

PITTSBURGH WHITTIER K-5

150 Meridan St

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Whittier K-5 is a community of educators committed to ensuring that every student has a safe learning environment for academics. All students will embrace learning, maximize their potential and be socially responsible.

STEERING COMMITTEE

Name	Position	Building/Group
Holly Ballard	Principal	Pittsburgh Whittier K-5
Jenny Gadd	Education Specialist	Pittsburgh Whittier K-5
Bonnie Davis	Teacher	Pittsburgh Whittier K-5
Lou Moorhead	Teacher	Pittsburgh Whittier K-5
Nichole Bryant	Counselor	Pittsburgh Whittier K-5
Theresa Cammerata	Parent	Pittsburgh Whittier PTO/Parent
John Macellaro	Community Member	Mt. Washington Community Center
Kevin Bivins	District Level Leaders	PPS
Eric Walker	Other	Pittsburgh Whittier
Bryanna Brown	Paraprofessional	Pittsburgh Whittier
Jackie Trevisan	Education Specialist	Pittsburgh Whittier
Gena Melago	Community Member	Pittsburgh Whittier
Dina Hartford	Other	ATSI Coordinator

Name

Position

Building/Group

--	--	--

--	--	--

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

If all staff members analyze individual student data to identify strategies and differentiate instruction and supports to meet the needs of all students, then all students will move to mastery of grade level standards.

English
Language
Arts

Mathematics

If all staff is proactive and follows the attendance and PBIS procedures and incentives, then students will want to come to school and attendance will improve.

Regular
Attendance

Social
emotional
learning

Social
emotional
learning

If teachers learn about culturally responsive strategies during PLCs, are reflective about their practices and the leadership team follows up with walk throughs to ensure strategies are being used, then achievement for black students will increase.

Professional
learning

English
Language
Arts

Priority Statement

Outcome
Category

Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Attendance Mailings Home

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance

By June of 2024, the regular attendance rate for Black students will increase to 70%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Counselor and school principal will educate families and students about the importance of attending school regularly. School attendance goals will be shared with families.	2023-08-28 - 2023-09-29	Holly Ballard, Principal, Nichole Bryant, Counselor, Jenny Gadd, FACE Coordinator	Attendance Letters, Attendance Resources, FACE Coordinator (Stipend is paid out of School Board Title 1 Federal Funds \$3966)
School attendance improvement conferences will be conducted after 3 unexcused absences.	2023-08-28 - 2024-06-12	Nichole Bryant, Counselor	Attendance Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monthly attendance celebrations (rewards/assemblies) will be planned to recognize students that meet specific attendance goals.	2023-10-02 - 2024-06-12	Holly Ballard, Principal, Nichole Bryant, Counselor, Jenny Gadd, FACE Coordinator	Attendance certificate, Attendance incentives, FACE Coordinator (Stipend is paid out of School Board Title 1 Federal Funds \$3966)
Student attendance updates will be shared with families quarterly. Students that are in danger of not meeting their regular attendance goals will receive a letter.	2023-11-01 - 2024-06-12	Jenny Gadd, FACE Coordinator	Attendance data

Anticipated Outcome

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. Families will be encouraged to continue to work towards the attendance goal. Students will be assigned a staff member to check in daily. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

Monitoring/Evaluation

The principal and counselor will share the school's progress toward meeting the school improvement attendance goal during staff meeting. Adjustments to the plan will be made as needed in order to meet goals. Attendance data points (perfect attendance, chronic absenteeism, etc) will be monitored to plan celebrations and student supports. Students and family supports will be monitored to determine effectiveness and to adjust supports as needed to reach the goal.

Evidence-based Strategy

Professional Learning Communities

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Black subgroup- ELA	As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.
Black subgroup-Math	As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3.
CRT strategies	By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will participate in a book study of Culturally and Linguistically Responsive Teaching and Learning and Teaching Better Day by Day during PLCs.	2023-08-22 - 2024-06-12	Holly Ballard, Principal, Jackie Trevisan, Literacy Coach	Culturally and Linguistically Responsive Teaching and Learning book and binder, Teaching Better Day by Day

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Leadership Team will perform walk throughs after each strategy is introduced to ensure implementation.	2023-09-11 - 2024-06-12	Holly Ballard, Principal, Jackie Trevisan, Literacy Coach, Jenny Gadd, Interventionist, Bonnie Davis, ITL	Look-for tool
Monthly review of data during PLCs to inform targeted instruction.	2023-09-05 - 2024-06-12	Jackie Trevisan, Literacy Coach, Jenny Gadd, Interventionist	Classroom Data
Ongoing data chats will occur between students and teachers with the purpose of setting measurable goals.	2023-09-25 - 2024-06-12	Holly Ballard, Principal, Jenny Gadd, Interventionist, Jackie Trevisan, Literacy Coach	Data chat forms
Unpack standards and eligible content during the lesson planning process and intentionally select tasks within content framework aligned to the demands of the standard for both whole group and small group differentiated instruction.	2023-08-28 - 2024-06-12	Holly Ballard, Principal, Jackie Trevisan, Literacy Coach, Jenny Gadd, Interventionist	Curriculum, PA Standards/Eligible Content
Provide scaffolded instruction which includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.	2023-09-05 - 2024-06-12	Holly Ballard, Principal, Jackie Trevisan, Literacy Coach	Curriculum Resources, Data, Pa Standards/Eligible Content

Anticipated Outcome

Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.

Monitoring/Evaluation

Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.

Evidence-based Strategy

Integrated SEL Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS Compliment Cards	By June of 2024, the number of black students earning individual compliment cards quarterly will be at least 95% as documented in the PBIS compliment card google form.
Social emotional learning	By June of 2024, at least 58% of students will be able to regulate challenging emotions as determined by the Spring 2024 Panorama Student SEL Survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use the Tier 2 TFI and the culturally responsive enhanced	2023-08-28 -	Lou Moorhead, PBIS Lead	PBIS Tier 2 TFI, PBIS CRE

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
action plan to identify targeted areas of need.	2024-06-12		TFI
Use the district SEL scope and sequence for teaching Wayfinder lessons schoolwide. First twenty lessons based on student needs on Panorama survey in the area of self management and self regulation.	2023-08-28 - 2024-06-12	Anna Cillo. Project Manager Teaching and Learning, Jenny Gadd, FACE coordinator, Holly Ballard, Principal	Wayfinder
Communicate with families on PBIS/SEL updates, expectations and incentives.	2023-08-28 - 2024-06-12	Jenny Gadd, FACE coordinator	Whittier Weekly email blast, FACE Coordinator (Stipend is paid out of School Board Title 1 Federal Funds \$3966)
All staff will give compliment cards based on PBIS expectations.	2023-08-28 - 2024-06-12	Jenny Gadd	Data will be disaggregated by race.

Anticipated Outcome
 Create a positive school culture where everyone feels welcome and is recognized as an individual.

Monitoring/Evaluation
 Monthly review of PBIS Compliment Card data and TFI and CRE action plan implementation, data from parent surveys



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup- ELA)</p>	<p>Professional Learning Communities</p>	<p>Ongoing data chats will occur between students and teachers with the purpose of setting measurable goals.</p>	<p>09/25/2023 - 06/12/2024</p>
<p>As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup-Math)</p>			<p>By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs. (CRT strategies)</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup- ELA)</p>	<p>Professional Learning Communities</p>	<p>Unpack standards and eligible content during the lesson planning process and intentionally select tasks within content framework aligned to the demands of the standard for both whole group and small group differentiated instruction.</p>	<p>08/28/2023 - 06/12/2024</p>
<p>As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup-Math)</p>			
<p>By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs. (CRT strategies)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup- ELA)</p>	<p>Professional Learning Communities</p>	<p>Provide scaffolded instruction which includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.</p>	<p>09/05/2023 - 06/12/2024</p>
<p>As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup-Math)</p>			
<p>By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs. (CRT strategies)</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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on the 2022-2023 ELA PSSA, Grade 3 All Student group increased from 25% to 65% .

Based on the 2022-2023 Math PSSA, All student group increased from 24% to 37%.

Based on 2022-2023 Science PSSA, African American group increased from 0% to 43%.

During the 3rd administration of the CDT in the 22-23 school year, there was a 100% completion rate in grades 3 and 5 for ELA

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 20% of black students in grade 3 earned an overall ELA CDT score that is equal to or greater than the middle of the green range, which is above the district score of 7.8%

During the 3rd administration of the CDT in the 22-23 school year, 3rd grade scored above the district average of students that were equal or greater than the middle green range of the Math CDT. (Whittier-21.7%, District-11.4%)

During the 3rd administration of the CDT in the 22-23 school year, there was a 95% completion rate in grade 4 for Science, which

Challenges

Based on 2022-2023 ELA PSSA, Grade 4 decreased from 44% to 21% and did not meet the interim goal/improvement target.

Based on the 2022-2023 Math PSSA, Grade 4 decreased from 28% to 18% and did not meet the interim goal/improvement target.

Based on data from the 2021-22 SY, All Student group decreased and did not meet the Performance Standard. All Student group attendance rate was 73% and African American was 56%.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 20.3 % of students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 11.1 % of students in grade 4 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

86% (-10) of teachers feel that professional development provides on-going opportunities for teachers to work with colleagues to refine teacher practices on the TLC 2022-2023.

Strengths

was above the district completion rate of 92%.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 50 % of multi-racial students in grade 3 earned an overall Math CDT score that is equal to or greater than the middle of the green range and above the district average of 11.8%.

During the 3rd administration of the CDT in the 22-23 school year, 3rd grade scored above the district average of students that were equal or greater than the middle green range of the ELA CDT. (Whittier-30.4%, District-20.8%)

Based on the 2022-2023 Naviance data, All student group exceeded the Performance Standard and maintained 100%.

Based on the 2022-2023 ELA PSSA, Grade 3 African American student group increased from 14% to 60% and exceeded the growth expectation.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 33.3 % of multi-racial students in grade 4 earned an overall ELA CDT score that is equal to or greater than the middle of the green range and above the district average of 20%.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 40 % of white students in grade 4 earned an overall Math CDT score that is equal to or greater than the middle

Challenges

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 5.6 % of students in grade 5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 13.8 % of students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0% of black students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range.

3rd and 4th grade Naviance needs to be prioritized to ensure tasks are completed in a timely manner each year.

48% (-3) of Whittier students frequently have challenging emotions such as loneliness and anger on the Panorama Survey 2022-2023.

Based on the ELA PSSA/Keystone data from the 2021-2022 school year there was a proficiency rate of 50% for the White Students. The All-student group had a proficiency rate of 34.8%.

Based on the Math PSSA/Keystone data from the 2021-2022 school year there was a proficiency rate of 40% for the White

Strengths

of the green range and above the district average of 22.9%.

K all student group were 80% proficient in the spring of the 22-23 school year on PSF and 83% proficient on NWF-CLS.

100% of the 5th grade students have completed the Naviance tasks for the 2022-2023 school year.

Essential Practice 13: Implement a multi-tiered system of supports for academics and behavior

98% (+4) of teachers believe they are recognized as educational experts according to the 2022-2023 TLE Survey.

91%(+4) of Whittier students feel they can count on school staff, family members and friends no matter what on the Panorama Survey 2022-2023.

During the 3rd administration of the CDT in the 22-23 school year, students in grades 3-5 scored above the district average of students that were equal or greater than the middle green range of the Math CDT. (Whittier-13.8%, District-8.8%)

Essential Practice 9: Organize programmatic, human and fiscal capital resources aligned with the school improvement plan and needs to the school community. Human and fiscal resources were aligned to the School Improvement Plan.

Challenges

Students. The All-student group had a proficiency rate of 22.7%.

Based on the 2022-2023 ELA PSSA, there was a proficiency rate of 58% for the White students and 18% for African American students.

Based on the 2022-2023 Math PSSA, there was a proficiency rate of 48% for the White students and 13% for African American students.

Essential Practices 4: Identify and address individual student learning needs

Essential Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning

Based on data from the 2021-2022 school year, the group did not meet the performance standard for regular attendance. The regular attendance percent for Black students was 59%.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0% of black students in grade 4 and 5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range.

Grade 4 all student group were 39% proficient in the spring of the 22-23 school year on ORF.

Strengths

Essential Practice 14: Implement evidence-based strategies to engage families to support learning

Challenges

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 16.7 % of students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range

Essential Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 5.9 % of black students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0 % of black students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0 % of black students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range

Essential Practices 11: Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, physically, intellectually and physically. On the 2022 Teaching, Learning and Environment Survey (TLE),

Challenges

only 86% of the staff members feel students follow the rules of conduct. On the 2022 TLE, only 91% of the staff members feel students treat peers with respect in the school.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0% of black students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range.

Most Notable Observations/Patterns

The following observations stand out from the School Improvement Teams discussions through the School Improvement Planning Process: There is a lack of buy in from all staff members which negatively impacts the School Improvement Process. Few teachers believe in high expectations for all students. Teachers need to use a variety of assessments before, during and after teaching. and use that data to plan for small group instruction. Small group instruction needs to happen daily during core instruction.

Challenges

Based on data from the 2021-22 SY, All Student group decreased and did not meet the Performance Standard. All Student group attendance rate was 73% and African American was 56%.

Discussion Point

The follow-up process has been reactive and feels punitive. Less focus on

Priority for Planning



Challenges

Discussion Point

Priority for Planning

acknowledging positive attendance and preventative strategies.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 5.6 % of students in grade 5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 13.8 % of students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0% of black students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range.

48% (-3) of Whittier students frequently have challenging emotions such as loneliness and anger on the Panorama Survey 2022-2023.

Essential Practices 11: Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, physically, intellectually and physically. On the 2022 Teaching, Learning and Environment Survey (TLE), only 86% of the staff members feel students follow the rules of conduct. On the 2022 TLE, only 91% of the staff members feel students treat peers with respect in the school.

Essential Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members.

Challenges	Discussion Point	Priority for Planning
Essential Practices 4: Identify and address individual student learning needs	Small groups are happening but instruction does not meet the individual needs of students.	✓
Essential Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning		
Based on the data from the 3rd administration of the CDT in the 22-23 school year, 20.3 % of students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range		
Based on the data from the 3rd administration of the CDT in the 22-23 school year, 11.1 % of students in grade 4 earned an overall ELA CDT score that is equal to or greater than the middle of the green range		
Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0% of black students in grade 4 and 5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range.		
Grade 4 all student group were 39% proficient in the spring of the 22-23 school year on ORF.		
Based on data from the 2021-2022 school year, the group did not meet the performance standard for regular attendance. The regular attendance percent for Black students was 59%.		

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

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 5.9 % of black students in grades 3-5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Teachers are not teaching with culturally responsive practices in mind and not taking background knowledge in account when planning instruction.

✓

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0 % of black students in grades 3-5 earned an overall Math CDT score that is equal to or greater than the middle of the green range

Teachers are not teaching with culturally responsive practices in mind and not taking background knowledge in account when planning instruction.

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0 % of black students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range

Based on the data from the 3rd administration of the CDT in the 22-23 school year, 0% of black students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range.

ADDENDUM B: ACTION PLAN

Action Plan: Attendance Mailings Home

Action Steps**Anticipated Start/Completion Date**

Counselor and school principal will educate families and students about the importance of attending school regularly. School attendance goals will be shared with families.

08/28/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will share the school's progress toward meeting the school improvement attendance goal during staff meeting. Adjustments to the plan will be made as needed in order to meet goals. Attendance data points (perfect attendance, chronic absenteeism, etc) will be monitored to plan celebrations and student supports. Students and family supports will be monitored to determine effectiveness and to adjust supports as needed to reach the goal.

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. Families will be encouraged to continue to work towards the attendance goal. Students will be assigned a staff member to check in daily. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

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

Attendance Letters, Attendance Resources, FACE Coordinator (Stipend is paid out of School Board Title 1 Federal Funds \$3966)

no



Action Steps**Anticipated Start/Completion Date**

School attendance improvement conferences will be conducted after 3 unexcused absences.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will share the school's progress toward meeting the school improvement attendance goal during staff meeting. Adjustments to the plan will be made as needed in order to meet goals. Attendance data points (perfect attendance, chronic absenteeism, etc) will be monitored to plan celebrations and student supports. Students and family supports will be monitored to determine effectiveness and to adjust supports as needed to reach the goal.

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. Families will be encouraged to continue to work towards the attendance goal. Students will be assigned a staff member to check in daily. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

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

Attendance Data

no



Action Steps**Anticipated Start/Completion Date**

Monthly attendance celebrations (rewards/assemblies) will be planned to recognize students that meet specific attendance goals.

10/02/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will share the school's progress toward meeting the school improvement attendance goal during staff meeting. Adjustments to the plan will be made as needed in order to meet goals. Attendance data points (perfect attendance, chronic absenteeism, etc) will be monitored to plan celebrations and student supports. Students and family supports will be monitored to determine effectiveness and to adjust supports as needed to reach the goal.

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. Families will be encouraged to continue to work towards the attendance goal. Students will be assigned a staff member to check in daily. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

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

Attendance certificate, Attendance incentives, FACE Coordinator (Stipend is paid out of School Board Title 1 Federal Funds \$3966)

no



Action Steps**Anticipated Start/Completion Date**

Student attendance updates will be shared with families quarterly. Students that are in danger of not meeting their regular attendance goals will receive a letter.

11/01/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will share the school's progress toward meeting the school improvement attendance goal during staff meeting. Adjustments to the plan will be made as needed in order to meet goals. Attendance data points (perfect attendance, chronic absenteeism, etc) will be monitored to plan celebrations and student supports. Students and family supports will be monitored to determine effectiveness and to adjust supports as needed to reach the goal.

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. Families will be encouraged to continue to work towards the attendance goal. Students will be assigned a staff member to check in daily. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

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

Attendance data

no



Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
Teachers will participate in a book study of Culturally and Linguistically Responsive Teaching and Learning and Teaching Better Day by Day during PLCs.	08/22/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.	Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.
Material/Resources/Supports Needed	PD Step
Culturally and Linguistically Responsive Teaching and Learning book and binder, Teaching Better Day by Day	no



Action Steps**Anticipated Start/Completion Date**

Leadership Team will perform walk throughs after each strategy is introduced to ensure implementation.

09/11/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.

Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.

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

Look-for tool

no



Action Steps**Anticipated Start/Completion Date**

Monthly review of data during PLCs to inform targeted instruction.

09/05/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.

Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.

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

Classroom Data

no



Action Steps**Anticipated Start/Completion Date**

Ongoing data chats will occur between students and teachers with the purpose of setting measurable goals.

09/25/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.

Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.

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

Data chat forms

yes



Action Steps**Anticipated Start/Completion Date**

Unpack standards and eligible content during the lesson planning process and intentionally select tasks within content framework aligned to the demands of the standard for both whole group and small group differentiated instruction.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.

Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.

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

Curriculum, PA Standards/ Eligible Content

yes



Action Steps**Anticipated Start/Completion Date**

Provide scaffolded instruction which includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

09/05/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Teachers will review student data points weekly in PLCs. Leadership team will review data monthly. MTSS Core team will review student data quarterly.

Staff members will participate in professional learning communities (PLC) to use data to plan and adjust learning to ensure all students are proficient on grade level standards.

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

Curriculum Resources, Data, Pa Standards/Eligible Content

yes

Action Plan: Integrated SEL Instruction

Action Steps**Anticipated Start/Completion Date**

Use the Tier 2 TFI and the culturally responsive enhanced action plan to identify targeted areas of need.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Monthly review of PBIS Compliment Card data and TFI and CRE action plan implementation, data from parent surveys

Create a positive school culture where everyone feels welcome and is recognized as an individual.

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

PBIS Tier 2 TFI, PBIS CRE TFI

no



Action Steps**Anticipated Start/Completion Date**

Use the district SEL scope and sequence for teaching Wayfinder lessons schoolwide. First twenty lessons based on student needs on Panorama survey in the area of self management and self regulation.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Monthly review of PBIS Compliment Card data and TFI and CRE action plan implementation, data from parent surveys

Create a positive school culture where everyone feels welcome and is recognized as an individual.

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

Wayfinder

no



Action Steps**Anticipated Start/Completion Date**

Communicate with families on PBIS/SEL updates, expectations and incentives.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Monthly review of PBIS Compliment Card data and TFI and CRE action plan implementation, data from parent surveys

Create a positive school culture where everyone feels welcome and is recognized as an individual.

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

Whittier Weekly email blast, FACE Coordinator (Stipend is paid out of School Board Title 1 Federal Funds \$3966)

no



Action Steps**Anticipated Start/Completion Date**

All staff will give compliment cards based on PBIS expectations.

08/28/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

Monthly review of PBIS Compliment Card data and TFI and CRE action plan implementation, data from parent surveys

Create a positive school culture where everyone feels welcome and is recognized as an individual.

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

Data will be disaggregated by race.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup- ELA)	Professional Learning Communities	Ongoing data chats will occur between students and teachers with the purpose of setting measurable goals.	09/25/2023 - 06/12/2024
As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup-Math)			
By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs. (CRT strategies)			
As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup- ELA)	Professional Learning Communities	Unpack standards and eligible content during the lesson planning process and intentionally select tasks within content framework aligned to the demands of the standard for	08/28/2023 - 06/12/2024
As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup-Math)			
By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs. (CRT strategies)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		both whole group and small group differentiated instruction.	
As a result of targeted instruction in ELA, 50% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup- ELA)	Professional Learning Communities	Provide scaffolded instruction which includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.	09/05/2023 - 06/12/2024
As a result of targeted instruction in Math, 60% of black students in grades 3-5 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3. (Black subgroup-Math)			
By the end of June 2024, 100% of the teachers will use culturally relevant teaching strategies as evidenced by leadership team walk throughs. (CRT strategies)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLC	Grade Level Teachers	How to conduct a data chat with students; How to select appropriate goals for the student to self monitor; Unpack standards and understand how to scaffold or enrich; different strategies to differentiate instruction for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will conduct data chats with students and differentiate learning based on student needs.	09/05/2023 - 06/12/2024	Jackie Trevisan, Literacy Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
1c: Setting Instructional Outcomes	
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	
3d: Using Assessment in Instruction	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

