

PITTSBURGH WEIL K-8

2250 Centre Ave

TSI Title 1 School Plan | 2022 - 2023

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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Kira Henderson	Principal	Weil	khenderson1@pghschools.org
Tawnya Ford	ITL	Weil	tford1@pghschools.org
Marla Pelkofer	Education Specialist	Literacy Academic Coach	mpelkofer1@ghschools.org
Tracy Calhoun	Education Specialist	Math Academic Coach	tcalhoun1@pghschools.org
Jamila Hill Lofton	Other	Counselor	jhilllofton1@pghschools.org
Caryl Skinner Chatman	Other	Student Services/PSCC	cskinnerchatman1@pghschools.org
Kirk Holbrook	Community Member	Pitt Community Engagement Center Hill District	kdh52@pitt.edu
Nakevia Wallace	Parent	Parent	stjwilliamson1@students.pghschools.org
Brittany Lefebvre	Teacher	Special Education Teacher/Union Rep.	blefebvre1@pghschools.org
Jennifer Gruber	Teacher	Special Education/PBIS	jgruber1@pghschools.org
Michele Steidle	Teacher	ELA Teacher	msteidle1@pghschools.org
Monica Lamar	District Level Leaders	Pittsburgh Public Schools	mlamar1@pghschools.org

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.

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Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
4th graders' science scores continue to increase year to year. The science teacher will support as a DI teacher during math periods.	No
Science Specialist works with students beginning in 1st grade to ensure that students are exposed to science concepts and exploratory learning at an early age.	No
The school's math coach is well-versed in modeling instructional moves that will impact teacher instruction and student learning.	No
Based on data from the 2021-2022 SY, students in grades 5 completed 100% of the Naviance task toward College and Career Readiness.	No
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.	Yes
Based on data from the 2022 Spring administration of the Panorama Student Survey, 90% of students in grades 3-5 reported that they have positive relationships with others.	Yes
70% of scholars in grades 3-5 deliberately use strategies to manage their own learning processes. Teachers and staff use Weil's Instructional Tool Kit to provide strategies that support student learning.	Yes
Science scores for proficient and advanced increased by 5% for the 2022 Science PSSA 61% Proficient and Advanced.	No
Observed growth in 1st grade was greater than projected growth. Grade 1 exceeded the growth expectation by 4 RIT points on the administration of the Winter of the NWEA MAPS Reading.	No
96.8 % of students met the 2021 Career Standards Benchmark. This exceeds the statewide average of 86.2%. The Statewide Performance Standard is 98%.	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 205 for fifth graders at Weil. The district grade-level mean RIT was 203.4.	No
Observed growth in 4th grade was greater than projected growth. Grade 4 exceeded the growth expectation by 2 RIT points on the administration of Winter NWEA MAPS Reading.	No
Kindergarten met the target for growth on the administration of the Winter of the NWEA MAPS Reading.	No

5th grade met the target for growth on the administration of the Winter of the NWEA MAPS Reading.	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	No
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	No
Based on data from the 2022 Spring administration of the TLC Survey, 100% of teachers agreed that teachers receive feedback that can help them improve teaching.	No

Challenges

Challenge	Consideration In Plan
Only 17% of 4th graders received a score of 8 (out of 16) on text-dependent analysis writing. We have started to plan to introduce this type of writing at the 3rd-grade level and build upon it for the 4th and 5th-grade students.	No
Students in grades 3-5 struggle in the area of number sense and base ten, which indicates stronger emphasis and practice is required in this reporting category. This work must start with Pre-K and the primary grades to see impacts in grades 3-5.	Yes
Students in grades 3 and 4 do not have mastery of foundational skills that impact their vocabulary acquisition, reading comprehension, and writing.	Yes
Teachers must be professionally developed to teach content in a variety of ways to support student learning styles.	No
Students need more explicit instruction in vocabulary use and acquisition. This impacts their ability to read and understand complex text in multiple content areas.	Yes
Data for all students must be monitored, and learning and teaching must be adjusted to ensure that students are growing and working toward proficiency.	Yes
Focus on Continuous Improvement in Instruction-Identify and address individual student learning needs.	No
Students do not have automaticity in basic math skills and struggle with number sense and base ten relationships.	No
There is not a direct connection between math and science. Intentionally linking math and science would have a greater impact on student learning.	No

Based on data from the 2022 Spring administration of the TLC Survey, only 73% of teachers said that there is an atmosphere of trust and mutual respect in this school.	Yes
Foundational Skills are only assessed on the NWEA Maps in grades K & 1. The mastery of foundational skills directly impacts students' ability to read and comprehend. Students in grades PreK-5 need stronger foundational skills.	No
Based on data from the 2022 Spring administration of the Panorama Student Survey, 55 % of students indicated that they are unable to self-regulate emotions.	Yes
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 162.7 for first graders at Weil. The district grade-level mean RIT was 156.8. The overall grade-level mean RIT (national) is 170.2. 7 out of 31 of the first graders that have a valid growth score are at or above the grade-level mean RIT.	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 145 for kindergartners at Weil. The district grade-level mean RIT was 150.6. The overall grade-level mean RIT (national) is 150.1. 8 out of 29 of the kindergartners that have a valid growth score are at or above the grade-level mean RIT.	No
Based on the 2021-22 Winter administration of the Mathematics NWEA MAP assessment, there was a mean RIT score of 180.8 for third graders at Weil. The district grade-level mean RIT was 188. The overall grade-level mean RIT (national) is 196.2. 0 out of 24 of the third graders that have a valid growth score are at or above the grade-level mean RIT.	No
Implement a multi-tiered system of supports for academics and behavior	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Implement evidence-based strategies to engage families to support learning	No
Based on the 2021-22 Winter administration of the Science NWEA MAP assessment, there was a mean RIT score of 195.3 for fifth graders at Weil. The district grade-level mean RIT was 197.3. The overall grade-level mean RIT (national) is 204.3. 4 out of 23 of the fifth graders that have a valid growth score are at or above the grade-level mean RIT.	No
Based on the 2021-22 Winter administration of the Science NWEA MAP assessment, there was a mean RIT score of 189.1 for fourth graders at Weil. The district grade-level mean RIT was 194.1. The overall grade-level mean RIT (national) is 199.1. 5 out of 21 of the fourth graders that have a valid growth score are at or above the grade-level mean RIT.	No
Based on the 2021-22 Winter administration of the Science NWEA MAP assessment, there was a mean RIT score of 182.6 for third graders at	No

Weil. The district grade-level mean RIT was 188.2. The overall grade-level mean RIT (national) is 193.3. 3 out of 23 of the third graders that have a valid growth score are at or above the grade-level mean RIT.	
Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the Students with Disabilities Student Group was 169. The average RIT score for the All-Student Group was 172.	No
Based on data from the 2021-22 SY Winter administration of the ELA NWEA MAP assessment the average RIT score for the Students Considered Economically Disadvantaged Student Group was 173. The average RIT score for the All-Student Group was 172.	No
Based on data from the 2021-22 SY Winter administration of the Science NWEA MAP assessment the average RIT score for the Students with Disabilities student group was 185. The average RIT score for the All-Student Group was 189.	No
Based on the ELA PSSA data from the 2020-21 school year there was a proficiency rate of 10.6% for the All Student group in comparison to the statewide average of 55%. Weil had a participation rate of 81.5% on this assessment.	No
Based on the Math PSSA data from the 2020-21 school year there was a proficiency rate of 4.5% for the All Student group in comparison to the statewide average of 37.3%. Weil had a participation rate of 81.5% on this assessment.	No

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.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
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.	Hold all staff accountable for their roles and responsibilities. Provide staff that is ineffective with necessary supports.
Based on data from the 2022 Spring administration of the Panorama Student Survey, 90% of students in grades 3-5 reported that they have positive relationships with others.	Students have positive relationships with adults but not as many have positive peer-to-peer relationships.
70% of scholars in grades 3-5 deliberately use strategies to manage their own learning processes. Teachers and staff use Weil's Instructional Tool Kit to provide strategies that support student learning.	Systematic tools such as lesson plans and other data measures must be implemented and monitored consistently to determine their effectiveness.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Students in grades 3-5 struggle in the area of number sense and base ten, which indicates stronger emphasis and practice is required in this reporting category. This work must start with Pre-K and the primary grades to see impacts in grades 3-5.	A screener must be given early on in the school year to determine which students need support in foundation skills.	No	
Students in grades 3 and 4 do not have mastery of foundational skills that impact their vocabulary acquisition, reading comprehension, and writing.	More information about how attendance impacts academic performance needs sharing and additional attendance improvement resources and/or programming needs identified and utilized.	No	
Students need more explicit instruction in vocabulary use and acquisition. This impacts their ability to read and	Vocabulary must be embedded into daily instruction and practice through homework.	No	

understand complex text in multiple content areas.			
Data for all students must be monitored, and learning and teaching must be adjusted to ensure that students are growing and working toward proficiency.	All staff will engage in pre and post-assessment of learning, unit, or chapter of study.	Yes	If all educators consistently monitor students' progress, screen early for gaps in foundational literacy skills and adjust instruction and interventions Then students will experience more differentiated learning targeted strategies to help improve foundational skills.
Based on data from the 2022 Spring administration of the TLC Survey, only 73% of teachers said that there is an atmosphere of trust and mutual respect in this school.		No	
Based on data from the 2022 Spring administration of the Panorama Student Survey, 55 % of students indicated that they are unable to self-regulate emotions.		No	
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 2022 Spring administration of the Panorama Student Survey, 55 % of students indicated that they are unable to self-regulate emotions. Based on data from the 2022 Spring administration of the TLC Survey, only 73% of teachers said that there is an atmosphere of trust and mutual respect in this school.	Yes	If educators consistently and explicitly teach and model social emotional learning skills and are more connected to the attendance process THEN students will have more opportunities to utilize the SEL skills they have learned and there will be a strengthened whole school approach to improving attendance.

Goal Setting

Priority: If all educators consistently monitor students' progress, screen early for gaps in foundational literacy skills and adjust instruction and interventions Then students will experience more differentiated learning targeted strategies to help improve foundational skills.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	As a result of targeted instruction in reading, 30% of students in grades 3-5 will demonstrate proficiency on the 2023 ELA PSSA.	Reading	95% of students enrolled by September 26, 2022, will complete the baseline CDT reading assessment on an informational text by September 30, 2022.	Based on the 2nd administration of CD, data will reflect an increase of one standard error from the baseline scores in scores by 40% of students. (Growth)	Based on the 3rd administration of CDT, data will reflect a statistically significant increase in scores from the baseline scores by 60% of students. (Growth)	30% of students will demonstrate proficiency on the 2023 ELA PSSA. (Achievement)
Mathematics	As a result of targeted instruction in math, 25% of students in grades 3-5 will demonstrate proficiency on the 2023 Math PSSA.	Math	95% of students enrolled by September 26, 2022, will complete the baseline CDT math assessment by September 30, 2022.	Based on the 2nd administration of CDT math, data will reflect an increase of one standard error from the baseline scores in scores by 30% of students. (Growth)	Based on the 3rd administration of CDTmath, data will reflect a statistically significant increase in scores from the baseline scores by 50% of students. (Growth)	25% of students will demonstrate proficiency on the 2023 Math PSSA. (Achievement)

Priority: If educators consistently and explicitly teach and model social emotional learning skills and are more connected to the attendance process THEN students will have more opportunities to utilize the SEL skills they have learned and there will be a strengthened whole school approach to improving attendance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Social emotional learning	Students will demonstrate growth in the learning construct of self-regulation of emotion by 5% per iteration of Panorama and mini surveys with a target of 60% of students reporting self-regulation of emotion.	Student Surveys (self-regulation of emotion)	There will be a favorable response of at least 45% on the Fall administration of the Panorama Student Survey for the topic of Emotion Regulation.	There will be a favorable response of at least 50% on the administration of the mini Panorama Student Survey for the topic of Emotion Regulation.	There will be a favorable response of at least 55% on the administration of the mini Panorama Student Survey for the topic of Emotion Regulation.	Students will demonstrate growth in the learning construct of self-regulation of emotion by 5% per iteration of Panorama and mini surveys with a target of 60% of students reporting self-regulation of emotion.
School climate and culture	80% of staff will report that there is an atmosphere of mutual respect and trust at Pittsburgh Weil based on the TLC and mini surveys.	TLC Survey (atmosphere of trust and mutual respect)	There will be a favorable response of at least 72% on the administration of the mini TLC Survey for the statement "There is an atmosphere of trust and mutual respect in this school"	There will be a favorable response of at least 75% on the administration of the mini TLC Survey for the statement "There is an atmosphere of trust and mutual respect in this school"	There will be a favorable response of at least 78% on the administration of the mini TLC Survey for the statement "There is an atmosphere of trust and mutual respect in this school"	80% of staff will report that there is an atmosphere of mutual respect and trust at Pittsburgh Weil based on the TLC and mini surveys.
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.	Regular Attendance	The regular attendance rate will be 45%	The regular attendance rate will be 50%	The regular attendance rate will be 55%	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 Plan

Action Plan for: Foundational Reading					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Reading 		Implementation of the DAZE comprehension assessment for 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.		The DAZE will be monitored bi-weekly or monthly based on students results. The trend line in the data will increase. Teachers will monitor students data bi-weekly to ensure they are making adequate progress on reading activities. Instructional Cabinet will monitor reading data monthly. PLC will engage in regular cycles of improvement centered around student data.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Administer Phonics Fluency Screener to students with the lowest accuracy score from the end of year DIBELS	09/05/2022	09/09/2022	Marla Pelkofer/ Literacy Coach	Phonics Fluency Screener	No
Students that have mastered foundational skills but are struggling with comprehension will participate in the Read Naturally Intervention.	09/12/2022	06/09/2023	Marla Pelkofer/Literacy Coach Tawnya Ford/ITL	Title I federal funds will be used to purchase the Read Naturally program not to exceed \$3,000.	Yes
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 and data usage.	08/15/2022	09/16/2022	Kira Henderson/Principal	Updated Teacher Tool Kit	No
Students that have mastery of foundational skills, fluency, and accuracy will engage in a robust vocabulary program with informational passages.	09/05/2022	09/23/2022	Marla Pelkofer/Literacy Academic Coach	Title I federal funds will be used to purchase materials, supplemental materials, or programming with Informational text and vocabulary.	Yes
Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught and students are decoding words, analyzing word parts, and write and recognize words in alignment with the core resource. This will be done through the	08/15/2022	06/16/2023	Marla Pelkofer/Literacy Academic Coach Kira Henderson/Principal	Title I federal funds will be used to provide additional training to staff beyond PPS provided professional learning in the Science of Reading.	Yes

implementation of the Science of Reading introductory professional development series.					
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)	09/19/2022	06/16/2023	Marla Pelkofer/Literacy Coach Tawnya Ford/ITL	Student data, protected PLC time	Yes
During PLCs utilize the data that was analyzed to discuss instructional adjustments and planning.	09/29/2022	06/16/2023	Marla Pelkofer/Literacy Coach Tawnya Ford/ITL	Student data, protected PLC time, core resources, ELA Coordinator	Yes
Create feedback tool for class visits connected to RISE Domains 2 & 3	09/01/2022	10/14/2022	Marla Pelkofer/Literacy Coach Tawnya Ford/ITL	PLC Time Sample feedback tools	No
Plan for Teacher to Teacher Classroom Visits for Feedback RISE Domains 2 & 3.	11/01/2022	06/16/2023	Marla Pelkofer/Literacy Coach Tawnya Ford/ITL	PLC Time Feedback tools Time in schedule for teachers to visit each other's classrooms	Yes
The Literacy Academic Coach and Principal will visit classrooms with a focus on strategies shared during the Science of Reading professional learning sessions.	10/28/2022	06/16/2023	Marla Pelkofer/Literacy Academic Coach Kira Henderson/Principal	Science of Reading look-fors document	No
Instructional Cabinet will meet monthly to review and discuss student reading data. Appropriate areas of focus and support will be provided based on student data.	10/03/2022	06/16/2023	Marla Pelkofer/Literacy Academic Coach Kira Henderson/Principal	Student data Protected time to meet as an Instructional Cabinet	No
Provide families with regular updates related to their child's reading progress and strategies and resources to support reading at home.	10/03/2022	06/16/2023	Kira Henderson/Principal Tawnya Ford/ITL	Parent communication Student data Reading resources	No

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

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> • Reading • Math 		Students in grades 2-5 will demonstrate growth in number sense and base 10 relationships.		Unit pre and post-assessments in Go Math.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Provide professional development in the area of number talks for grades PreK-5	08/22/2022	08/26/2022	Tracy Calhoun/ Math Academic Coach	Number Talks Books for Primary and Intermediate Teachers	Yes
Students in Kindergarten and 1st grade will be given the DIBELS Math assessment as a diagnostic to determine students' strengths and needs.	09/05/2022	09/16/2023	Tracy Calhoun/Math Academic Coach	DIBELS Math Assessments for grades K and 1	No
Schedule reoccurring meetings with teachers with a focus to maintain fluidity in the grouping of students, and remove/add students as needed according to ongoing data.	10/21/2022	06/16/2023	Kira Henderson/Principal	Student data Lesson plans	No
Plan intentional intervention lessons that ensure teachers models problem solving, verbalize appropriate thought processes, include explicit guidance, and provide corrective feedback,aligned to Eligible Content/Standards.	10/14/2022	06/16/2023	Tracy Calhoun/Math Academic Coach	Professional Development books	Yes
Use curriculum-embedded assessments in interventions to determine whether students are learning from the intervention, and plan next steps according to data.	11/04/2022	06/16/2023	Tracy Calhoun/Math Academic Coach	Student data Curriculum-embedded assessments	Yes
Increase the amount of differentiated instruction opportunities or flexible grouping by setting up various learning stations where students can work independently and utilize manipulatives/technology based on learning styles, in addition to levels of content mastery (remediation, maintenance, enrichment).	11/18/2022	06/16/2023	Tracy Calhoun/Math Academic Coach	Co-teaching in cycles with teachers and coach.	Yes
Math homework to be standardized an aligned with practice in fluency, computation, and explanation (problem solving)	09/12/2022	06/16/2023	Kira Henderson/Principal	Math Box homework	No
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)	09/30/2022	06/16/2023	Kira Henderson/Principal	Student data Protected PLC time	Yes

Instructional Cabinet will meet monthly to review and discuss student mathematics data. Appropriate areas of focus and support will be provided based on student data.	09/26/2022	06/16/2023	Kira Henderson/Principal	Student data Protected time to meet as an Instructional Cabinet	No
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Action Plan for: School Connectedness

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Student Surveys (self-regulation of emotion) TLC Survey (atmosphere of trust and mutual respect) Regular Attendance 		<p>There will be a whole school approach to attendance that connects attendance initiatives to other programs in the school. Educators and families will have a deeper understanding of the importance of attendance and how to support the schoolwide the attendance strategy. There will be an increase in the regular attendance rate. Students and families will feel more connected to the school,</p>		<p>The attendance team will monitor attendance weekly and participate in a monthly attendance team meeting to review attendance improvement plans, evaluate tiered supports, discuss mentoring program and other items related to attendance.</p>	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Establish a school level attendance team that can meet consistently. Ensure the team is familiar with resources and tools in Power BI	07/01/2022	08/29/2022	Kira Henderson/Principal	Master schedule	No
Align the school level attendance team that is responsible for organizing the school's attendance strategy with other school teams to ensure attendance is an integral component of the school's plan to improve outcomes for all children.	08/01/2022	09/30/2022	Kira Henderson/Principal	Master schedules Meeting agendas Team expectations	No
Create the school level attendance team regular agenda so that is aligned to a multi-tiered system of support.	08/01/2022	09/30/2022	school level attendance team	Meeting agendas	No
Establish clear expectations outlining when Tier 2 & 3 supports should be offered.	08/22/2022	06/16/2023	school level attendance team	Tier 2 & 3 support options	No
Continue to strengthen the protocol for when early personalized outreach to families should occur.	08/22/2022	06/16/2023	school level attendance team	protocol for when early personalized outreach to families should occur.	No
Connect students who are missing too much learning time to one adult in the school (e.g., Mentor or Family Ambassador). Share expectations for mentoring partnership with mentors, mentees, and families.	08/15/2022	06/16/2023	school level attendance team	Guidelines and expectations for mentoring partnership Time for mentors to meet with mentees	Yes

Monitor attendance and chronic absence data, trends, and patterns every week.	09/12/2022	06/16/2023	K,1, 2- CHATMAN 3, 4, 5- Hill Lofton	Attendance data	No
Provide professional development opportunities that equip the members of our school staff and partners to address attendance.	09/19/2022	03/31/2023	school level attendance team	ESchool TAC training	Yes
Conduct EOY conferences for students deemed chronically absent for the 21-22 school year to determine root cause.	08/29/2022	09/23/2022	school level attendance team	Conference agenda/protocol	No
Provide teachers with clear understanding of attendance requirements and their responsibilities to notify of a child's absence -change from 3 to 2 days. Teacher complete form indicating their outreach, information shared, and next steps. Counselor and SSA will be looped in to provide additional support.	08/22/2022	08/19/2022	school level attendance team	State and school guidelines for attendance.	Yes
Facilitate attendance Conferences held as needed to find out and resolve issues around attendance. Develop attendance improvement plans & contracts to create a detailed plan for families to work on student attendance.	09/19/2022	06/16/2023	school level attendance team	Conference protocol/expectations Improvement plan template	No
Recruit grandparents for foster grandparents' program (Recruit at least 2 parents per grade level to be Lead Parents for grades PK-5) Create a Parent Involvement Calendar of Events	09/12/2022	06/16/2023	school level attendance team	Foster Grandparent program outreach	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Foundational Reading	<ul style="list-style-type: none"> • Students that have mastered foundational skills but are struggling with comprehension will participate in the Read Naturally Intervention. • Students that have mastery of foundational skills, fluency, and accuracy will engage in a robust vocabulary program with informational passages. • Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught and students are decoding words, analyzing word parts, and write and recognize words in alignment with the core resource. This will be done through the implementation of the Science of Reading introductory professional development series. • 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) • During PLCs utilize the data that was analyzed to discuss instructional adjustments and planning. • Plan for Teacher to Teacher Classroom Visits for Feedback RISE Domains 2 & 3.
Provide students with necessary interventions and enrichment as reflected by assessment data.	<ul style="list-style-type: none"> • Provide professional development in the area of number talks for grades PreK-5 • Plan intentional intervention lessons that ensure teachers models problem solving, verbalize appropriate thought processes, include explicit guidance, and provide corrective feedback,aligned to Eligible Content/Standards. • Use curriculum-embedded assessments in interventions to determine whether students are learning from the intervention, and plan next steps according to data. • Increase the amount of differentiated instruction opportunities or flexible grouping by setting up various learning stations where students can work independently and utilize manipulatives/technology based on learning styles, in addition to levels of content mastery (remediation, maintenance, enrichment). • 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)
School Connectedness	<ul style="list-style-type: none"> • Connect students who are missing too much learning time to one adult in the school (e.g., Mentor or Family Ambassador). Share expectations for mentoring partnership with mentors, mentees, and families. • Provide professional development opportunities that equip the members of our school staff and partners to address attendance. • Provide teachers with clear understanding of attendance requirements and their responsibilities to notify of a child's absence -change from 3 to 2 days. Teacher complete form indicating their outreach, information shared, and

	next steps. Counselor and SSA will be looped in to provide additional support.
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Professional Development Activities

Implementing Read Naturally with Fidelity for Results						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Students that have mastered foundational skills but are struggling with comprehension will participate in the Read Naturally Intervention. 	Teachers and staff that will implement the Read Naturally program.	Read Naturally 101Implementation of the Program Monitoring Data and Next Steps	Students' scores on Read Naturally passages will be an average of 75% or better.	Tawnya Ford/ITL Reading Specialist	08/22/2022	08/26/2022
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Inservice day	Once per year			Language and Literacy Acquisition for All Students		

Foundational Reading Skills

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Students that have mastery of foundational skills, fluency, and accuracy will engage in a robust vocabulary program with informational passages. Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught and students are decoding words, analyzing word parts, and write and recognize words in alignment with the core resource. This will be done through the implementation of the Science of Reading introductory professional development series. 	Reading Teachers	Science of Reading	Improved ELA scores on DIBELS, unit & chapter assessments Improved fluency, decoding, & encoding skills	Tawnya Ford/ITL Reading Specialist Kira Henderson/Principal	08/29/2022	06/16/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	PLCs & Staff Meetings	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 	Language and Literacy Acquisition for All Students

Utilizing Data to Inform Instruction

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> 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) During PLCs utilize the data that was analyzed to discuss instructional adjustments and planning. Use curriculum-embedded assessments in interventions to determine whether students are learning from the intervention, and plan next steps according to data. 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) 	All teachers	Utilizing data to inform instruction	Improved student outcomes	Principal and Coaches	08/22/2022	06/16/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	PLCs & Staff Meetings	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in 	Language and Literacy Acquisition for All Students

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