grade students at Sunnyside were in the red range.

Based on the 2022-23 EOY administration of the DIBELS assessment, 48% of third students met the goal for ORF - WCPM. The district goal was 15% growth from the BOY to the EOY administration. There was a decrease of 2 percentage points from BOY to EOY.

Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 8% for the students with disabilities student group. The All student group had a proficiency rate of 20.8%

Based on the 2022-23 Spring administration of the science CDT assessment, 73.1% of sixth grade students at Sunnyside were in the red range.

Based on the 2022-23 Spring administration of the math CDT assessment, 88.9% of Black students at Sunnyside were in the red range.

Based on the 2022-23 Spring administration of the science CDT assessment, 40.7% of fourth grade students at Sunnyside were in the red range.

Based on the 2021-22 Math PSSA 20.8% of all students were proficient. The statewide average was 35.7%

Challenges

Based on the 2022-23 Spring administration of the science CDT assessment, 70.2% of Black students at Sunnyside were in the red range.

Collectively shape the vision for continuous improvement of teaching and learning

Identify and address individual student learning needs

Use multiple professional learning designs to support the learning needs of staff

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

Most Notable Observations/Patterns

Proficiency in ELA and science are increasing for students. We have to capitalize on those practices to transfer to math when applicable. Math instruction really needs to be a focus. More support will be needed to increase achievement for our Black students and students with disabilities. If we utilize our MTSS system with fidelity, we may be able to see gains in the classroom.

Challenges	Discussion Point	Priority for Planning
Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 20.8% for the All Student group in comparison to the statewide average of 35.7%. Sunnyside had a participation rate of 100% on this assessment.	There isn't a systematized, evidence based approach to math instruction.	
Based on the Math PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 7.6% for the Black student group. The All Student group had a proficiency rate of 20.8%.	There isn't a systematized, evidence based approach to math instruction. In addition, math instruction isn't culturally relevant and responsive for Black students.	✓
Based on the 2022-23 Spring administration of the math CDT assessment, 100% of sixth grade students at Sunnyside were in the red range.	There is a lack of differentiated instruction to meet the needs of all students.	✓
Based on data from the 2023 Spring administration of the Panorama Student Survey 46% of students responded favorably to the emotion regulation topic. There was 2 percentage points decrease for students in grades 6-8 from the previous administration.	Emotion regulation is an important skill for all school community members. Social and emotional learning may not be supported as much compared to lower grade levels. Students at this age are expected to know how to handle and deal with their emotions, and don't receive the support they need.	✓
Based on data from the 2023 Spring administration of the Panorama Student Survey 60% of students responded favorably to the learning strategies topic. This is consistent with the previous administration.		

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

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

Based on data from the 2021-22 SY Math PSSA 7.6% of Black students were proficient. The statewide average was 35.7%

Based on the 2022-23 Spring administration of the math CDT assessment, 88.9% of Black students at Sunnyside were in the red range.

Based on the 2022-23 Spring administration of the science CDT assessment, 73.1% of sixth grade students at Sunnyside were in the red range.

Based on the 2021-22 Math PSSA 20.8% of all students were proficient. The statewide average was 35.7%

Based on the 2022-23 Spring administration of the science CDT assessment, 70.2% of Black students at Sunnyside were in the red range.

Identify and address individual student learning needs

Challenges

Based on the ELA PSSA/Keystone data from the 2021-22 school year there was a proficiency rate of 37.9% for the Black student group. The All Student group had a proficiency rate of 49.2%.

Discussion Point

There isn't a systematized, evidence based approach to english language arts instruction. In addition, reading instruction isn't culturally relevant and responsive for Black students.

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Provide explicit instruction in SEL competencies using a sequenced step by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development

Action Steps	Anticipated Start/Completion Date
Implement monthly SEL lessons	09/04/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
completion of monthly & quarterly lessons. Dates will be indicated on staff and student calendars. Topics will be included on staff bulletin.	45% of students will respond favorably on the Panorama Student Survey to the emotion regulation topic.

Material/Resources/Supports Needed	PD Step
District Selected SEL Curriculum	no

Action Steps**Anticipated Start/Completion Date**

Envoy will implement one SEL lesson per quarter to school community

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

completion of monthly & quarterly lessons. Dates will be indicated on staff and student calendars. Topics will be included on staff bulletin.

45% of students will respond favorably on the Panorama Student Survey to the emotion regulation topic.

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

District Selected SEL curriculum or group created lessons

no



Action Plan: Incorporate a variety of hogher order thinking strategies into lesson delivery

Action Steps	Anticipated Start/Completion Date
Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.	09/05/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
staff will meet onthly PLC meetings to develop questions. The principal and ITLs will observe monthly lessons for implementation & provide ffeedback.	30% of Sunnyside students will be proficient in math on the 2024 PSSA.

Material/Resources/Supports Needed	PD Step
resources on how to develop higher level questioning, webbs depth of knowledge wheel	yes

Action Plan: Use data to set achievement goals and differentiate instruction

Action Steps**Anticipated Start/Completion Date**

Make CDT benchmark data part of an ongoing cycle of instructional improvement by conducting frequent data review discussions.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

check-ins will take place monthly during PLC meetings

20% of Black students will achieve proficiency on the 2024 math PSSA.

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

a data review protocol

yes



Action Steps**Anticipated Start/Completion Date**

Hold individual data chats with students to set measurable and achievable goals following each designated assessment.

09/04/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

check-ins will take place monthly during PLC meetings

20% of Black students will achieve proficiency on the 2024 math PSSA.

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

student & teacher progress monitoring and goal setting templates

no

Action Plan: Foundational Reading

Action Steps**Anticipated Start/Completion Date**

Teach students to decode words, analyze word parts, and write and recognize words.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

observation will be conducted monthly to make sure small group instruction is occurring that is a result of student data

As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA.

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

SoR resources, District ELA curriculum, coahing sessions

yes



Action Steps**Anticipated Start/Completion Date**

Ensure effective instruction is occurring and students are decoding words, analyzing word parts, and write and recognize words is taught in alignment with the core resource

10/02/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

observation will be conducted monthly to make sure small group instruction is occurring that is a result of student data

As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA.

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

SoR resources, District ELA curriculum, coahing sessions

no



Action Steps**Anticipated Start/Completion Date**

Utilize CDT data to inform instruction. Professional learning around data analysis may be needed.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

observation will be conducted monthly to make sure small group instruction is occurring that is a result of student data

As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA.

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

data protocol

no



Action Steps

Anticipated Start/Completion Date

Provide small group instruction during core instruction and intervention for students in need of additional practice and explicit instruction.

10/23/2023 - 06/14/2024

Monitoring/Evaluation

Anticipated Output

observation will be conducted monthly to make sure small group instruction is occurring that is a result of student data

As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA.

Material/Resources/Supports Needed

PD Step

guidance on how to start small groups

yes

Action Plan: Strategy: Develop and address SEL skills in ways that are integrated throughout the school day and aligned with school culture initiatives.

Action Steps**Anticipated Start/Completion Date**

Consistently and intentionally cultivate and foster academic mindsets among students.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

progress will be monitored monthly by classroom observations

65% of students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic.

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

growth mindset materials

no



Action Steps**Anticipated Start/Completion Date**

Provide teachers with professional learning opportunities to strengthen and utilize growth mindset classroom practices.

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

progress will be monitored monthly by classroom observations

65% of students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic.

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

growth mindset materials

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
30% of Sunnyside students will be proficient in math on the 2024 PSSA. (All- Math PSSA)	Incorporate a variety of hogher order thinking strategies into lesson delivery	Collaborate during PLCs to write higher order thinking questions as well as the answers to the questions to include in each lesson plan. Anticipate student responses in order to develop follow-up and probing questions to guide students to the correct answer.	09/05/2023 - 06/14/2024
20% of Black students will achieve proficiency on the 2024 math PSSA. (Black - Math)	Use data to set achievement goals and differentiate	Make CDT benchmark data part of an ongoing cycle of instructional	09/05/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	instruction	improvement by conducting frequent data review discussions.	
As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA. (SWD- ELA)	Foundational Reading	Teach students to decode words, analyze word parts, and write and recognize words.	09/05/2023 - 06/14/2024
As a result of implementation of the SoR concepts during instruction in reading, 30% of students with IEPs will score proficient on the 2024 ELA PSSA. (SWD- ELA)	Foundational Reading	Provide small group instruction during core instruction and intervention for students in need of additional practice and explicit instruction.	10/23/2023 - 06/14/2024
65% of students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic. (learning strategies)	Strategy: Develop and	Provide teachers with professional	09/05/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	address SEL skills in ways that are integrated throughout the school day and aligned with school culture initiatives.	learning opportunities to strengthen and utilize growth mindset classroom practices.	06/14/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Higher Order Thinking	all instructional staff	How to develop HOT questions, planning for misconceptions,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will be able to respond to and develop HOT questions.	09/18/2023 - 06/14/2024	ITLs, instructional coaches, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Use data to set achievement goals and differentiated instruction

all instructional staff

how to gather and analyze data and what to do with it

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

student data will be readily available for review and differentiated instruction will be taking place

09/18/2023 - 06/14/2024

ITLs, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading - Foundational Skills	ELA teachers	how to successfully implement effective structured literacy instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
consistent and routine reading instruction based upon SoR principles	08/28/2023 - 06/14/2024	ITLs, instructional coach, principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Differentiation Instruction & small groupig	all instructional staff	differentiated instruction and utilizing stuent data to design instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
small group learning and differentiated instruction	09/25/2023 - 06/14/2024	ITLs, instructional coach, principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

Professional Development Step

Audience

Topics of Prof. Dev

Growth & Academic mindsets

all instructional staff

growth mindset

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Students will respond favorably on the final (spring) Panorama Student Survey to the learning strategies topic.

09/18/2023 - 06/14/2024

principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

