

## **PITTSBURGH SCHILLER 6-8**

1018 Peralta St

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

At Schiller S.T.E.A.M. Academy, all stakeholders strive daily to educate the holistic student. Utilizing the engineering design process, we equip children with the 21st century skills needed to surpass the high demand of the college and career fields. Standing with community partners and leading with equity, teachers love our future leaders into learning. Through it all, we will always remain Stallion S.T.R.O.N.G. -yesterday, today and forever!



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Math: IF all math teachers at Schiller consistently and effectively implement the 5 E model THEN students will be given the opportunity to participate in lessons that are differentiated and provide the opportunity for academic struggle.	Mathematics  Social emotional learning
ELA: IF all ela teachers at Schiller consistently and effectively and purposely plan for whole and small group instruction embedding time for students to engage in challenging tasks with appropriate scaffolds THEN students will engage in more tasks and group discussions that allow for supported academic struggle.	English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Utilize the PA Core standards/CC standards when delivering lessons	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Classroom Diagnostic Tool	By June 15, 2024 there will be a proficiency rate of 25% or more on the 2024 Mathematics PSSA. This will be a 6% increase from the current 2023 proficiency rate of 19%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Principal will continuously meet with the Math team to review and discuss expectations related to the on-going implementation of the 5 E model.	2023-08-28 - 2024-06-12	Principal Math Team	Title I Funds will be utilized to pay .5 of a Math teachers salary and benefits (\$59,002), the math teacher will provide instruction to students utilizing the 5E model. District Math Materials Title I Funds will be used to purchase general supplies to support instruction (\$108).
Principal will create Math ITL position to help support PLC implementation.	2023-08-28 - 2024-06-12	Principal Math ITL	Staff Vote Budget Scheduling
Include 5 E implementation on monthly Instructional Cabinet agenda. As part of this agenda item, math data will be shared wit the Instructional Cabinet in advance of the meeting with the expectation that the team will have reviewed the data and be prepared to engage a focused discussion.	2023-08-28 - 2024-06-12	Principal Leadership Team Math Team	Instructional Cabinet Agendas Time to Review Data
Principal will engage in bi-monthly, informal and formal observations, focused on 5 E implementation.	2023-08-28 - 2024-06-12	Principal ITL's	RISE Rubric 5E Resources Dedicated Time
Ms. Davis will facilitate sessions that will support teachers when participating in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies that were	2023-08-28 - 2024-06-12	Ms. Davis	Title I funds will be used to pay for additional compensation to a teacher (Ms. Davis) to lead and facilitate cross-content professional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
identified during administrative instructional rounds.			development throughout the school year (\$11,892).
Math ITL will engage in Professional Development with the Math Team to dive deeper into the 5E Model.	2023-08-28 - 2024-06-12	Math ITL Principal District Math Personnel	5E Math Materials Student Work Dedicated Time

### Anticipated Outcome

All Math teachers will plan and implement the 5E model in an effective and efficient manner based on the action steps that are being put into place. Students will be exposed to more engaging lessons that are focused on group work rather than whole class instruction. The 5E model calls for students to use strategies that are utilized while working in groups.

### Monitoring/Evaluation

\*Teachers will have dedicated time to review student work samples. \*Teachers will review student data weekly. \*Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.

### 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)
Panorama SEL Emotional Regulation	The number of students that reported favorable on the Panorama Survey in the category Emotional Regulation was 51%, with a 0% gain. By June 12, 2024, our goal is to increase from 51% self-reporting of favorable response to 60% using the Panorama survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Principal will meet with school counselor to review and discuss expectations related to the implementation of the 5 Secrets	2023-08-28 - 2024-06-12	Principal Counselor	Monthly Meetings Student Envoy Meetings Consultations with District Personnel
All students will engage in pre/post survey regarding efficacy	2023-08-28 - 2024-06-12	School Counselor Principal	Dedicated time input from staff self-efficacy resources
Review master schedule to create schedule for Student Envoys to introduce the 5 secrets to students.	2023-08-28 - 2024-06-12	School Counselor	Review of master schedule Dedicated time
Ensure that SEL instruction includes a focus on social justice and racial equity.	2023-08-28 - 2024-06-12	Principal ITL's	ReThink Ed Equity Office
The master schedule includes a period for teachers to explicitly teach SEL skills and strategies. Have teachers deliver, model and reinforce SEL lessons, rather than school counselors or social workers. This approach allows teachers to form strong relationships	2023-08-28 - 2024-06-12	Principal ITL's School Counselor	ReThink ED resources and materials Master Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>with their students and integrate SEL concepts throughout all instruction so students can practice and apply SEL in multiple contexts. By taking ownership of teaching SEL, teachers also enhance their own social and emotional learning/intelligence. Counselors and other support staff are great sources of knowledge on SEL and may support teachers by co-facilitating, coaching, or leading professional learning on SEL instruction.</p>			
<p>School counselor and FACE Coordinator will communicate regularly with families providing updates related to both academics areas and SEL focus.</p>	<p>2023-08-28 - 2024-06-12</p>	<p>Principal School Counselor FACE Coordinator</p>	<p>Title I funds will be utilized to pay additional compensation to the school counselor (\$11,651) the counselor will work throughout the summer and afterschool hours to prepare pertinent and relevant information for staff and families including, but not limited to information about SEL and the Student Envoy program. Title I Funds will be utilized to pay the stipend for the Family and Community Engagement Coordinator (\$2,911). The FACE Coordinator will support in the planning of the PSCC meetings, during these meetings updates</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			related to SEL implementation and Student Envoyos will be provided.
Principal, Counselor and staff will incorporate the Universal Expectations that are Modeled, Experienced and Celebrated (When Necessary, Teachers Coach Students on the Use of SEL Competencies) and for adults Culturally Relevant and Sustaining Teaching with Increased Achievement (Promote Equity Using SEL and Relevant References to SEL Competencies Authentically Enhance Academic Instruction)	2023-08-28 - 2024-06-12	Principal School Counselor RPC District SEL Point Person LES	School Culture Resource Hub

**Anticipated Outcome**

Staff and students will have a better understanding of self-efficacy and its alignment to academics and school culture. Students will be given additional opportunities to utilize SEL strategies throughout the day. There will be an increased understanding of social justice and racial equity amongst the school community. Instruction will be more culturally responsive.

**Monitoring/Evaluation**

\*PBIS team will review ongoing data bi-weekly \*ITL's will review school-wide data bi-weekly and create connections to areas of SEL instruction, when needed. \*School Counselor will utilize DFS strategy with envoyos during bi-weekly meetings.

**Evidence-based Strategy**



Teachers will explicitly implement strategies that will address how students apply appropriate tools that utilize and apply writing strategies within a group setting.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Classroom Diagnostic Tool	By June 15, 2024 there will be a proficiency rate of 55% or more on the 2023 ELA PSSA. This will be a 10% increase from the current 2023 proficiency rate of 44.9 %.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development for using the writing process within the ELA Core resource; review writing expectations, dissect prompt, and dig deeper into the writing process.	2023-08-28 - 2024-06-12	ELA ITL Principal District ELA Lead Assistant Superintendent	ELA Core Resource PLC's
Review rubric with students outlining writing expectations around rubric components. Teacher and peer feedback should be aligned to the expectations of the rubric.	2023-08-28 - 2024-06-12	ELA ITL Principal District ELA Lead Assistant Superintendent	Rubric ELA Core Resources PLC's Student Work Samples
Examine student writing during PLC's and adjust instruction accordingly.	2023-08-28 - 2024-06-12	ELA ITL Principal District ELA Lead Assistant Superintendent	Rubric ELA Core Resources PLC's Student Work Samples

**Anticipated Outcome**

All ELA teachers will consistently plan and facilitate lessons. Students will engage in group work and writing labs that provide rigorous and high level experiences to improve overall proficiency.

**Monitoring/Evaluation**

\*Teachers will have dedicated time to review student work samples. \*Teachers will review student data weekly. \*Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 15, 2024 there will be a proficiency rate of 25% or more on the 2024 Mathematics PSSA. This will be a 6% increase from the current 2023 proficiency rate of 19%. (Math Classroom Diagnostic Tool)	Utilize the PA Core standards/CC standards when delivering lessons	Principal will continuously meet with the Math team to review and discuss expectations related to the on-going implementation of the 5 E model.	08/28/2023 - 06/12/2024

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 15, 2024 there will be a proficiency rate of 55% or more on the 2023 ELA PSSA. This will be a 10% increase from the current 2023 proficiency rate of 44.9 %. (ELA Classroom Diagnostic Tool)</p>	<p>Teachers will explicitly implement strategies that will address how students apply appropriate tools that utilize and apply writing strategies within a group setting.</p>	<p>Provide professional development for using the writing process within the ELA Core resource; review writing expectations, dissect prompt, and dig deeper into the writing process.</p>	<p>08/28/2023 - 06/12/2024</p>



## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Paula M. Heinzman

2023-06-16

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

2022 PA Future Ready School Level Performance for ELA All Student Group Exceeded Statewide Growth Standard

2022 PA Future Ready School Level Performance for All Student Group Exceeds Performance Standard for Attendance

2022 PA Future Ready School Level Performance for Career Standards Benchmark All Student Group Exceeds Performance Standard

Based on the Future Ready PA Index, all student groups are exceeding academic growth expectations. Schiller's Academic Growth Score in ELA is 100 which exceeds the statewide growth standard of 70.

Based on the Future Ready PA Index, our Black student subgroup has an academic growth score of 100 in ELA, which exceeds the statewide growth standard of 70.

Based on the Science PSSA Data from the 2021-2022 School Year there was a proficiency rate of 42.5% which is an increase from the 32.5% from the previous test taken in 2021. This gives Schiller an increase of 10%.

### Challenges

2022 PA Future Ready Index shows a disparity between all students group and students with disabilities for proficient and advanced in mathematics.

2022 PA Future Ready Index shows a disparity between all students group and students with disabilities for proficient and advanced in ELA.

Based on the Future Ready PA Index, the Students with Disabilities subgroup has the lowest proficient/advanced percentage for ELA at 20.0% White - 58.7.0% Black - 36.7% with a Disparity of 22% Economically Disadvantaged - 46% with a Disparity of 12.7% Students with Disabilities - 27.3% with a Disparity of 31.4%

Based on the data from the 2022 PA Future Ready Index, our Math Prof/Adv All Student Group is 15.4% which falls far below the Statewide Average of 35.7%.

On the Spring 2022 administration of the Teaching and Learning Conditions (TLC) survey, the statement, "Teachers feel comfortable raising issues that are important to them." decreased by 23% from to 40% answering favorably.

## Strengths

According to the Spring 2023 CDT Administration, 38.9% of our 6th students with disabilities showed significant growth.

Based on the Future Ready PA Index, our Students with Disabilities subgroup has an academic growth score of 88, which exceeds the statewide growth standard of 70.

Overall, 6th, 7th, and 8th grade Mathematics showed more than 20% significant growth on the Spring CDT assessment.

On the Future Ready PA Index for 2021-2022, the Black Student Subgroup exceeded the annual academic growth target with a 100. This number increased by 38 from our last data point.

100% of students in grades 6-8 have been validated as meeting ESSA requirements by successfully completing required Naviance Tasks. As of June 16, 2023, 100% of students in grade 6-8 completed necessary Naviance Tasks.

Schiller STEAM Academy has been recognized by the State for the high score received on the PBIS Implementation Rubric and received State Recognition. In grades 6-8, results on the Spring 2023 Panorama Social-Emotional Learning survey indicate that 84% of students responded favorably on the topic of Supportive Relationships. According to the PBIS 2023 Implementation Audit and associated Rubric, 100% of students know and understand the goals of the Positive Behavior Interventions and Support (PBIS) program at the school.

## Challenges

Based on the Spring 2023 CDT Data, 0% of the Students with Disabilities subgroup met their target.

Based on the Pa Future Ready Index for 2022, our percentage for Prof/Advanced students is 42.5% which falls below the statewide average of 54.4%.

On the Spring 2023 Panorama Survey, our ELL students dropped 21% in the Learning Strategies Component stating, "How well students deliberately use strategies to manage their own learning processes."

According to the 2023 Spring Administration of the CDT Science Assessment, 0% of our 7th grade students with disabilities met the target or showed growth.

According to the 2023 Spring Administration of the CDT Math Assessment, 0% of our 7th grade students with disabilities met the target.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Implement evidence-based strategies to engage families to support learning.

According to the 2023 Spring Administration of the CDT Assessment, 0% of our students that are economically

## Strengths

On the Spring 2022 administration of the Teaching and Learning Conditions (TLC) survey, 100% of teachers responded favorably on the statement, "School administrators consistently enforce rules for student conduct". This has been a consistent response from the staff for multiple years.

According to the Future Ready Index, 2022 PSSA ELA, our Black students are exceeding the statewide growth standard at 100 compared to the statewide growth standard at 70.

According to the Future Ready Index, 2022 our Black students are exceeding the statewide growth standard for attendance at 96.4 compared to the statewide performance standard at 94.1.

On the Spring 2022 administration of the Teaching and Learning Conditions (TLC) survey, the school's greatest strength was identified as Managing Student Conduct. Teachers responded 97% favorably, compared to the district response of 79%.

Provide frequent, timely, and systematic feedback and support on instructional practices

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

Partner with local businesses, community organizations, and other

## Challenges

disadvantaged met the target.

Based on the Future Ready PA Index, only 2.5% of our students with disabilities are Proficient/Advanced.

## Strengths

agencies to meet the needs of the school

On the Spring 2023 administration of the Panorama survey, the students response to Self-Efficacy questions increased 5% to 56% from 51% the previous year. This is a 5% increase from the previous year.

## Most Notable Observations/Patterns

Data at Schiller STEAM Academy continues to show upward trends in attendance and growth measures, however overall proficiency levels in mathematics continue to be an area of concern.

## Challenges

## Discussion Point

## Priority for Planning

2022 PA Future Ready Index shows a disparity between all students group and students with disabilities for proficient and advanced in mathematics.

Math: Currently there is not consistent implementation of the 5E model in all mathematics classrooms.

✓

2022 PA Future Ready Index shows a

ELA: Academic ELA data shows that there are significant opportunity gaps

✓

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

disparity between all students group and students with disabilities for proficient and advanced in ELA.

between our black and white student groups. Specifically when looking at white and black males. Students, specifically our black students are not consistently challenged at the same level or given the opportunity, with supports to solve more challenging tasks. Teachers are doing the thinking and the learning during the lessons.

On the Spring 2023 Panorama Survey, our ELL students dropped 21% in the Learning Strategies Component stating, "How well students deliberately use strategies to manage their own learning processes."

Based on the Spring 2023 CDT Data, 0% of the Students with Disabilities subgroup met their target.

Based on the Future Ready PA Index, only 2.5% of our students with disabilities are Proficient/Advanced.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Utilize the PA Core standards/CC standards when delivering lessons

Action Steps	Anticipated Start/Completion Date
Principal will continuously meet with the Math team to review and discuss expectations related to the on-going implementation of the 5 E model.	08/28/2023 - 06/12/2024

Monitoring/Evaluation	Anticipated Output
*Teachers will have dedicated time to review student work samples. *Teachers will review student data weekly. *Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.	All Math teachers will plan and implement the 5E model in an effective and efficient manner based on the action steps that are being put into place. Students will be exposed to more engaging lessons that are focused on group work rather than whole class instruction. The 5E model calls for students to use strategies that are utilized while working in groups.

Material/Resources/Supports Needed	PD Step
Title I Funds will be utilized to pay .5 of a Math teachers salary and benefits (\$59,002), the math teacher will provide instruction to students utilizing the 5E model. District Math Materials Title I Funds will be used to purchase general supplies to support instruction (\$108).	yes

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

Principal will create Math ITL position to help support PLC implementation.

08/28/2023 - 06/12/2024

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

\*Teachers will have dedicated time to review student work samples. \*Teachers will review student data weekly. \*Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.

All Math teachers will plan and implement the 5E model in an effective and efficient manner based on the action steps that are being put into place. Students will be exposed to more engaging lessons that are focused on group work rather than whole class instruction. The 5E model calls for students to use strategies that are utilized while working in groups.

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

Staff Vote Budget Scheduling

no



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

Include 5 E implementation on monthly Instructional Cabinet agenda. As part of this agenda item, math data will be shared with the Instructional Cabinet in advance of the meeting with the expectation that the team will have reviewed the data and be prepared to engage a focused discussion.

08/28/2023 - 06/12/2024

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

\*Teachers will have dedicated time to review student work samples. \*Teachers will review student data weekly. \*Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.

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

Instructional Cabinet Agendas Time to Review Data

no



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

Principal will engage in bi-monthly, informal and formal observations, focused on 5 E implementation.

08/28/2023 - 06/12/2024

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

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

RISE Rubric 5E Resources Dedicated Time

no



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

Ms. Davis will facilitate sessions that will support teachers when participating in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies that were identified during administrative instructional rounds.

08/28/2023 - 06/12/2024

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

Title I funds will be used to pay for additional compensation to a teacher (Ms. Davis) to lead and facilitate cross-content professional development throughout the school year (\$11,892).

yes



**Action Steps**

**Anticipated Start/Completion Date**

Math ITL will engage in Professional Development with the Math Team to dive deeper into the 5E Model.

08/28/2023 - 06/12/2024

**Monitoring/Evaluation**

**Anticipated Output**

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**Material/Resources/Supports Needed**

**PD Step**

5E Math Materials Student Work Dedicated Time

yes

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**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**

Principal will meet with school counselor to review and discuss expectations related to the implementation of the 5 Secrets

08/28/2023 - 06/12/2024

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

\*PBIS team will review ongoing data bi-weekly \*ITL's will review school-wide data bi-weekly and create connections to areas of SEL instruction, when needed.  
\*School Counselor will utilize DFS strategy with envoys during bi-weekly meetings.

Staff and students will have a better understanding of self-efficacy and its alignment to academics and school culture. Students will be given additional opportunities to utilize SEL strategies throughout the day. There will be an increased understanding of social justice and racial equity amongst the school community. Instruction will be more culturally responsive.

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

Monthly Meetings Student Envoy Meetings Consultations with District Personnel

no



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

All students will engage in pre/post survey regarding efficacy

08/28/2023 - 06/12/2024

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

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

Dedicated time input from staff self-efficacy resources

no



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

Review master schedule to create schedule for Student Envoy to introduce the 5 secrets to students.

08/28/2023 - 06/12/2024

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

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

Review of master schedule Dedicated time

yes





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

Ensure that SEL instruction includes a focus on social justice and racial equity.

08/28/2023 - 06/12/2024

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

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

ReThink Ed Equity Office

yes



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

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The master schedule includes a period for teachers to explicitly teach SEL skills and strategies. Have teachers deliver, model and reinforce SEL lessons, rather than school counselors or social workers. This approach allows teachers to form strong relationships with their students and integrate SEL concepts throughout all instruction so students can practice and apply SEL in multiple contexts. By taking ownership of teaching SEL, teachers also enhance their own social and emotional learning/intelligence. Counselors and other support staff are great sources of knowledge on SEL and may support teachers by co-facilitating, coaching, or leading professional learning on SEL instruction.

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08/28/2023 - 06/12/2024

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

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\*PBIS team will review ongoing data bi-weekly \*ITL's will review school-wide data bi-weekly and create connections to areas of SEL instruction, when needed.  
\*School Counselor will utilize DFS strategy with envoys during bi-weekly meetings.

Staff and students will have a better understanding of self-efficacy and its alignment to academics and school culture. Students will be given additional opportunities to utilize SEL strategies throughout the day. There will be an increased understanding of social justice and racial equity amongst the school community. Instruction will be more culturally responsive.

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**Material/Resources/Supports Needed**

**PD Step**

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ReThink ED resources and materials Master Schedule

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no

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

School counselor and FACE Coordinator will communicate regularly with families providing updates related to both academics areas and SEL focus.

08/28/2023 - 06/12/2024

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

\*PBIS team will review ongoing data bi-weekly \*ITL's will review school-wide data bi-weekly and create connections to areas of SEL instruction, when needed.  
\*School Counselor will utilize DFS strategy with envoys during bi-weekly meetings.

Staff and students will have a better understanding of self-efficacy and its alignment to academics and school culture. Students will be given additional opportunities to utilize SEL strategies throughout the day. There will be an increased understanding of social justice and racial equity amongst the school community. Instruction will be more culturally responsive.

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

Title I funds will be utilized to pay additional compensation to the school counselor (\$11,651) the counselor will work throughout the summer and afterschool hours to prepare pertinent and relevant information for staff and families including, but not limited to information about SEL and the Student Envoy program. Title I Funds will be utilized to pay the stipend for the Family and Community Engagement Coordinator (\$2,911). The FACE Coordinator will support in the planning of the PSCC meetings, during these meetings updates related to SEL implementation and Student Envoys will be provided.

no



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

Principal, Counselor and staff will incorporate the Universal Expectations that are Modeled, Experienced and Celebrated (When Necessary, Teachers Coach Students on the Use of SEL Competencies) and for adults Culturally Relevant and Sustaining Teaching with Increased Achievement (Promote Equity Using SEL and Relevant References to SEL Competencies Authentically Enhance Academic Instruction)

08/28/2023 - 06/12/2024

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

\*PBIS team will review ongoing data bi-weekly \*ITL's will review school-wide data bi-weekly and create connections to areas of SEL instruction, when needed.  
\*School Counselor will utilize DFS strategy with envoys during bi-weekly meetings.

Staff and students will have a better understanding of self-efficacy and its alignment to academics and school culture. Students will be given additional opportunities to utilize SEL strategies throughout the day. There will be an increased understanding of social justice and racial equity amongst the school community. Instruction will be more culturally responsive.

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

School Culture Resource Hub

no



**Action Plan: Teachers will explicitly implement strategies that will address how students apply appropriate tools that utilize and apply writing strategies within a group setting.**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Provide professional development for using the writing process within the ELA Core resource; review writing expectations, dissect prompt, and dig deeper into the writing process.	08/28/2023 - 06/12/2024
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
*Teachers will have dedicated time to review student work samples. *Teachers will review student data weekly. *Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.	All ELA teachers will consistently plan and facilitate lessons. Students will engage in group work and writing labs that provide rigorous and high level experiences to improve overall proficiency.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
ELA Core Resource PLC's	yes



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

Review rubric with students outlining writing expectations around rubric components. Teacher and peer feedback should be aligned to the expectations of the rubric.

08/28/2023 - 06/12/2024

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

\*Teachers will have dedicated time to review student work samples. \*Teachers will review student data weekly. \*Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.

All ELA teachers will consistently plan and facilitate lessons. Students will engage in group work and writing labs that provide rigorous and high level experiences to improve overall proficiency.

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

Rubric ELA Core Resources PLC's Student Work Samples

no



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

Examine student writing during PLC's and adjust instruction accordingly.

08/28/2023 - 06/12/2024

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

\*Teachers will have dedicated time to review student work samples. \*Teachers will review student data weekly. \*Teachers will have the opportunity to administer mini-diagnostics to check for specific skills.

All ELA teachers will consistently plan and facilitate lessons. Students will engage in group work and writing labs that provide rigorous and high level experiences to improve overall proficiency.

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

Rubric ELA Core Resources PLC's Student Work Samples

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 15, 2024 there will be a proficiency rate of 25% or more on the 2024 Mathematics PSSA. This will be a 6% increase from the current 2023 proficiency rate of 19%. (Math Classroom Diagnostic Tool)	Utilize the PA Core standards/CC standards when delivering lessons	Principal will continuously meet with the Math team to review and discuss expectations related to the on-going implementation of the 5 E model.	08/28/2023 - 06/12/2024
By June 15, 2024 there will be a proficiency rate of 25% or more on the 2024 Mathematics PSSA. This will be a 6% increase from the current 2023 proficiency rate of 19%. (Math Classroom Diagnostic Tool)	Utilize the PA Core standards/CC standards when delivering lessons	Ms. Davis will facilitate sessions that will support teachers when participating in Professional Learning Communities in order to strengthen knowledge of the	08/28/2023 - 06/12/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		content, unwrap benchmarks, and share instructional strategies that were identified during administrative instructional rounds.	
By June 15, 2024 there will be a proficiency rate of 25% or more on the 2024 Mathematics PSSA. This will be a 6% increase from the current 2023 proficiency rate of 19%. (Math Classroom Diagnostic Tool)	Utilize the PA Core standards/CC standards when delivering lessons	Math ITL will engage in Professional Development with the Math Team to dive deeper into the 5E Model.	08/28/2023 - 06/12/2024
The number of students that reported favorable on the Panorama Survey in the category Emotional Regulation was 51%, with a 0% gain. By June 12, 2024, our goal is to increase from 51% self-reporting of favorable response to 60% using the Panorama survey. (Panorama SEL Emotional Regulation)	Provide explicit instruction in SEL competencies using a sequenced step by step	Review master schedule to create schedule for Student Envoys to introduce the 5 secrets to students.	08/28/2023 - 06/12/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	<p>approach with explicit learning goals, active forms of learning, and sufficient time for skill development.</p>		
<p>The number of students that reported favorable on the Panorama Survey in the category Emotional Regulation was 51%, with a 0% gain. By June 12, 2024, our goal is to increase from 51% self-reporting of favorable response to 60% using the Panorama survey. (Panorama SEL Emotional Regulation)</p>	<p>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</p>	<p>Ensure that SEL instruction includes a focus on social justice and racial equity.</p>	<p>08/28/2023 - 06/12/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 15, 2024 there will be a proficiency rate of 55% or more on the 2023 ELA PSSA. This will be a 10% increase from the current 2023 proficiency rate of 44.9 %. (ELA Classroom Diagnostic Tool)</p>	<p>development.</p> <p>Teachers will explicitly implement strategies that will address how students apply appropriate tools that utilize and apply writing strategies within a group setting.</p>	<p>Provide professional development for using the writing process within the ELA Core resource; review writing expectations, dissect prompt, and dig deeper into the writing process.</p>	<p>08/28/2023 - 06/12/2024</p>



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of the 5E Model	Math teachers	Principal will continuously meet with the Math team to review and discuss expectations related to the on-going implementation of the 5 E model.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans will reflect instruction utilizing the full 5E framework. Observation data will indicate successful implementation of the 5E model and increase student math scores.	08/28/2023 - 06/12/2024	Principal and math ITL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings



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

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

