

PITTSBURGH WEIL K-5

2250 Centre Ave

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Pittsburgh Weil's mission is to create a supportive space where all children and adults feel welcomed, respected, and trusted. Our scholars will be provided high-quality, engaging instruction and challenging learning experiences in a caring and creative environment involving families, scholars, staff, and the community. Our school will be a safe and supportive learning environment that prepares scholars to be college, career, and life ready by providing culturally relevant instruction by using multiple methods that will help to develop creative, critical thinkers. Our school will use data and best practices to make informed decisions both academically and systematically to improve the achievement levels of each one of our scholars. Staff and students will engage in monthly data chats to set goals, review previous goals, and ensure that our students are meeting or exceeding the PA Core Standards. We will maximize instructional time and use data to target instruction.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Kira Henderson	Principal	Weil
Tawnya Ford	Teacher	Weil
Marla Pelkofer	Education Specialist	Literacy Academic Coach
Tracy Calhoun	Education Specialist	Math Academic Coach
Jamila Hill Lofton	Other	Counselor
Caryl Skinner Chatman	Other	Student Services/PSCC
Brittany Lefebvre	Teacher	Special Education Teacher/Union Rep.
Jennifer Gruber	Teacher	Special Education/PBIS
Monica Lamar	District Level Leaders	Pittsburgh Public Schools
Kela Platt	Parent	Pittsburgh Weil Parent
Reverend Lee Walls	Community Member	Hill District Education Council

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If students are given multiple opportunities to explain their thoughts and have discussions and strategies to attack math problems, they will begin to develop deeper number sense and problem-solving ability.	Mathematics
If we provide a safe and supportive learning and working environment, students and staff will thrive socially, emotionally, intellectually, and physically.	School climate and culture
If students attend school at least 90% of the time, they will increase their academic abilities by receiving more instructional time with teachers.	Regular Attendance
If students meet benchmarks in foundational reading, they will be able to move from learning to read to reading to learn thus increasing grade level reading proficiency.	English Language Arts Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy

Provide students with necessary interventions and enrichment as reflected by assessment data.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	The regular attendance rate for students in grades 3-5 will be 60% or above at the end of the 2022-23 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
This year there will be separate meeting for SAP(behavior) and MTSS (academics).	2023-08-28 - 2024-06-07	Jamila Hill Lofton/Counselor	Set up of meetings, agendas, and dates.
Students that were chronically absent will be paired up with an adult mentor for regular check ins.	2023-08-28 - 2024-06-07	Carly Skinner Chatman	Pairing of staff and students
Provide professional development on the Gradual Release Model	2023-09-04 - 2023-09-08	Kira Henderson	Presentation/Research
Students will get a punch card to keep at school to punch how many days they have missed trying not to exceed 10 days absent for the entire school year.	2023-08-28 - 2024-06-12	Jamila Hill Lofton/Counselor	Punch cards for each student/Display in café.

Anticipated Outcome
Teachers will be able to provide targeted instruction and supports for students in math, reading, SEL, and attendance based on their individual needs which will increase all student outcomes.

Monitoring/Evaluation
Each iteration of the assessment will be compared, analyzed and teachers will present to principal.

Evidence-based Strategy

Foundational Reading

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reading Grades 3-5

As a result of targeted instruction in reading, at least 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA.

DIBELS

At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Review and discuss the updates to the Teacher Tool Kit. Update and revise Weil's Lesson Plan Template to reflect high quality instruction with differentiation, discussion, and to reflect Open Court model for reading classes.

2023-06-20 -
2023-07-14

Kira
Henderson/Principal
Marla
Pelkofer/Literacy
Academic Coach

Open Court Routines
Online access to review
program

DIBELS Next Training for Test Administration

2023-08-22 -
2024-06-12

Marla
Pelkofer/Rebecca
Cameron

DIBELS Materials and Test
Administration Guidelines

All reading and special education teachers will be retrained on the

2023-08-22 -

Marla

DIBELS Next Test

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
administering of DIBELS Next assessment and proper scoring.	2023-10-20	Pelkofer/Literacy Academic Coach Rebecca Cameron/Reading Specialist Kira Henderson/Principal	Administration Handbook
All reading and special education teachers will be certified to administer the DIBELS Next assessment with accuracy and reliability.	2023-09-15 - 2023-10-13	Marla Pelkofer/Literacy Academic Coach Rebecca Cameron/Reading Specialist Kira Henderson/Principal	Certificate Criterion
Administer Phonics Fluency Screener to students with the lowest accuracy score from the end of year DIBELS	2023-08-28 - 2023-09-15	Marla Pelkofer/Literacy Academic Coach Rebecca Cameron/Reading Specialist Kira Henderson/Principal	Phonics Fluency Screener
The Literacy Academic Coach and Principal will visit classrooms with a focus on fidelity of Open Court Implementation using the Look for Document.	-	Kira Henderson/Principal	Open Court Look for Document

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Educators will analyze academic data biweekly to determine student needs, use additional resources for differentiation, & maximize time for small group instruction. Collaborative data meetings will take place during PLCs, coaches' meetings, and primary and intermediate common planning times. Teachers will share students of concern for additional ideas and support (informal MTSS)	-		
Students that have mastered foundational skills but are struggling with comprehension will participate in the Read Naturally Intervention.	-		
The DAZE comprehension assessment will be given to all students in grades 2-5 with 90% or greater accuracy scores. Students' ability to comprehend what they read will increase through the continued practice with Read Naturally. There will be an increased focus on student data and teachers will develop a stronger understanding of the science of reading. Students will receive more targeted instruction to strengthen foundational skills.	2023-09-04 - 2024-06-07	Fry, Steidle, Paolino, Ford, and Jackson/Reading Teachers	DAZE Assessment Materials
Word Generation- students in grades 3-5 will participate in the Word Generation vocabulary program. Reading classes will use Word Generation for 10 minutes two times per week, Math, Science, and Social Studies teachers will use it for 10 minutes per week.	2023-08-22 - 2023-06-09	Kira Henderson Grades 3-5 Reading, Math, Science, and Social Studies teachers	Word Generation Teacher and Student Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students in grades 1-5 will participate in weekly reading challenge.	2023-10-02 - 2024-06-07	Amanda Willard/Librarian	Program to Track the Reading of Books
Students in grades K-5 will complete the Open Court Diagnostic Assessment to determine gaps in learning that will be addressed through interventions and small groups.	2023-09-01 - 2023-09-29	Kira Henderson/Principal	Open Court Diagnostic Assessment and Resources

Anticipated Outcome

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

Monitoring/Evaluation

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Evidence-based Strategy

School Connectedness

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Find a social-emotional-learning program that increases self-efficacy.	2023-08-22 - 2024-06-12	Kira Henderson	SEL Program to support Self-Efficacy
Create practices to help students regulate their emotions when needed.	2023-06-26 - 2024-06-12	Jamila Hill Lofton/Counselor	Activities from District selected SEL program or other supports on Emotional Regulation.
Ensure that morning class/grade level meeting occur and that the appropriate topics are used to focus on emotional regulation.	2023-08-28 - 2024-06-07	Kira Henderson/Principal Jamila Hill Lofton/Counselor Caryl Chatman/ Student Services Assistant	Calendar of topics/activities

Anticipated Outcome
 Students will use strategies instead of acting out when their emotions become challenging.

Monitoring/Evaluation
 Weekly based on Points Earned and students in social skills groups.

Evidence-based Strategy
 School Connectedness

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Regular Attendance

The regular attendance rate for students in grades 3-5 will be 60% or above at the end of the 2022-23 school year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Establish a school level attendance team that can meet consistently. Ensure the team is familiar with resources and tools in Power BI.

2023-08-28 -
2024-06-12

Jamila Hill
Lofton/Caryl Skinner
Chatman

Power BI Data

Anticipated Outcome

Provide students with more support and regular check ins will increase their rates of regular attendance.

Monitoring/Evaluation

Jamila Hill Lofton/Caryl Skinner Chatman weekly monitoring of attendance data

Evidence-based Strategy

Provide students with necessary interventions and enrichment as reflected by assessment data.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	As a result of targeted instruction in math, at least 15% of students in grades 3-5 will demonstrate proficiency on the 2023 Math PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers in grades K-2 will administer the Dreambox Math Screener and analyze results for targeted math intervention and small group work.	2023-09-01 - 2023-09-29	Math Department/Tracy Calhoun	Dreambox Screener and Resources

Anticipated Outcome
 Students will begin to show growth as they close gaps based on the Dreambox screener.

Monitoring/Evaluation
 K-2 math teacher and principal with each iteration of the screener.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in reading, at least 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA. (Reading Grades 3-5)	Foundational Reading	DIBELS Next Training for Test Administration	08/22/2023 - 06/12/2024
At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks. (DIBELS)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The regular attendance rate for students in grades 3-5 will be 60% or above at the end of the 2022-23 school year. (Regular Attendance)	School Connectedness	Establish a school level attendance team that can meet consistently. Ensure the team is familiar with resources and tools in Power BI.	08/28/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	School Connectedness	Create practices to help students regulate their emotions when needed.	06/26/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in reading, at least 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA. (Reading Grades 3-5)	Foundational Reading	All reading and special education teachers will be retrained on the administering of DIBELS Next assessment and proper scoring.	08/22/2023 - 10/20/2023
At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks. (DIBELS)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in reading, at least 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA. (Reading Grades 3-5)	Foundational Reading	Word Generation- students in grades 3-5 will participate in the Word Generation vocabulary program. Reading classes will use Word Generation for 10 minutes two times per week, Math, Science, and Social Studies teachers will use it for 10 minutes per week.	08/22/2023 - 06/09/2023
At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks. (DIBELS)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The regular attendance rate for students in grades 3-5 will be 60% or above at the end of the 2022-23 school year. (Regular Attendance)	Provide students with necessary interventions and enrichment as reflected by assessment data.	Provide professional development on the Gradual Release Model	09/04/2023 - 09/08/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in math, at least 15% of students in grades 3-5 will demonstrate proficiency on the 2023 Math PSSA. (Math)	Provide students with necessary interventions and enrichment as reflected by assessment data.	Teachers in grades K-2 will administer the Dreambox Math Screener and analyze results for targeted math intervention and small group work.	09/01/2023 - 09/29/2023

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

Kira Henderson

2023-05-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The all student group exceeded the standard for demonstrating growth from the 20-21 school year.

100% of students met the 2022 Career Standards Benchmark. This exceeds the statewide average of 98%.

60% of students scored proficient or advanced on the 2022 Science PSSA. This is an increase of 19.1% from the 2021 Science PSSA. Science Specialist works with students beginning in Kindergarten to ensure that students are exposed to science concepts and exploratory learning at an early age.

51% of students in grades 3-5 made significant growth on the Spring CDT reading assessment.

4th graders' science scores continue to increase year to year. The science teacher will support as a DI teacher during math periods.

18.2% of the Economically Disadvantaged student group was proficient or advanced on the 2002 ELA PSSA.

Based on data from the 2023 Spring administration of the Panorama Student Survey, 83% of students reported having supportive relationships with peers and staff.

Challenges

17% of students in grades K-4 were chronically absent for the 2022-23 school year. In review of the data, we noted that some of the students were hospitalized or had medical issues that precluded them from attending school

Only 16.2% of students in grades 3-5 were proficient or advanced on the Math PSSA.

Only 17.6% of students in grades 3-5 were proficient or advanced on the ELA PSSA.

Students do not have automaticity in basic math skills and struggle with number sense and base ten relationships.

Students need more explicit instruction in vocabulary use and acquisition. This impacts their ability to read and understand complex text in multiple content areas.

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

Provide Student Centered Supports: Promote and sustain a positive school environment where all members feel welcomed,

Strengths

The school has strong partnerships with local businesses, community organizations, and other agencies to meet the needs of the school

Based on data from the 2023 Spring administration of the TLC Survey,

69% of students in grades 3-5 made significant growth in math based on the Spring CDT Math Assessment.

42% of students in grades 3-5 made 1 SEM growth based on the Spring CDT Math Assessment.

Empower Leadership-The leadership team is comprised of talented individuals that can teach and model instructional moves that will have a positive impact on student learning.

16.7% of the Economically Disadvantaged student group was proficient or advanced on the 2002 Math PSSA.

60% of this student group was proficient or advanced on the 2002 Science PSSA. Students in grades K-5 work with a Science Specialist. This ensures that the content is taught and that the depth of knowledge to teach the information is utilized.

Challenges

supported, and safe in school: socially, emotionally, intellectually and physically.

Students are not able to explain their thoughts or processes when solving math problems.

Foster High-Quality Professional Learning: Monitor and evaluate the impact of professional learning on staff practices and student learning

Based on data from the 2023 Spring administration of the TLC Survey,

Based on data from the 2023 Spring administration of the Panorama Student Survey, only 47% of students in grades 3-5 reported that they can regulate their emotions.

Writing must be incorporated daily in all content areas.

Foundational skills are not a part of the CDT assessment. We need to determine an assessment that will provide foundational strengths and need for each individual student. The mastery of foundational skills directly impacts students' ability to read and comprehend. Students in grades PreK-5 need stronger foundational skills.

Only 47% of students in grades 3-5 reported that they can regulate their emotions.

Challenges

Focus on Continuous Improvement of Instruction: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

There is not a direct connection between math and science. Intentionally linking math and science would have a greater impact on student learning.

Teachers must be professionally developed to teach content in a variety of ways to support student learning styles.

Data for all students must be monitored, and teaching and learning must be adjusted to ensure that students are growing and working toward proficiency.

Diagnostic assessments must be utilized in grades K-2 to determine all students strengths and needs.

Students must meet benchmark for foundational reading skills to move from learning to read to reading to learn.

Most Notable Observations/Patterns

Foundational and research-based practices must be implemented in all classes, specifically Reading and Mathematics. We are working on having diagnostic assessments at the beginning of the year for all grades and content areas.

Challenges	Discussion Point	Priority for Planning
<p>Provide Student Centered Supports: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.</p>		✓
<p>Students need more explicit instruction in vocabulary use and acquisition. This impacts their ability to read and understand complex text in multiple content areas.</p>		
<p>Data for all students must be monitored, and teaching and learning must be adjusted to ensure that students are growing and working toward proficiency.</p>		
<p>Students are not able to explain their thoughts or processes when solving math problems.</p>		✓
<p>17% of students in grades K-4 were chronically absent for the 2022-23 school year. In review of the data, we noted that some of the students were hospitalized or had medical issues that precluded them from attending school</p>		✓
<p>Students must meet benchmark for foundational reading skills to move from learning to read to reading to learn.</p>		✓

ADDENDUM B: ACTION PLAN

Action Plan: Provide students with necessary interventions and enrichment as reflected by assessment data.

Action Steps	Anticipated Start/Completion Date
This year there will be separate meeting for SAP(behavior) and MTSS (academics).	08/28/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Each iteration of the assessment will be compared, analyzed and teachers will present to principal.	Teachers will be able to provide targeted instruction and supports for students in math, reading, SEL, and attendance based on their individual needs which will increase all student outcomes.
Material/Resources/Supports Needed	PD Step
Set up of meetings, agendas, and dates.	no

Action Steps**Anticipated Start/Completion Date**

Students that were chronically absent will be paired up with an adult mentor for regular check ins.

08/28/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Each iteration of the assessment will be compared, analyzed and teachers will present to principal.

Teachers will be able to provide targeted instruction and supports for students in math, reading, SEL, and attendance based on their individual needs which will increase all student outcomes.

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

Pairing of staff and students

no



Action Steps**Anticipated Start/Completion Date**

Provide professional development on the Gradual Release Model

09/04/2023 - 09/08/2023

Monitoring/Evaluation**Anticipated Output**

Each iteration of the assessment will be compared, analyzed and teachers will present to principal.

Teachers will be able to provide targeted instruction and supports for students in math, reading, SEL, and attendance based on their individual needs which will increase all student outcomes.

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

Presentation/Research

yes



Action Steps

Anticipated Start/Completion Date

Students will get a punch card to keep at school to punch how many days they have missed trying not to exceed 10 days absent for the entire school year.

08/28/2023 - 06/12/2024

Monitoring/Evaluation

Anticipated Output

Each iteration of the assessment will be compared, analyzed and teachers will present to principal.

Teachers will be able to provide targeted instruction and supports for students in math, reading, SEL, and attendance based on their individual needs which will increase all student outcomes.

Material/Resources/Supports Needed

PD Step

Punch cards for each student/Display in café.

no

Action Plan: Foundational Reading

Action Steps**Anticipated Start/Completion Date**

Review and discuss the updates to the Teacher Tool Kit. Update and revise Weil's Lesson Plan Template to reflect high quality instruction with differentiation, discussion, and to reflect Open Court model for reading classes.

06/20/2023 - 07/14/2023

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Open Court Routines Online access to review program

no



Action Steps**Anticipated Start/Completion Date**

DIBELS Next Training for Test Administration

08/22/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

DIBELS Materials and Test Administration Guidelines

yes



Action Steps**Anticipated Start/Completion Date**

All reading and special education teachers will be retrained on the administering of DIBELS Next assessment and proper scoring.

08/22/2023 - 10/20/2023

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

DIBELS Next Test Administration Handbook

yes



Action Steps**Anticipated Start/Completion Date**

All reading and special education teachers will be certified to administer the DIBELS Next assessment with accuracy and reliability.

09/15/2023 - 10/13/2023

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Certificate Criterion

no



Action Steps**Anticipated Start/Completion Date**

Administer Phonics Fluency Screener to students with the lowest accuracy score from the end of year DIBELS

08/28/2023 - 09/15/2023

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Phonics Fluency Screener

no



Action Steps**Anticipated Start/Completion Date**

The Literacy Academic Coach and Principal will visit classrooms with a focus on fidelity of Open Court Implementation using the Look for Document.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Open Court Look for Document

no



Action Steps**Anticipated Start/Completion Date**

Educators will analyze academic data biweekly to determine student needs, use additional resources for differentiation, & maximize time for small group instruction. Collaborative data meetings will take place during PLCs, coaches' meetings, and primary and intermediate common planning times. Teachers will share students of concern for additional ideas and support (informal MTSS)

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Action Steps**Anticipated Start/Completion Date**

Students that have mastered foundational skills but are struggling with comprehension will participate in the Read Naturally Intervention.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Action Steps**Anticipated Start/Completion Date**

The DAZE comprehension assessment will be given to all students in grades 2-5 with 90% or greater accuracy scores. Students' ability to comprehend what they read will increase through the continued practice with Read Naturally. There will be an increased focus on student data and teachers will develop a stronger understanding of the science of reading. Students will receive more targeted instruction to strengthen foundational skills.

09/04/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

DAZE Assessment Materials

no

Action Steps**Anticipated Start/Completion Date**

Word Generation- students in grades 3-5 will participate in the Word Generation vocabulary program. Reading classes will use Word Generation for 10 minutes two times per week, Math, Science, and Social Studies teachers will use it for 10 minutes per week.

08/22/2023 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Word Generation Teacher and Student Materials

yes



Action Steps**Anticipated Start/Completion Date**

Students in grades 1-5 will participate in weekly reading challenge.

10/02/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Program to Track the Reading of Books

no



Action Steps**Anticipated Start/Completion Date**

Students in grades K-5 will complete the Open Court Diagnostic Assessment to determine gaps in learning that will be addressed through interventions and small groups.

09/01/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Marla Pelkofer, Rebecca Cameron, and Kira Henderson-monitoring students bi-weekly and monthly through progress monitoring and correlation of data.

Teachers will accurately assess students using the DIBELS NEXT assessment with interrater reliability. There will be an increased focus on student data and small group instruction.

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

Open Court Diagnostic Assessment and Resources

no

Action Plan: School Connectedness

Action Steps**Anticipated Start/Completion Date**

Find a social-emotional-learning program that increases self-efficacy.

08/22/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Weekly based on Points Earned and students in social skills groups.

Students will use strategies instead of acting out when their emotions become challenging.

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

SEL Program to support Self-Efficacy

no



Action Steps**Anticipated Start/Completion Date**

Create practices to help students regulate their emotions when needed.

06/26/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Weekly based on Points Earned and students in social skills groups.

Students will use strategies instead of acting out when their emotions become challenging.

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

Activities from District selected SEL program or other supports on Emotional Regulation.

yes



Action Steps**Anticipated Start/Completion Date**

Ensure that morning class/grade level meeting occur and that the appropriate topics are used to focus on emotional regulation.

08/28/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Weekly based on Points Earned and students in social skills groups.

Students will use strategies instead of acting out when their emotions become challenging.

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

Calendar of topics/activities

no



Action Plan: School Connectedness

Action Steps

Anticipated Start/Completion Date

Establish a school level attendance team that can meet consistently. Ensure the team is familiar with resources and tools in Power BI.

08/28/2023 - 06/12/2024

Monitoring/Evaluation

Anticipated Output

Jamila Hill Lofton/Caryl Skinner Chatman weekly monitoring of attendance data

Provide students with more support and regular check ins will increase their rates of regular attendance.

Material/Resources/Supports Needed

PD Step

Power BI Data

yes



Action Plan: Provide students with necessary interventions and enrichment as reflected by assessment data.

Action Steps

Anticipated Start/Completion Date

Teachers in grades K-2 will administer the Dreambox Math Screener and analyze results for targeted math intervention and small group work.

09/01/2023 - 09/29/2023

Monitoring/Evaluation

Anticipated Output

K-2 math teacher and principal with each iteration of the screener.

Students will begin to show growth as they close gaps based on the Dreambox screener.

Material/Resources/Supports Needed

PD Step

Dreambox Screener and Resources

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in reading, at least 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA. (Reading Grades 3-5)	Foundational Reading	DIBELS Next	08/22/2023
At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks. (DIBELS)		Training for Test Administration	- 06/12/2024
The regular attendance rate for students in grades 3-5 will be 60% or above at the end of the 2022-23 school year. (Regular Attendance)	School Connectedness	Establish a school level attendance team that can meet consistently. Ensure the team is familiar with resources and tools in Power BI.	08/28/2023 - 06/12/2024
		Create practices to help students regulate their emotions when needed.	06/26/2023 - 06/12/2024
As a result of targeted instruction in reading, at least 30% of students in grades 3-5	Foundational	All reading and	08/22/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>will demonstrate proficiency on the 2023 ELA PSSA. (Reading Grades 3-5)</p> <p>At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks. (DIBELS)</p>	Reading	<p>special education teachers will be retrained on the administering of DIBELS Next assessment and proper scoring.</p>	<p>-</p> <p>10/20/2023</p>
<p>As a result of targeted instruction in reading, at least 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA. (Reading Grades 3-5)</p> <p>At least 60% of students in grades K-5 will meet or exceed DIBELS end of year (EOY) benchmarks. (DIBELS)</p>	Foundational Reading	<p>Word Generation- students in grades 3-5 will participate in the Word Generation vocabulary program. Reading classes will use Word Generation for 10 minutes two times per week, Math, Science, and Social Studies teachers will use it for 10 minutes per week.</p>	<p>08/22/2023</p> <p>-</p> <p>06/09/2023</p>
<p>The regular attendance rate for students in grades 3-5 will be 60% or above at the</p>	Provide	Provide	09/04/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
end of the 2022-23 school year. (Regular Attendance)	students with necessary interventions and enrichment as reflected by assessment data.	professional development on the Gradual Release Model	- 09/08/2023
As a result of targeted instruction in math, at least 15% of students in grades 3-5 will demonstrate proficiency on the 2023 Math PSSA. (Math)	Provide students with necessary interventions and enrichment as reflected by assessment data.	Teachers in grades K-2 will administer the Dreambox Math Screener and analyze results for targeted math intervention and small group work.	09/01/2023 - 09/29/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS NEXT Refresher	All reading and special education teachers	Proper Administration of Scoring of Assessment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observations of DIBELS Administration	08/22/2023 - 06/07/2024	Kira Henderson/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
Gradual Release Model	All Staff	Gradual Release Model (I do, we do, you do) Discourse in the Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Administration Observations and Feedback Peer Observation and Feedback	09/04/2023 - 09/08/2023	Kira Henderson/Principal Marla Pelkofer/LAC

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Common Ground: Culturally Relevant Sustaining Education

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

Professional Development Step

Audience

Topics of Prof. Dev

Comprehension Strategies for All Content Areas

All Staff

Pre, During, and After Reading Strategies for all Content Areas Comprehension Strategies and Implementation (Aligned to Open Court)

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Classroom Walkthroughs Artifacts Observations

09/04/2023 - 09/08/2023

Kira Henderson/Principal Marla Pelkofer/
LAC

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posted on Weil's PPS Homepage	Weil's Plan for Improvement	PPS Webpage	All Stakeholders with access to PPS website	3-5 days from Board approval
Linked on Weil's Facebook	Weil's Plan for Improvement	Facebook Post	All Followers of Pittsburgh Weil on Facebook	1 week after Board approval
Shared via PDF on Talking Points	Weil's Plan for Improvement	Talking Points Communication Platform	All PreK-5 Families	1 week before Title I meeting in October

