

PITTSBURGH WOOLSLAIR K-5

501 40th St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Pittsburgh Woolslair will provide student focused, innovative and collaborative learning while providing a safe and supportive environment. All students will enter Middle School prepared to achieve at high levels.

STEERING COMMITTEE

Name	Position	Building/Group
Kimberly Safran	Principal	Pittsburgh Woolslair
Leslie Walker	Literacy Academic Coach	Pittsburgh Woolslair
Kelly Folino	Teacher	Pittsburgh Woolslair
Jennifer Violi	Teacher	Pittsburgh Woolslair
Dr. Monica Lamar	District Level Leaders	Pittsburgh Woolslair
Colleen Guldin	Teacher	Pittsburgh Woolslair
Janet Jenkins	Teacher	Pittsburgh Woolslair
Sonja Smith	Parent	Pittsburgh Woolslair
Kashif Henderson	Community Member	Neighborhood Learning Alliance

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If all Woolslair staff members teach students how to use reading comprehension strategies and engage students in high-quality discussions then all students will achieve the rigorous outcomes established for them.	English Language Arts
If all Woolslair staff members implement tasks that promote reasoning, analysis, and problem-solving while also developing innovative strategies in math to persevere through difficult tasks, then all students will achieve the rigorous outcomes established for them.	Mathematics
If all members of the Woolslair community, parents, students, and staff commit to actively monitoring student attendance on a daily basis, then students will attend school regularly and thrive.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Improving Reading Comprehension	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	PSSA.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Consistent implementation of the new curriculum Open Court	2023-08-22 - 2024-06-12	Leslie Walker	<p>Curriculum Guides: Obtain comprehensive curriculum guides that provide an overview of the scope and sequence, learning objectives, instructional strategies, and assessment components of the Open Court curriculum. These guides serve as a roadmap for teachers to ensure consistent implementation. Teacher Manuals: Acquire teacher manuals that provide detailed lesson plans, instructional strategies, and support materials specific to the Open Court curriculum. These manuals offer guidance on how to effectively deliver the curriculum content and facilitate student engagement. Student Textbooks and Workbooks: Provide each student with the necessary textbooks and workbooks aligned with the Open Court curriculum. These resources offer structured lessons, practice activities, and reading materials that reinforce the curriculum objectives. Supplemental Materials: Identify and gather additional supplemental materials, such as leveled readers, online resources, audio recordings, visual aids, and interactive activities that complement and enhance the Open Court curriculum. These materials provide additional support and enrichment opportunities for students. Professional Development: Organize professional development sessions to train teachers on the implementation of the Open Court curriculum. These sessions should focus on curriculum understanding, instructional strategies, assessment practices, and differentiation techniques. Ongoing professional development should be provided to support continuous improvement and fidelity of implementation. Classroom Libraries: Establish a well-stocked classroom library with a wide variety of fiction and non-fiction books at different</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>reading levels and genres. These books should align with the themes and topics covered in the Open Court curriculum, providing opportunities for independent reading and further exploration of related content. Technology Resources: Ensure access to technology resources such as computers, tablets, interactive whiteboards, and educational software that support the Open Court curriculum. These resources can be used for multimedia presentations, online research, digital assessments, and interactive learning activities. Assessment Tools: Identify or develop assessment tools, including formative and summative assessments, that align with the Open Court curriculum objectives. These tools should measure student progress and inform instructional decision-making. Rubrics, checklists, and scoring guides can also support consistent and objective assessment practices. Collaboration and Networking Opportunities: Encourage collaboration and networking among teachers using the Open Court curriculum. Establish professional learning communities, or grade-level meetings, where educators can share best practices, exchange ideas, and discuss challenges related to curriculum implementation. Parent and Community Engagement: Provide resources and communication channels to engage parents and the community in understanding the Open Court curriculum. Share curriculum overviews, learning goals, and strategies for supporting student learning at home. Organize workshops, informational sessions, or family literacy events to involve parents in the learning process.</p>
<p>Teach students how to use several research-based reading</p>	<p>2023-10-02 - 2023-12-01</p>	<p>Leslie Walker</p>	<p>Reading Strategy Guides: Provide comprehensive guides that outline research-based reading comprehension strategies, such as predicting, questioning, visualizing, making connections, summarizing, and clarifying. These guides should explain each strategy's purpose, steps, and provide examples for students to understand and practice. Anchor Charts: Create visually appealing anchor charts that</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
comprehension strategies.			<p>display the reading comprehension strategies prominently in the classroom. These charts should include clear explanations, visual representations, and examples of how to use each strategy effectively. Leveled Texts: Collect a range of leveled texts, including fiction and non-fiction, that are suitable for different reading levels and interests. These texts should align with the curriculum and provide opportunities for students to apply the reading comprehension strategies they are learning. Graphic Organizers: Develop or provide graphic organizers that support each reading comprehension strategy. These organizers can include story maps, KWL charts, cause-and-effect diagrams, graphic timelines, and Venn diagrams. Graphic organizers help students organize their thoughts and make connections while reading. Questioning Prompts: Prepare sets of questioning prompts that align with different reading comprehension strategies. These prompts can guide students to ask themselves questions before, during, and after reading, promoting active engagement and deeper understanding of the text. Close Reading Worksheets: Create or gather close reading worksheets that guide students through the process of analyzing and critically examining a text. These worksheets can include prompts for identifying main ideas, supporting details, author's purpose, and making inferences. Read-Alouds and Shared Reading: Select high-quality texts for read-aloud sessions and shared reading activities. During these sessions, model and demonstrate how to use the reading comprehension strategies effectively, thinking aloud and explicitly teaching students how to apply the strategies. Technology Tools: Explore digital tools and educational apps that provide interactive activities and games to practice reading comprehension strategies. These tools can engage students through multimedia resources, interactive quizzes, and online discussions related to the strategies. Guided Reading Groups: Organize small-group guided reading sessions where teachers can work closely with students to explicitly teach</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Teach students to identify and use the text's organizational structure to comprehend, learn, and</p>	<p>2023-12-04 - 2023-04-14</p>	<p>Leslie Walker</p>	<p>and reinforce the reading comprehension strategies. Provide leveled texts, discussion prompts, and individualized support during these sessions. Peer Collaboration and Discussions: Foster a collaborative learning environment where students can discuss and share their thinking while applying reading comprehension strategies. Encourage structured peer discussions and partner activities that promote the use and understanding of the strategies. Teacher Modeling: Demonstrate the effective use of reading comprehension strategies through think-alouds and shared demonstrations. Model how to apply the strategies while reading a text, emphasizing the thinking process and decision-making involved. Formative Assessment Tools: Develop or identify formative assessment tools, such as reading response journals, exit tickets, or observation checklists, to gauge students' understanding and application of the reading comprehension strategies. Use these assessments to inform instructional decisions and provide targeted feedback. Professional Development and Collaboration: Offer professional development sessions and opportunities for teachers to deepen their understanding of research-based reading comprehension strategies. Facilitate collaboration among educators to share best practices, resources, and lesson ideas related to teaching reading comprehension strategies.</p> <p>Texts with Varied Organizational Structures: Gather a collection of texts that represent a range of organizational structures, such as chronological order, cause and effect, compare and contrast, problem and solution, description, and sequence. Ensure that the texts align with the students' reading levels and cover a variety of subjects and genres. Graphic Organizers: Provide graphic organizers specifically designed to support the understanding of different organizational structures. Examples include flowcharts, Venn diagrams, cause-and-effect diagrams, story</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
remember content.			<p>maps, concept maps, and sequence charts. These organizers help students visually represent the text's structure and identify key elements. Expository Text Features: Introduce students to the features commonly found in expository texts, such as headings, subheadings, bullet points, bold or italicized text, captions, tables of contents, glossaries, and indexes. Teach students how to use these features as clues to the text's organization and to locate specific information. Scaffolded Reading Guides: Develop or provide reading guides that scaffold students' understanding of the text's organizational structure. These guides can include prompts or questions that guide students to identify main ideas, supporting details, transitions, and the overall structure of the text. Mentor Texts: Select well-crafted texts that effectively demonstrate the use of organizational structures. Analyze and discuss these mentor texts with students, highlighting how the author's choices contribute to the clarity and organization of the text. Interactive Whiteboards or Document Cameras: Utilize technology tools like interactive whiteboards or document cameras to project texts and annotate them together with students. Use these tools to highlight and discuss the text's organizational features, such as headings, subheadings, and text structure. Modeling and Think-Alouds: Model the process of identifying and using the text's organizational structure through think-alouds. Verbalize your thought process as you analyze the text, identify key elements, and make connections between ideas based on the organizational structure. Guided Practice Activities: Provide guided practice activities where students work in pairs or small groups to analyze texts and identify their organizational structures. Offer support and feedback during these activities to ensure students grasp the concept effectively. Text-Based Discussions: Engage students in text-based discussions where they can share their observations and insights about the text's organizational structure. Encourage students to justify their</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>conclusions and engage in peer-to-peer discussions about the text's organization. Summarizing Strategies: Teach students various summarizing strategies, such as main idea and key detail extraction, to reinforce their understanding of the text's organizational structure. Guide students to synthesize the information from the text and articulate it in concise and structured summaries. Differentiated Instruction: Differentiate instruction based on students' reading levels and abilities. Provide leveled texts that align with their reading abilities, ensuring that they have access to appropriate texts that challenge and support their understanding of organizational structures. Ongoing Formative Assessment: Develop or use formative assessment tools, such as comprehension quizzes, graphic organizers, or exit tickets, to gauge students' understanding of the text's organizational structure. Use these assessments to provide targeted feedback and to guide instructional decisions. Professional Development and Collaboration: Offer professional development sessions and collaboration opportunities for teachers to deepen their understanding of teaching organizational structures. Provide resources and lesson ideas that support the effective instruction of this skill.</p>

Anticipated Outcome

Increased Reading Comprehension Skills: Students will demonstrate improved abilities to understand, interpret, and analyze various types of texts. They will develop stronger comprehension strategies and apply them consistently to comprehend and make meaning from reading materials. Enhanced Vocabulary and Word Knowledge: As students engage in activities focused on improving comprehension, they will encounter new vocabulary words and expand their word knowledge. This will contribute to their overall language development and understanding of complex texts. Improved Text-Dependent Question Answering: Students will become more proficient in answering text-dependent questions that require them to draw evidence directly from the text to support their responses. They will develop the skills to identify relevant information, analyze textual evidence, and provide well-supported answers. Greater Engagement and Active Reading:

By implementing strategies and techniques to improve comprehension, students will become more engaged and active readers. They will develop a deeper understanding of the text's content and purpose, leading to increased interest and motivation in reading. Enhanced Critical Thinking and Analytical Skills: Students will develop critical thinking and analytical skills as they apply comprehension strategies to analyze and evaluate texts. They will learn to identify author's purpose, point of view, bias, and evaluate the reliability and credibility of sources. Improved Retention and Recall of Information: Through explicit instruction on comprehension strategies, students will develop techniques for better retaining and recalling information from texts. They will learn to make connections, summarize key points, and apply effective note-taking strategies. Transferable Skills to Other Subjects: The improvement in comprehension skills will have a positive impact on students' performance across various subjects. They will be better equipped to comprehend and analyze informational texts, textbooks, and other academic materials in subjects like science, social studies, and math. Increased Independent Reading Abilities: As students become more proficient in comprehension, they will gain confidence in their independent reading abilities. They will be able to apply the strategies they have learned to comprehend texts on their own, fostering a love for reading and lifelong learning. Differentiated Instruction: By addressing individual students' comprehension needs, educators can provide targeted instruction and interventions to support struggling readers and challenge advanced readers. This differentiation will ensure that all students are appropriately supported and challenged in their comprehension development. Progress Monitoring and Growth: Through ongoing assessment and monitoring of students' comprehension skills, educators will be able to track their progress over time. This data will provide insights into individual and class-wide growth, allowing for adjustments and further instructional support as needed.

Monitoring/Evaluation

People: The responsibility for monitoring and evaluation can be assigned to multiple stakeholders, including: **Classroom Teachers:** They will play a crucial role in implementing the action plan and will monitor student progress on a day-to-day basis. **Instructional Coaches or Curriculum Specialists:** They will provide support to teachers in implementing the action plan and will observe classroom instruction to assess its effectiveness. **School Administrator:** She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. **Frequency:** Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. **Methods:** Various methods can be used to monitor and evaluate the Improving Student Comprehension Action Plan, including: **Classroom Observations:** Conduct regular classroom observations to assess the implementation of instructional strategies, instructional quality, and student engagement. Use observation checklists or rubrics to provide structured feedback to teachers. **Formative**

Assessments: Use formative assessments, such as comprehension quizzes, reading response journals, or exit tickets, to gauge students' understanding and progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. Student Work Samples: Review and analyze students' work samples, such as written responses, graphic organizers, summaries, or reading logs, to evaluate their application of comprehension strategies and the depth of their understanding. Data Analysis: Collect and analyze data, such as reading assessment scores, comprehension question performance, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. Collaborative Reflection: Through regular meetings or professional learning communities, Foster collaborative reflection among teachers, instructional coaches, and administrators. Engage in discussions to share observations, challenges, successes, and best practices related to improving student comprehension. This reflection can inform ongoing improvements to the action plan.

Evidence-based Strategy

Improving mathematical problem-solving

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prepare and Utilize	2023-09-01 - 2024-06-12	Math Coach	Math Coach, SAS Resources Develop a bank of diverse and engaging mathematical problems that align with the specific objectives of the action plan. Incorporate the

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Problem-Based Instruction in Whole-Class Settings			<p>prepared problems into whole-class instruction, ensuring they are integrated seamlessly with the curriculum. Introduce the problems in a structured manner, providing clear explanations, relevant context, and necessary background information. Facilitate whole-class discussions to promote student engagement and critical thinking while solving the problems. Encourage students to collaborate and share their problem-solving strategies with their peers during the whole-class instruction. Provide guidance and support as needed, fostering a supportive learning environment that encourages risk-taking and exploration. Use the problems to reinforce key mathematical concepts and skills, allowing students to apply their knowledge in real-world scenarios. Monitor students' progress and provide timely feedback during the whole-class instruction to guide their problem-solving approaches. Reflect on the effectiveness of the problem-based instruction and make adjustments as necessary to enhance student learning. Continuously expand and refine the bank of problems, ensuring they encompass a wide range of difficulty levels and problem types. Collaborate with fellow educators to share successful problem-solving practices and promote professional growth. Celebrate student achievements and successes during the whole-class instruction, fostering a positive attitude towards mathematical problem solving.</p>
Expose students to multiple problem-solving strategies.	2023-09-01 - 2024-06-12	Math Coach	<p>Math Coach, SAS Resources Problem-Solving Strategy Guidebooks: Acquire or develop guidebooks that outline various problem-solving strategies, such as guess and check, work backwards, drawing a diagram, making a table, using logical reasoning, and breaking a problem into smaller parts. These guides should provide step-by-step instructions and examples to help students understand and apply different strategies. Sample Problems: Compile a collection of sample problems that cover a range of difficulty levels and problem types. These problems should be</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>aligned with the curriculum and incorporate real-world contexts when possible. Ensure that there are ample opportunities for students to practice applying different problem-solving strategies. Math Manipulatives: Provide a variety of math manipulatives, such as base-ten blocks, pattern blocks, geometric shapes, and number lines. These hands-on materials allow students to visualize and manipulate mathematical concepts, aiding in the development of problem-solving strategies. Interactive Technology Tools: Explore and identify interactive technology tools, such as educational apps, online problem-solving platforms, and virtual manipulatives. These resources can engage students through interactive simulations, games, and activities that reinforce problem-solving strategies. Graphic Organizers and Templates: Develop or provide graphic organizers and templates that assist students in organizing their thoughts and problem-solving steps. Examples include graphic organizers for creating tables, Venn diagrams, flowcharts, and problem-solving templates with guiding prompts. Peer Collaboration Opportunities: Foster a collaborative learning environment where students can work together in pairs or small groups. Peer collaboration provides opportunities for students to discuss different problem-solving approaches, share strategies, and learn from one another's perspectives. Teacher Guidance and Modeling: Provide professional development and support for teachers to deepen their understanding of problem-solving strategies and effective instructional practices. Teachers should be skilled in modeling problem-solving processes and facilitating class discussions that highlight multiple strategies. Differentiated Instruction: Offer support and extensions for students at different skill levels. Provide additional resources, worksheets, or challenges that align with various problem-solving strategies and cater to individual student needs. Assessment Tools: Develop or identify assessment tools that specifically evaluate students' proficiency in applying different problem-solving strategies. Use these assessments to gather data</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>and inform instructional decisions. Professional Learning Communities: Establish professional learning communities or study groups where teachers can collaborate and share best practices, resources, and experiences related to teaching problem-solving strategies</p>			
<p>Help students recognize and articulate mathematical concepts and notation.</p>	<p>2023-09-01 - 2024-06-12</p>	<p>Kimberly Safran/Principal</p>	<p>Math Coach, SAS Resources Visual Aids and Manipulatives: Utilize visual aids such as charts, diagrams, and models to represent mathematical concepts and relationships. Math manipulatives, such as base-ten blocks, fraction tiles, algebra tiles, and geometric shapes, can also be used to provide concrete representations of abstract concepts. Math Vocabulary Resources: Compile a list of key mathematical vocabulary words and their definitions. Provide students with vocabulary cards or a math word wall in the classroom, displaying the terms prominently for easy reference. Include examples and non-examples to enhance understanding. Math Glossaries and Dictionaries: Provide students with math glossaries or dictionaries that contain definitions and explanations of mathematical terms and symbols. These resources can support students in recognizing and articulating mathematical concepts and notation accurately. Anchor Charts: Create anchor charts that visually summarize and illustrate mathematical concepts and notation. Display these charts in the classroom, and refer to them during instruction to reinforce learning and facilitate discussions. Math Journals: Encourage students to keep math journals where they can record and explain their mathematical thinking. These journals can serve as a tool for students to articulate concepts and notation in their own words, fostering deeper understanding and communication skills. Math Talk Prompts: Develop a set of math talk prompts that encourage students to articulate their mathematical reasoning and engage in class discussions. These prompts can include questions like "How did you arrive at your answer?" or "Can you explain your thinking using mathematical notation?" Sentence</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>Stems and Frames: Provide students with sentence stems or frames that guide them in expressing mathematical ideas using appropriate notation. For example, "In this problem, the symbol _____ represents _____" or "The relationship between _____ and _____ can be represented by the equation _____." Interactive Whiteboards or Document Cameras: Utilize technology tools like interactive whiteboards or document cameras to project and annotate mathematical concepts, equations, and notation. This allows for real-time modeling and explanations, enhancing students' understanding and ability to articulate mathematical ideas. Peer Collaboration and Discussions: Facilitate opportunities for students to work in pairs or small groups to discuss and explain mathematical concepts and notation. Encourage them to use precise language and symbols when communicating their ideas to their peers. Teacher Feedback and Corrective Instruction: Provide timely and constructive feedback to students regarding their use of mathematical concepts and notation. Offer corrective instruction when misconceptions or errors are identified, guiding students toward accurate articulation and usage. Teacher Modeling: Demonstrate the proper use of mathematical concepts and notation during instruction. Model the process of articulating mathematical ideas clearly and encourage students to emulate this approach in their own work.</p>

Anticipated Outcome

Increased Problem-Solving Skills: Students will demonstrate improved abilities to analyze and solve mathematical problems. They will develop a deeper understanding of problem-solving strategies and apply them effectively to a variety of mathematical situations. Enhanced Mathematical Reasoning: As students engage in problem-solving activities, they will develop stronger mathematical reasoning skills. They will learn to think critically, make connections between concepts, and justify their solutions using mathematical language and logic. Improved Persistence and Resilience: Through the action plan, students will develop a growth mindset and become more persistent and

resilient in the face of challenging mathematical problems. They will develop problem-solving strategies, such as breaking problems into smaller parts or trying different approaches, and learn from mistakes or setbacks. Application of Math Concepts: Students will demonstrate a deeper understanding of mathematical concepts and their application in real-world problem-solving scenarios. They will be able to connect mathematical ideas across different domains and apply their knowledge to solve authentic problems. Collaborative Problem-Solving Skills: The action plan can foster collaboration among students, allowing them to engage in group problem-solving activities. Through collaboration, students will develop communication skills, share strategies and insights, and learn from their peers. Transferable Problem-Solving Skills: The skills developed through the action plan will extend beyond mathematics. Students will acquire problem-solving strategies that can be applied to other subject areas and real-life situations. They will become better equipped to analyze problems, think critically, and make informed decisions. Increased Confidence and Motivation: As students experience success in solving mathematical problems, their confidence and motivation in mathematics will increase. They will develop a positive attitude towards problem-solving, embrace challenges, and approach mathematics with enthusiasm. Progress Monitoring and Growth: Ongoing monitoring and assessment will provide insights into students' problem-solving growth. Regular formative assessments, observations, and student work analysis will help track individual and class-wide progress, identify areas of improvement, and guide instructional adjustments. Differentiated Instruction: The action plan can support differentiated instruction to meet the diverse needs of students. Teachers can provide targeted interventions, additional resources, or challenge opportunities based on individual students' problem-solving abilities and progress. Long-term Mathematical Proficiency: The anticipated output of the action plan is the development of students' long-term mathematical proficiency. By enhancing problem-solving skills, students will be better prepared for future mathematical challenges, higher-level mathematics, and academic success.

Monitoring/Evaluation

People: The responsibility for monitoring and evaluation is assigned to multiple stakeholders, including: Classroom Teachers: They will play a central role in implementing the action plan and will monitor student progress on a regular basis. Mathematics Coaches or Specialists: They will provide support to teachers in implementing problem-solving strategies and will offer guidance and feedback based on classroom observations. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student Mathematical Problem-Solving Action Plan,

including: **Formative Assessments:** Use formative assessments, such as problem-solving tasks, quizzes, or exit tickets, to assess students' problem-solving skills and monitor their progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. **Observation and Documentation:** Conduct regular classroom observations to assess the implementation of problem-solving strategies, instructional quality, and student engagement. Document observations using checklists or rubrics to provide structured feedback to teachers. **Student Work Analysis:** Review and analyze students' problem-solving work samples, including written solutions, strategies, and explanations, to evaluate their application of problem-solving strategies and the depth of their understanding. **Student Reflection and Self-Assessment:** Encourage students to reflect on their problem-solving processes and outcomes. Use self-assessment tools, such as problem-solving rubrics or reflection prompts, to encourage students to evaluate their own progress and identify areas for improvement. **Collaborative Problem-Solving Tasks:** Engage students in collaborative problem-solving tasks where they work in groups to solve mathematical problems. Assess their ability to work effectively in teams, communicate their thinking, and justify their solutions. **Data Analysis:** Collect and analyze data, such as problem-solving assessment scores, student reflections, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. **Collaborative Reflection:** Foster collaborative reflection among teachers, instructional coaches, and administrators through regular meetings or professional learning communities. Engage in discussions to share observations, challenges, successes, and best practices related to improving student mathematical problem-solving. This reflection can inform ongoing improvements to the action plan.

Evidence-based Strategy

Improving student attendance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance

By June 2024, Woolslair Elementary will have a regular attendance rate of 85%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct a comprehensive analysis to identify the root causes of the attendance problem.	2023-08-01 - 2023-09-01	Leadership Team	Attendance data, surveys or interviews, staff time for analysis, data analysis tools/software.
Launch a school-wide attendance awareness campaign.	2023-08-28 - 2024-06-14	Leadership team and counselor	Design and print posters, flyers, and banners; assembly organization; communication channels (newsletters, emails, etc.); staff and student involvement.
Implement strategies to enhance student engagement	2023-10-01 - 2024-06-14	Leadership Team	Mentorship program guidelines, student involvement opportunities (clubs, activities, events), curriculum enhancement (STEAM integration), staff training on student engagement strategies.
Strengthen parent and guardian involvement in addressing attendance issues.	2023-11-01 - 2024-06-14	FACE Coordinator and Leadership Team	Parent education materials, workshop resources, communication channels (newsletters, emails, phone calls), home-school partnership guidelines.
Implement a reliable system to monitor and track attendance.	2023-08-22 - 2024-06-14	Counselor and Leadership Team	Attendance tracking system/tools, staff training on data entry and analysis, regular data analysis schedule.
Develop interventions and support for chronically absent	2023-09-01 - 2024-06-14	Counselor and MTSS Team	Intervention guidelines, counseling resources, mentoring program materials, family support service partnerships, incentive and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students.			recognition system.
Conduct ongoing evaluation of the action plan's effectiveness.	2023-10-01 - 2024-06-14	Leadership Team	Data analysis tools/software, stakeholder feedback mechanisms, and regular evaluation schedule.

Anticipated Outcome

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System: Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

Monitoring/Evaluation

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and

support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted annually or at the end of each academic year. Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. Stakeholder meetings: Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. Documentation and reports: Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA PSSA. (ELA)	Improving Reading Comprehension	Consistent implementation of the new curriculum Open Court	08/22/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA PSSA. (ELA)	Improving Reading Comprehension	Teach students how to use several research-based reading comprehension strategies.	10/02/2023 - 12/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA PSSA. (ELA)	Improving Reading Comprehension	Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.	12/04/2023 - 04/14/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA. (Math)	Improving mathematical problem-solving	Expose students to multiple problem-solving strategies.	09/01/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA. (Math)	Improving mathematical problem-solving	Help students recognize and articulate mathematical concepts and notation.	09/01/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, Woolslair Elementary will have a regular attendance rate of 85%. (Attendance)	Improving student attendance	Implement a reliable system to monitor and track attendance.	08/22/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA. (Math)	Improving mathematical problem-solving	Prepare and Utilize Problem-Based Instruction in Whole-Class Settings	09/01/2023 - 06/12/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Kimberly Safran

2023-06-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Based on data from the 2021-22 SY the all-student group exceeds the standard demonstrating growth for English Language Arts/Literature. 85% of the students demonstrated growth, which exceeds the benchmark of 70%.

Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 9% for the Black student group. The all-student group had a proficiency rate of 23%.

During the 3rd administration of the CDT, there was a 100.0% completion rate in grades 3, 4, and 5 for ELA.

During the 3rd administration of the CDT, there was a 100.0% completion rate in grades 3, 4, and 5 for Math.

Based on the data from the 3rd administration of the MATH CDT, 79.3 % of students in grade 3 improved by 2+ standard error of measure.

During the 3rd administration of the CDT, there was a 100.0% completion rate in grade 4 Science. 15 out of 25 of the 3rd graders that have a valid growth score are at or above the grade-level mean RIT.

Challenges

Based on the Math PSSA data from the 2021-22 school year there was a proficiency rate of 11% for the Economically Disadvantaged student group. The all-student group had a proficiency rate of 23%.

Based on the ELA PSSA from the 2021-22 school year, there was a proficiency rate of 23% for the Black student group. The all-student group had a proficiency rate of 38%

Based on the data from the 3rd administration of the CDT, 20.8 % 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 data from the 2023 Spring administration of the Panorama Student Survey 48% of students responded favorably to the Self-Efficacy topic. This is a decrease of 7% from the previous administration.

Based on the data from the 3rd administration of the CDT, 10.0 % 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. 13 out of 37 of the fifth graders that have a valid growth score are at or above the grade-level mean RIT.

Strengths

Black students had a regular attendance rate of 71% compared to white students at 74%, which is our lowest disparity.

Identify professional learning needs through analysis of a variety of data

Based on Naviance data for the 2022/23SY, 96% of students completed the required career standards task for 3rd-5th Grade.

According to the 2023 Math third administration CDT Assessment, the above-the-middle-of-the-green score for economically disadvantaged students was 10.4% compared to the above-the-middle-of-the-green score for non-economically disadvantaged students which was 6.7%.

Based on data from the 2022 Spring administration of the TLC Survey there was a rate of agreement of 90% for the managing student conduct construct. This is 21% points higher than the 2022 Pittsburgh Public School average.

Based on the data from the 3rd administration of the CDT, OVERALL, 65.5 % of students in grade 3 improved by 2+ standard error of measure.

Based on the data from the 3rd administration of the CDT OVERALL, 63.7 % of students in grades 3, 4, and 5 improved by 1+ standard error of measure.

Challenges

According to the 2023 ELA third administration CDT Assessment, the above-the-middle-of-the-green score for African American students was 9.7% compared to the above-the-middle-of-the-green score for white students which was 31%.

Identify and address individual student learning needs

Based on the data from the 3rd administration of the CDT, 35.7 % of students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range

Based on data from the 2022 Spring administration of the TLC Survey there was a rate of agreement of 60% for the question “students treat peers with respect in this school”. This is a 21% decrease from the previous administration.

38.2% of students with an IEP received an office referral compared to 30.2% of students without an IEP.

According to the 2023 Math third administration CDT Assessment, the above-the-middle-of-the-green score for African American students was 6.5% compared to the above-the-middle-of-the-green score for white students which was 17%.

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

Based on the data from the 3rd administration of the CDT, 27.6 %

Strengths

Based on the data from the 3rd administration of the Math CDT, 67.9% of students in grade 4 improved by 1+ standard error of measure.

Based on the data from the 3rd administration of the Math CDT, 60.0% of students in grade 5 improved by 1+ standard error of measure.

Based on data from the 2023 Spring administration of the Panorama Student Survey 59% of students responded favorably to the Self-Efficacy topic. This is an increase of 12% from the Fall administration. Additionally, this was our SEL focus for the 22-23 school year

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

Challenges

of students in grade 3 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, 21.4 % 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, 10.0% of students in grade 5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

Students considered economically disadvantaged had a regular attendance rate of 65% compared to students not considered economically disadvantaged at 87%.

Most Notable Observations/Patterns

Staff utilize the time and supports set aside for planning effective instruction, however, the implementation of individual student learning is not conducted with fidelity.

Challenges	Discussion Point	Priority for Planning
<p>Based on data from the 2023 Spring administration of the Panorama Student Survey 48% of students responded favorably to the Self-Efficacy topic. This is a decrease of 7% from the previous administration.</p>	<p>Students continue to doubt their ability to persevere through difficult tasks and while they show knowledge of Self-Efficacy skills they do not regularly apply them to academic settings.</p>	
<p>Based on the data from the 3rd administration of the CDT, 10.0 % 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. 13 out of 37 of the fifth graders that have a valid growth score are at or above the grade-level mean RIT.</p>	<p>Students do not have strong mathematical comprehension</p>	<p>✓</p>
<p>Based on data from the 2022 Spring administration of the TLC Survey there was a rate of agreement of 60% for the question “students treat peers with respect in this school”. This is a 21% decrease from the previous administration.</p>		
<p>Identify and address individual student learning needs</p>		
<p>Implement a multi-tiered system of supports for academics and behavior</p>		
<p>38.2% of students with an IEP received an office referral compared to 30.2% of students without an IEP.</p>		
<p>According to the 2023 Math third administration CDT Assessment, the</p>		

Challenges	Discussion Point	Priority for Planning
<p>above-the-middle-of-the-green score for African American students was 6.5% compared to the above-the-middle-of-the-green score for white students which was 17%.</p>		
<p>According to the 2023 ELA third administration CDT Assessment, the above-the-middle-of-the-green score for African American students was 9.7% compared to the above-the-middle-of-the-green score for white students which was 31%.</p>		
<p>Students considered economically disadvantaged had a regular attendance rate of 65% compared to students not considered economically disadvantaged at 87%.</p>	<p>Students do not regularly attend school due to barriers at home</p>	<p>✓</p>
<p>Based on the data from the 3rd administration of the CDT, 35.7 % of students in grade 4 earned an overall Science CDT score that is equal to or greater than the middle of the green range</p>		
<p>Based on the data from the 3rd administration of the CDT, 20.8 % 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</p>	<p>Students do not have strong comprehension</p>	<p>✓</p>
<p>Based on the data from the 3rd administration of the CDT, 27.6 % of students in grade 3 earned an overall ELA CDT score that is equal to or greater than the middle of the green range</p>		
<p>Based on the data from the 3rd administration of the CDT, 21.4 % of students in grade 4 earned an overall ELA CDT score that is equal to or greater than the middle of the green range</p>		

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

Based on the data from the 3rd administration of the CDT, 10.0% of students in grade 5 earned an overall ELA CDT score that is equal to or greater than the middle of the green range

ADDENDUM B: ACTION PLAN

Action Plan: Improving Reading Comprehension

Action Steps	Anticipated Start/Completion Date
Consistent implementation of the new curriculum Open Court	08/22/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
<p>People: The responsibility for monitoring and evaluation can be assigned to multiple stakeholders, including: Classroom Teachers: They will play a crucial role in implementing the action plan and will monitor student progress on a day-to-day basis. Instructional Coaches or Curriculum Specialists: They will provide support to teachers in implementing the action plan and will observe classroom instruction to assess its effectiveness. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student</p>	<p>Increased Reading Comprehension Skills: Students will demonstrate improved abilities to understand, interpret, and analyze various types of texts. They will develop stronger comprehension strategies and apply them consistently to comprehend and make meaning from reading materials. Enhanced Vocabulary and Word Knowledge: As students engage in activities focused on improving comprehension, they will encounter new vocabulary words and expand their word knowledge. This will contribute to their overall language development and understanding of complex texts. Improved Text-Dependent Question Answering: Students will become more proficient in answering text-dependent questions that require them to draw evidence directly from the text to support their responses. They will develop the skills to identify relevant information, analyze textual evidence, and provide well-supported answers. Greater Engagement and Active Reading: By implementing strategies and techniques to improve comprehension, students will become more engaged and active readers. They will develop a deeper understanding of the text's content and purpose, leading to increased interest and motivation in reading. Enhanced Critical Thinking and Analytical Skills: Students will develop critical thinking and analytical skills as they apply comprehension strategies to analyze and evaluate texts. They will learn to identify</p>

Monitoring/Evaluation

Comprehension Action Plan, including: Classroom Observations: Conduct regular classroom observations to assess the implementation of instructional strategies, instructional quality, and student engagement. Use observation checklists or rubrics to provide structured feedback to teachers. Formative Assessments: Use formative assessments, such as comprehension quizzes, reading response journals, or exit tickets, to gauge students' understanding and progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. Student Work Samples: Review and analyze students' work samples, such as written responses, graphic organizers, summaries, or reading logs, to evaluate their application of comprehension strategies and the depth of their understanding. Data Analysis: Collect and analyze data, such as reading assessment scores, comprehension question performance, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. Collaborative Reflection: Through regular meetings or professional learning communities, Foster collaborative reflection among teachers, instructional coaches, and administrators. Engage in discussions to share observations, challenges, successes, and best

Anticipated Output

author's purpose, point of view, bias, and evaluate the reliability and credibility of sources. Improved Retention and Recall of Information: Through explicit instruction on comprehension strategies, students will develop techniques for better retaining and recalling information from texts. They will learn to make connections, summarize key points, and apply effective note-taking strategies. Transferable Skills to Other Subjects: The improvement in comprehension skills will have a positive impact on students' performance across various subjects. They will be better equipped to comprehend and analyze informational texts, textbooks, and other academic materials in subjects like science, social studies, and math. Increased Independent Reading Abilities: As students become more proficient in comprehension, they will gain confidence in their independent reading abilities. They will be able to apply the strategies they have learned to comprehend texts on their own, fostering a love for reading and lifelong learning. Differentiated Instruction: By addressing individual students' comprehension needs, educators can provide targeted instruction and interventions to support struggling readers and challenge advanced readers. This differentiation will ensure that all students are appropriately supported and challenged in their comprehension development. Progress Monitoring and Growth: Through ongoing assessment and monitoring of students' comprehension skills, educators will be able to track their progress over time. This data will provide insights into individual and class-wide growth, allowing for adjustments and further instructional support as needed.

Monitoring/Evaluation**Anticipated Output**

practices related to improving student comprehension. This reflection can inform ongoing improvements to the action plan.

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

Curriculum Guides: Obtain comprehensive curriculum guides that provide an overview of the scope and sequence, learning objectives, instructional strategies, and assessment components of the Open Court curriculum. These guides serve as a roadmap for teachers to ensure consistent implementation. Teacher Manuals: Acquire teacher manuals that provide detailed lesson plans, instructional strategies, and support materials specific to the Open Court curriculum. These manuals offer guidance on how to effectively deliver the curriculum content and facilitate student engagement. Student Textbooks and Workbooks: Provide each student with the necessary textbooks and workbooks aligned with the Open Court curriculum. These resources offer structured lessons, practice activities, and reading materials that reinforce the curriculum objectives. Supplemental Materials: Identify and gather additional supplemental materials, such as leveled readers, online resources, audio recordings, visual aids, and interactive activities that complement and enhance the Open Court curriculum. These materials provide additional support and enrichment opportunities for students. Professional Development: Organize professional development sessions to train teachers on the implementation of the Open Court curriculum. These sessions should focus on curriculum understanding, instructional strategies, assessment practices, and differentiation techniques. Ongoing professional development should be provided to support continuous improvement and fidelity of implementation. Classroom Libraries: Establish a well-stocked classroom library with a wide variety of fiction and non-fiction books at different reading levels and genres. These books should align with the themes and topics covered in the Open Court curriculum, providing opportunities for independent reading and further exploration of related content. Technology Resources: Ensure access to technology resources such as computers, tablets, interactive whiteboards, and educational software that support the Open Court curriculum. These resources can be used for multimedia presentations, online research, digital assessments, and interactive learning activities. Assessment Tools: Identify or develop assessment tools, including formative and summative assessments, that align with the Open Court curriculum objectives. These tools should measure student progress and

yes

Material/Resources/Supports Needed

**PD
Step**

inform instructional decision-making. Rubrics, checklists, and scoring guides can also support consistent and objective assessment practices. Collaboration and Networking Opportunities: Encourage collaboration and networking among teachers using the Open Court curriculum. Establish professional learning communities, or grade-level meetings, where educators can share best practices, exchange ideas, and discuss challenges related to curriculum implementation. Parent and Community Engagement: Provide resources and communication channels to engage parents and the community in understanding the Open Court curriculum. Share curriculum overviews, learning goals, and strategies for supporting student learning at home. Organize workshops, informational sessions, or family literacy events to involve parents in the learning process.

Action Steps

Anticipated Start/Completion Date

Teach students how to use several research-based reading comprehension strategies.

10/02/2023 - 12/01/2023

Monitoring/Evaluation

Anticipated Output

People: The responsibility for monitoring and evaluation can be assigned to multiple stakeholders, including: Classroom Teachers: They will play a crucial role in implementing the action plan and will monitor student progress on a day-to-day basis. Instructional Coaches or Curriculum Specialists: They will provide support to teachers in implementing the action plan and will observe classroom instruction to assess its

Increased Reading Comprehension Skills: Students will demonstrate improved abilities to understand, interpret, and analyze various types of texts. They will develop stronger comprehension strategies and apply them consistently to comprehend and make meaning from reading materials. Enhanced Vocabulary and Word Knowledge: As students engage in activities focused on improving comprehension, they will encounter new vocabulary words and expand their word knowledge. This will contribute to their overall language development and understanding of complex texts. Improved Text-Dependent Question Answering:

Monitoring/Evaluation

effectiveness. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student Comprehension Action Plan, including: Classroom Observations: Conduct regular classroom observations to assess the implementation of instructional strategies, instructional quality, and student engagement. Use observation checklists or rubrics to provide structured feedback to teachers. Formative Assessments: Use formative assessments, such as comprehension quizzes, reading response journals, or exit tickets, to gauge students' understanding and progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. Student Work Samples: Review and analyze students' work samples, such as written responses, graphic organizers, summaries, or reading logs, to evaluate their application of comprehension strategies and the

Anticipated Output

Students will become more proficient in answering text-dependent questions that require them to draw evidence directly from the text to support their responses. They will develop the skills to identify relevant information, analyze textual evidence, and provide well-supported answers. Greater Engagement and Active Reading: By implementing strategies and techniques to improve comprehension, students will become more engaged and active readers. They will develop a deeper understanding of the text's content and purpose, leading to increased interest and motivation in reading. Enhanced Critical Thinking and Analytical Skills: Students will develop critical thinking and analytical skills as they apply comprehension strategies to analyze and evaluate texts. They will learn to identify author's purpose, point of view, bias, and evaluate the reliability and credibility of sources. Improved Retention and Recall of Information: Through explicit instruction on comprehension strategies, students will develop techniques for better retaining and recalling information from texts. They will learn to make connections, summarize key points, and apply effective note-taking strategies. Transferable Skills to Other Subjects: The improvement in comprehension skills will have a positive impact on students' performance across various subjects. They will be better equipped to comprehend and analyze informational texts, textbooks, and other academic materials in subjects like science, social studies, and math. Increased Independent Reading Abilities: As students become more proficient in comprehension, they will gain confidence in their independent reading abilities. They will be able to apply the strategies they have learned to comprehend texts on their own, fostering a love for reading and lifelong learning. Differentiated Instruction: By addressing individual students' comprehension needs, educators can provide targeted instruction and interventions to support struggling readers and challenge advanced readers. This differentiation will

Monitoring/Evaluation

depth of their understanding. **Data Analysis:** Collect and analyze data, such as reading assessment scores, comprehension question performance, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions.

Collaborative Reflection: Through regular meetings or professional learning communities, Foster collaborative reflection among teachers, instructional coaches, and administrators. Engage in discussions to share observations, challenges, successes, and best practices related to improving student comprehension. This reflection can inform ongoing improvements to the action plan.

Anticipated Output

ensure that all students are appropriately supported and challenged in their comprehension development. **Progress Monitoring and Growth:** Through ongoing assessment and monitoring of students' comprehension skills, educators will be able to track their progress over time. This data will provide insights into individual and class-wide growth, allowing for adjustments and further instructional support as needed.

Material/Resources/Supports Needed

Reading Strategy Guides: Provide comprehensive guides that outline research-based reading comprehension strategies, such as predicting, questioning, visualizing, making connections, summarizing, and clarifying. These guides should explain each strategy's purpose, steps, and provide examples for students to understand and practice. **Anchor Charts:** Create visually appealing anchor charts that display the reading comprehension strategies prominently in the classroom. These charts should include clear explanations, visual representations, and examples of how to use each strategy effectively. **Leveled Texts:** Collect a range of leveled texts, including fiction and non-fiction, that are suitable for different reading levels and interests. These texts should align with the curriculum and provide opportunities for students to apply the reading comprehension strategies they are learning. **Graphic Organizers:** Develop or provide graphic organizers that support each reading comprehension strategy. These organizers can include story maps, KWL charts, cause-and-effect diagrams, graphic timelines, and Venn diagrams. Graphic organizers help students

**PD
Step**

yes

organize their thoughts and make connections while reading. **Questioning Prompts:** Prepare sets of questioning prompts that align with different reading comprehension strategies. These prompts can guide students to ask themselves questions before, during, and after reading, promoting active engagement and deeper understanding of the text. **Close Reading Worksheets:** Create or gather close reading worksheets that guide students through the process of analyzing and critically examining a text. These worksheets can include prompts for identifying main ideas, supporting details, author's purpose, and making inferences. **Read-Alouds and Shared Reading:** Select high-quality texts for read-aloud sessions and shared reading activities. During these sessions, model and demonstrate how to use the reading comprehension strategies effectively, thinking aloud and explicitly teaching students how to apply the strategies. **Technology Tools:** Explore digital tools and educational apps that provide interactive activities and games to practice reading comprehension strategies. These tools can engage students through multimedia resources, interactive quizzes, and online discussions related to the strategies. **Guided Reading Groups:** Organize small-group guided reading sessions where teachers can work closely with students to explicitly teach and reinforce the reading comprehension strategies. Provide leveled texts, discussion prompts, and individualized support during these sessions. **Peer Collaboration and Discussions:** Foster a collaborative learning environment where students can discuss and share their thinking while applying reading comprehension strategies. Encourage structured peer discussions and partner activities that promote the use and understanding of the strategies. **Teacher Modeling:** Demonstrate the effective use of reading comprehension strategies through think-alouds and shared demonstrations. Model how to apply the strategies while reading a text, emphasizing the thinking process and decision-making involved. **Formative Assessment Tools:** Develop or identify formative assessment tools, such as reading response journals, exit tickets, or observation checklists, to gauge students' understanding and application of the reading comprehension strategies. Use these assessments to inform instructional decisions and provide targeted feedback. **Professional Development and Collaboration:** Offer professional development sessions and opportunities for teachers to deepen their understanding of research-based reading comprehension strategies. Facilitate collaboration among educators to share best practices, resources, and lesson ideas related to teaching reading comprehension strategies.

Action Steps**Anticipated Start/Completion Date**

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

12/04/2023 - 04/14/2023

Monitoring/Evaluation**Anticipated Output**

People: The responsibility for monitoring and evaluation can be assigned to multiple stakeholders, including: Classroom Teachers: They will play a crucial role in implementing the action plan and will monitor student progress on a day-to-day basis. Instructional Coaches or Curriculum Specialists: They will provide support to teachers in implementing the action plan and will observe classroom instruction to assess its effectiveness. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student Comprehension Action Plan, including: Classroom Observations: Conduct regular classroom observations

Increased Reading Comprehension Skills: Students will demonstrate improved abilities to understand, interpret, and analyze various types of texts. They will develop stronger comprehension strategies and apply them consistently to comprehend and make meaning from reading materials. Enhanced Vocabulary and Word Knowledge: As students engage in activities focused on improving comprehension, they will encounter new vocabulary words and expand their word knowledge. This will contribute to their overall language development and understanding of complex texts. Improved Text-Dependent Question Answering: Students will become more proficient in answering text-dependent questions that require them to draw evidence directly from the text to support their responses. They will develop the skills to identify relevant information, analyze textual evidence, and provide well-supported answers. Greater Engagement and Active Reading: By implementing strategies and techniques to improve comprehension, students will become more engaged and active readers. They will develop a deeper understanding of the text's content and purpose, leading to increased interest and motivation in reading. Enhanced Critical Thinking and Analytical Skills: Students will develop critical thinking and analytical skills as they apply comprehension strategies to analyze and evaluate texts. They will learn to identify author's purpose, point of view, bias, and evaluate the reliability and credibility of sources. Improved Retention and Recall of Information: Through explicit

Monitoring/Evaluation

to assess the implementation of instructional strategies, instructional quality, and student engagement. Use observation checklists or rubrics to provide structured feedback to teachers. Formative Assessments: Use formative assessments, such as comprehension quizzes, reading response journals, or exit tickets, to gauge students' understanding and progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. Student Work Samples: Review and analyze students' work samples, such as written responses, graphic organizers, summaries, or reading logs, to evaluate their application of comprehension strategies and the depth of their understanding. Data Analysis: Collect and analyze data, such as reading assessment scores, comprehension question performance, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. Collaborative Reflection: Through regular meetings or professional learning communities, Foster collaborative reflection among teachers, instructional coaches, and administrators. Engage in discussions to share observations, challenges, successes, and best practices related to improving student comprehension. This reflection can inform ongoing

Anticipated Output

instruction on comprehension strategies, students will develop techniques for better retaining and recalling information from texts. They will learn to make connections, summarize key points, and apply effective note-taking strategies. Transferable Skills to Other Subjects: The improvement in comprehension skills will have a positive impact on students' performance across various subjects. They will be better equipped to comprehend and analyze informational texts, textbooks, and other academic materials in subjects like science, social studies, and math. Increased Independent Reading Abilities: As students become more proficient in comprehension, they will gain confidence in their independent reading abilities. They will be able to apply the strategies they have learned to comprehend texts on their own, fostering a love for reading and lifelong learning. Differentiated Instruction: By addressing individual students' comprehension needs, educators can provide targeted instruction and interventions to support struggling readers and challenge advanced readers. This differentiation will ensure that all students are appropriately supported and challenged in their comprehension development. Progress Monitoring and Growth: Through ongoing assessment and monitoring of students' comprehension skills, educators will be able to track their progress over time. This data will provide insights into individual and class-wide growth, allowing for adjustments and further instructional support as needed.

Monitoring/Evaluation**Anticipated Output**

improvements to the action plan.

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

Texts with Varied Organizational Structures: Gather a collection of texts that represent a range of organizational structures, such as chronological order, cause and effect, compare and contrast, problem and solution, description, and sequence. Ensure that the texts align with the students' reading levels and cover a variety of subjects and genres. Graphic Organizers: Provide graphic organizers specifically designed to support the understanding of different organizational structures. Examples include flowcharts, Venn diagrams, cause-and-effect diagrams, story maps, concept maps, and sequence charts. These organizers help students visually represent the text's structure and identify key elements. Expository Text Features: Introduce students to the features commonly found in expository texts, such as headings, subheadings, bullet points, bold or italicized text, captions, tables of contents, glossaries, and indexes. Teach students how to use these features as clues to the text's organization and to locate specific information. Scaffolded Reading Guides: Develop or provide reading guides that scaffold students' understanding of the text's organizational structure. These guides can include prompts or questions that guide students to identify main ideas, supporting details, transitions, and the overall structure of the text. Mentor Texts: Select well-crafted texts that effectively demonstrate the use of organizational structures. Analyze and discuss these mentor texts with students, highlighting how the author's choices contribute to the clarity and organization of the text. Interactive Whiteboards or Document Cameras: Utilize technology tools like interactive whiteboards or document cameras to project texts and annotate them together with students. Use these tools to highlight and discuss the text's organizational features, such as headings, subheadings, and text structure. Modeling and Think-Alouds: Model the process of identifying and using the text's organizational structure through think-alouds. Verbalize your thought process as you analyze the text, identify key elements, and make connections between ideas based on the organizational structure. Guided Practice Activities: Provide guided practice activities where students work in pairs or small groups to analyze texts and identify their organizational structures. Offer support and feedback during these activities to ensure students grasp the concept effectively. Text-Based Discussions: Engage students in text-based discussions where they can share their observations and insights about the text's organizational structure. Encourage students to justify their conclusions and engage in peer-to-peer discussions about the text's

yes

Material/Resources/Supports Needed

**PD
Step**

organization. Summarizing Strategies: Teach students various summarizing strategies, such as main idea and key detail extraction, to reinforce their understanding of the text's organizational structure. Guide students to synthesize the information from the text and articulate it in concise and structured summaries. Differentiated Instruction: Differentiate instruction based on students' reading levels and abilities. Provide leveled texts that align with their reading abilities, ensuring that they have access to appropriate texts that challenge and support their understanding of organizational structures. Ongoing Formative Assessment: Develop or use formative assessment tools, such as comprehension quizzes, graphic organizers, or exit tickets, to gauge students' understanding of the text's organizational structure. Use these assessments to provide targeted feedback and to guide instructional decisions. Professional Development and Collaboration: Offer professional development sessions and collaboration opportunities for teachers to deepen their understanding of teaching organizational structures. Provide resources and lesson ideas that support the effective instruction of this skill.

Action Plan: Improving mathematical problem-solving

Action Steps

Anticipated Start/Completion Date

Prepare and Utilize Problem-Based Instruction in Whole-Class Settings

09/01/2023 - 06/12/2024

Monitoring/Evaluation

Anticipated Output

People: The responsibility for monitoring and

Increased Problem-Solving Skills: Students will demonstrate improved abilities to

Monitoring/Evaluation

evaluation is assigned to multiple stakeholders, including: Classroom Teachers: They will play a central role in implementing the action plan and will monitor student progress on a regular basis. Mathematics Coaches or Specialists: They will provide support to teachers in implementing problem-solving strategies and will offer guidance and feedback based on classroom observations. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student Mathematical Problem-Solving Action Plan, including: Formative Assessments: Use formative assessments, such as problem-solving tasks, quizzes, or exit tickets, to assess students' problem-solving skills and monitor their progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. Observation and Documentation: Conduct regular classroom observations to assess the implementation of problem-solving strategies, instructional quality,

Anticipated Output

analyze and solve mathematical problems. They will develop a deeper understanding of problem-solving strategies and apply them effectively to a variety of mathematical situations. Enhanced Mathematical Reasoning: As students engage in problem-solving activities, they will develop stronger mathematical reasoning skills. They will learn to think critically, make connections between concepts, and justify their solutions using mathematical language and logic. Improved Persistence and Resilience: Through the action plan, students will develop a growth mindset and become more persistent and resilient in the face of challenging mathematical problems. They will develop problem-solving strategies, such as breaking problems into smaller parts or trying different approaches, and learn from mistakes or setbacks. Application of Math Concepts: Students will demonstrate a deeper understanding of mathematical concepts and their application in real-world problem-solving scenarios. They will be able to connect mathematical ideas across different domains and apply their knowledge to solve authentic problems. Collaborative Problem-Solving Skills: The action plan can foster collaboration among students, allowing them to engage in group problem-solving activities. Through collaboration, students will develop communication skills, share strategies and insights, and learn from their peers. Transferable Problem-Solving Skills: The skills developed through the action plan will extend beyond mathematics. Students will acquire problem-solving strategies that can be applied to other subject areas and real-life situations. They will become better equipped to analyze problems, think critically, and make informed decisions. Increased Confidence and Motivation: As students experience success in solving mathematical problems, their confidence and motivation in mathematics will increase. They will develop a positive attitude towards problem-solving, embrace challenges, and approach mathematics with enthusiasm. Progress Monitoring and Growth: Ongoing monitoring and assessment will provide insights into students'

Monitoring/Evaluation

and student engagement. Document observations using checklists or rubrics to provide structured feedback to teachers. Student Work Analysis: Review and analyze students' problem-solving work samples, including written solutions, strategies, and explanations, to evaluate their application of problem-solving strategies and the depth of their understanding. Student Reflection and Self-Assessment: Encourage students to reflect on their problem-solving processes and outcomes. Use self-assessment tools, such as problem-solving rubrics or reflection prompts, to encourage students to evaluate their own progress and identify areas for improvement. Collaborative Problem-Solving Tasks: Engage students in collaborative problem-solving tasks where they work in groups to solve mathematical problems. Assess their ability to work effectively in teams, communicate their thinking, and justify their solutions. Data Analysis: Collect and analyze data, such as problem-solving assessment scores, student reflections, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. Collaborative Reflection: Foster collaborative reflection among teachers, instructional coaches, and administrators

Anticipated Output

problem-solving growth. Regular formative assessments, observations, and student work analysis will help track individual and class-wide progress, identify areas of improvement, and guide instructional adjustments. Differentiated Instruction: The action plan can support differentiated instruction to meet the diverse needs of students. Teachers can provide targeted interventions, additional resources, or challenge opportunities based on individual students' problem-solving abilities and progress. Long-term Mathematical Proficiency: The anticipated output of the action plan is the development of students' long-term mathematical proficiency. By enhancing problem-solving skills, students will be better prepared for future mathematical challenges, higher-level mathematics, and academic success.

Monitoring/Evaluation**Anticipated Output**

through regular meetings or professional learning communities. Engage in discussions to share observations, challenges, successes, and best practices related to improving student mathematical problem-solving. This reflection can inform ongoing improvements to the action plan.

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

Math Coach, SAS Resources Develop a bank of diverse and engaging mathematical problems that align with the specific objectives of the action plan. Incorporate the prepared problems into whole-class instruction, ensuring they are integrated seamlessly with the curriculum. Introduce the problems in a structured manner, providing clear explanations, relevant context, and necessary background information. Facilitate whole-class discussions to promote student engagement and critical thinking while solving the problems. Encourage students to collaborate and share their problem-solving strategies with their peers during the whole-class instruction. Provide guidance and support as needed, fostering a supportive learning environment that encourages risk-taking and exploration. Use the problems to reinforce key mathematical concepts and skills, allowing students to apply their knowledge in real-world scenarios. Monitor students' progress and provide timely feedback during the whole-class instruction to guide their problem-solving approaches. Reflect on the effectiveness of the problem-based instruction and make adjustments as necessary to enhance student learning. Continuously expand and refine the bank of problems, ensuring they encompass a wide range of difficulty levels and problem types. Collaborate with fellow educators to share successful problem-solving practices and promote professional growth. Celebrate student achievements and successes during the whole-class instruction, fostering a positive attitude towards mathematical problem solving.

yes

Action Steps**Anticipated Start/Completion Date**

Expose students to multiple problem-solving strategies.

09/01/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

People: The responsibility for monitoring and evaluation is assigned to multiple stakeholders, including: Classroom Teachers: They will play a central role in implementing the action plan and will monitor student progress on a regular basis. Mathematics Coaches or Specialists: They will provide support to teachers in implementing problem-solving strategies and will offer guidance and feedback based on classroom observations. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student Mathematical Problem-Solving Action Plan, including: Formative Assessments: Use formative assessments, such as problem-solving tasks, quizzes, or exit tickets,

Increased Problem-Solving Skills: Students will demonstrate improved abilities to analyze and solve mathematical problems. They will develop a deeper understanding of problem-solving strategies and apply them effectively to a variety of mathematical situations. Enhanced Mathematical Reasoning: As students engage in problem-solving activities, they will develop stronger mathematical reasoning skills. They will learn to think critically, make connections between concepts, and justify their solutions using mathematical language and logic. Improved Persistence and Resilience: Through the action plan, students will develop a growth mindset and become more persistent and resilient in the face of challenging mathematical problems. They will develop problem-solving strategies, such as breaking problems into smaller parts or trying different approaches, and learn from mistakes or setbacks. Application of Math Concepts: Students will demonstrate a deeper understanding of mathematical concepts and their application in real-world problem-solving scenarios. They will be able to connect mathematical ideas across different domains and apply their knowledge to solve authentic problems. Collaborative Problem-Solving Skills: The action plan can foster collaboration among students, allowing them to engage in group problem-solving activities. Through collaboration, students will develop communication skills, share strategies and insights, and learn from their peers. Transferable Problem-Solving Skills: The skills developed through the action plan will extend beyond mathematics. Students will acquire problem-solving strategies that can be

Monitoring/Evaluation

to assess students' problem-solving skills and monitor their progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support.

Observation and Documentation: Conduct regular classroom observations to assess the implementation of problem-solving strategies, instructional quality, and student engagement. Document observations using checklists or rubrics to provide structured feedback to teachers.

Student Work Analysis: Review and analyze students' problem-solving work samples, including written solutions, strategies, and explanations, to evaluate their application of problem-solving strategies and the depth of their understanding.

Student Reflection and Self-Assessment: Encourage students to reflect on their problem-solving processes and outcomes. Use self-assessment tools, such as problem-solving rubrics or reflection prompts, to encourage students to evaluate their own progress and identify areas for improvement.

Collaborative Problem-Solving Tasks: Engage students in collaborative problem-solving tasks where they work in groups to solve mathematical problems. Assess their ability to work effectively in teams, communicate their thinking, and justify their solutions.

Data Analysis: Collect and analyze data, such as problem-solving assessment

Anticipated Output

applied to other subject areas and real-life situations. They will become better equipped to analyze problems, think critically, and make informed decisions.

Increased Confidence and Motivation: As students experience success in solving mathematical problems, their confidence and motivation in mathematics will increase. They will develop a positive attitude towards problem-solving, embrace challenges, and approach mathematics with enthusiasm.

Progress Monitoring and Growth: Ongoing monitoring and assessment will provide insights into students' problem-solving growth. Regular formative assessments, observations, and student work analysis will help track individual and class-wide progress, identify areas of improvement, and guide instructional adjustments.

Differentiated Instruction: The action plan can support differentiated instruction to meet the diverse needs of students. Teachers can provide targeted interventions, additional resources, or challenge opportunities based on individual students' problem-solving abilities and progress.

Long-term Mathematical Proficiency: The anticipated output of the action plan is the development of students' long-term mathematical proficiency. By enhancing problem-solving skills, students will be better prepared for future mathematical challenges, higher-level mathematics, and academic success.

Monitoring/Evaluation**Anticipated Output**

scores, student reflections, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. Collaborative Reflection: Foster collaborative reflection among teachers, instructional coaches, and administrators through regular meetings or professional learning communities. Engage in discussions to share observations, challenges, successes, and best practices related to improving student mathematical problem-solving. This reflection can inform ongoing improvements to the action plan.

Material/Resources/Supports Needed

**PD
Step**

Math Coach, SAS Resources Problem-Solving Strategy Guidebooks: Acquire or develop guidebooks that outline various problem-solving strategies, such as guess and check, work backwards, drawing a diagram, making a table, using logical reasoning, and breaking a problem into smaller parts. These guides should provide step-by-step instructions and examples to help students understand and apply different strategies. Sample Problems: Compile a collection of sample problems that cover a range of difficulty levels and problem types. These problems should be aligned with the curriculum and incorporate real-world contexts when possible. Ensure that there are ample opportunities for students to practice applying different problem-solving strategies. Math Manipulatives: Provide a variety of math manipulatives, such as base-ten blocks, pattern blocks, geometric shapes, and number lines. These hands-on materials allow students to visualize and manipulate mathematical concepts, aiding in the development of problem-solving strategies. Interactive Technology Tools: Explore and identify interactive technology tools, such as educational apps, online problem-solving platforms, and virtual manipulatives. These resources can engage students through interactive simulations, games, and activities that reinforce problem-solving strategies. Graphic Organizers and Templates: Develop or provide graphic organizers and templates that assist students in organizing their thoughts and problem-solving steps. Examples include graphic organizers for creating tables, Venn diagrams, flowcharts, and problem-solving templates with guiding prompts. Peer Collaboration Opportunities: Foster a collaborative learning environment where students can work together in pairs or small groups. Peer collaboration provides opportunities for students to discuss different problem-solving approaches, share strategies, and learn from one another's perspectives. Teacher Guidance and Modeling: Provide professional development and support for teachers to deepen their understanding of problem-solving strategies and effective instructional practices. Teachers should be skilled in modeling problem-solving processes and facilitating class discussions that highlight multiple strategies. Differentiated Instruction: Offer support and extensions for students at different skill levels. Provide additional resources, worksheets, or challenges that align with various problem-solving strategies and cater to individual student needs. Assessment Tools: Develop or identify assessment tools that specifically evaluate students' proficiency in applying different problem-solving strategies. Use these assessments to gather data and inform instructional decisions. Professional Learning Communities: Establish professional learning communities or study groups where teachers can collaborate and share best practices, resources, and experiences related to teaching problem-solving strategies.

yes

Action Steps**Anticipated Start/Completion Date**

Help students recognize and articulate mathematical concepts and notation.

09/01/2023 - 06/12/2024

Monitoring/Evaluation**Anticipated Output**

People: The responsibility for monitoring and evaluation is assigned to multiple stakeholders, including: Classroom Teachers: They will play a central role in implementing the action plan and will monitor student progress on a regular basis. Mathematics Coaches or Specialists: They will provide support to teachers in implementing problem-solving strategies and will offer guidance and feedback based on classroom observations. School Administrator: She will oversee the implementation of the action plan, provide resources and support, and assess its impact on student outcomes. Frequency: Monitoring and evaluation will occur regularly throughout the implementation of the action plan. Monitoring and evaluation activities will occur at least quarterly or at key milestones to track progress and make necessary adjustments. Methods: Various methods can be used to monitor and evaluate the Improving Student Mathematical Problem-Solving Action Plan, including: Formative Assessments: Use formative assessments,

Increased Problem-Solving Skills: Students will demonstrate improved abilities to analyze and solve mathematical problems. They will develop a deeper understanding of problem-solving strategies and apply them effectively to a variety of mathematical situations. Enhanced Mathematical Reasoning: As students engage in problem-solving activities, they will develop stronger mathematical reasoning skills. They will learn to think critically, make connections between concepts, and justify their solutions using mathematical language and logic. Improved Persistence and Resilience: Through the action plan, students will develop a growth mindset and become more persistent and resilient in the face of challenging mathematical problems. They will develop problem-solving strategies, such as breaking problems into smaller parts or trying different approaches, and learn from mistakes or setbacks. Application of Math Concepts: Students will demonstrate a deeper understanding of mathematical concepts and their application in real-world problem-solving scenarios. They will be able to connect mathematical ideas across different domains and apply their knowledge to solve authentic problems. Collaborative Problem-Solving Skills: The action plan can foster collaboration among students, allowing them to engage in group problem-solving activities. Through collaboration, students will develop communication skills, share strategies and insights, and learn from their peers. Transferable Problem-Solving Skills: The skills developed through the action plan will extend

Monitoring/Evaluation

such as problem-solving tasks, quizzes, or exit tickets, to assess students' problem-solving skills and monitor their progress. These assessments can provide insights into individual and class-wide performance and help identify areas that require additional support. Observation and Documentation: Conduct regular classroom observations to assess the implementation of problem-solving strategies, instructional quality, and student engagement. Document observations using checklists or rubrics to provide structured feedback to teachers. Student Work Analysis: Review and analyze students' problem-solving work samples, including written solutions, strategies, and explanations, to evaluate their application of problem-solving strategies and the depth of their understanding. Student Reflection and Self-Assessment: Encourage students to reflect on their problem-solving processes and outcomes. Use self-assessment tools, such as problem-solving rubrics or reflection prompts, to encourage students to evaluate their own progress and identify areas for improvement. Collaborative Problem-Solving Tasks: Engage students in collaborative problem-solving tasks where they work in groups to solve mathematical problems. Assess their ability to work effectively in teams, communicate their thinking, and justify their solutions. Data Analysis: Collect and

Anticipated Output

beyond mathematics. Students will acquire problem-solving strategies that can be applied to other subject areas and real-life situations. They will become better equipped to analyze problems, think critically, and make informed decisions. Increased Confidence and Motivation: As students experience success in solving mathematical problems, their confidence and motivation in mathematics will increase. They will develop a positive attitude towards problem-solving, embrace challenges, and approach mathematics with enthusiasm. Progress Monitoring and Growth: Ongoing monitoring and assessment will provide insights into students' problem-solving growth. Regular formative assessments, observations, and student work analysis will help track individual and class-wide progress, identify areas of improvement, and guide instructional adjustments. Differentiated Instruction: The action plan can support differentiated instruction to meet the diverse needs of students. Teachers can provide targeted interventions, additional resources, or challenge opportunities based on individual students' problem-solving abilities and progress. Long-term Mathematical Proficiency: The anticipated output of the action plan is the development of students' long-term mathematical proficiency. By enhancing problem-solving skills, students will be better prepared for future mathematical challenges, higher-level mathematics, and academic success.

Monitoring/Evaluation**Anticipated Output**

analyze data, such as problem-solving assessment scores, student reflections, and progress monitoring data, to track student growth and identify trends or patterns. This data can inform instructional decisions and guide targeted interventions. Collaborative Reflection: Foster collaborative reflection among teachers, instructional coaches, and administrators through regular meetings or professional learning communities. Engage in discussions to share observations, challenges, successes, and best practices related to improving student mathematical problem-solving. This reflection can inform ongoing improvements to the action plan.

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

Math Coach, SAS Resources Visual Aids and Manipulatives: Utilize visual aids such as charts, diagrams, and models to represent mathematical concepts and relationships. Math manipulatives, such as base-ten blocks, fraction tiles, algebra tiles, and geometric shapes, can also be used to provide concrete representations of abstract concepts. Math Vocabulary Resources: Compile a list of key mathematical vocabulary words and their definitions. Provide students with vocabulary cards or a math word wall in the classroom, displaying the terms prominently for easy reference. Include examples and non-examples to enhance understanding. Math Glossaries and Dictionaries: Provide students with math glossaries or dictionaries that contain definitions and explanations of mathematical terms and symbols. These resources can support students in recognizing and articulating mathematical concepts and notation accurately. Anchor Charts: Create anchor charts that visually summarize and illustrate mathematical concepts and notation. Display these charts in the classroom, and refer to them during instruction to reinforce learning and facilitate discussions. Math Journals: Encourage students to keep math journals where they can record and explain their mathematical thinking. These journals can serve as a tool for students to articulate concepts and notation in their own words, fostering deeper understanding and communication skills. Math Talk Prompts: Develop a set of math talk prompts that encourage students to articulate their mathematical reasoning and engage in class discussions. These prompts can include questions like "How did you arrive at your answer?" or "Can you explain your thinking using mathematical notation?" Sentence Stems and Frames: Provide students with sentence stems or frames that guide them in expressing mathematical ideas using appropriate notation. For example, "In this problem, the symbol _____ represents _____" or "The relationship between _____ and _____ can be represented by the equation _____." Interactive Whiteboards or Document Cameras: Utilize technology tools like interactive whiteboards or document cameras to project and annotate mathematical concepts, equations, and notation. This allows for real-time modeling and explanations, enhancing students' understanding and ability to articulate mathematical ideas. Peer Collaboration and Discussions: Facilitate opportunities for students to work in pairs or small groups to discuss and explain mathematical concepts and notation. Encourage them to use precise language and symbols when communicating their ideas to their peers. Teacher Feedback and Corrective Instruction: Provide timely and constructive feedback to students regarding their use of mathematical concepts and notation. Offer corrective instruction when misconceptions or errors are identified, guiding students toward accurate articulation and usage. Teacher Modeling: Demonstrate the proper use of mathematical concepts and notation during instruction. Model the process of articulating mathematical ideas clearly and encourage students to emulate this approach in their own work.

yes

Action Plan: Improving student attendance

Action Steps

Anticipated Start/Completion Date

Conduct a comprehensive analysis to identify the root causes of the attendance problem.

08/01/2023 - 09/01/2023

Monitoring/Evaluation

Anticipated Output

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted annually or at the end of each academic year. Methods: Attendance data analysis: Review and

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System: Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and

Monitoring/Evaluation

analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. Stakeholder meetings: Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. Documentation and reports: Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

Anticipated Output

patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

Material/Resources/Supports Needed

Attendance data, surveys or interviews, staff time for analysis, data analysis tools/software.

PD Step

no



Action Steps**Anticipated Start/Completion Date**

Launch a school-wide attendance awareness campaign.

08/28/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted annually or at the end of each academic year. Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System: Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the

Monitoring/Evaluation

identify any additional factors impacting attendance.
 Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance.
 Stakeholder meetings: Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan.
 Documentation and reports: Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

Anticipated Output

expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

Material/Resources/Supports Needed

Design and print posters, flyers, and banners; assembly organization; communication channels (newsletters, emails, etc.); staff and student involvement.

**PD
Step**

no

Action Steps**Anticipated Start/Completion Date**

Implement strategies to enhance student engagement

10/01/2023 - 06/14/2024

Monitoring/Evaluation

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted annually or at the end of each academic year. Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. Stakeholder meetings: Hold regular meetings with school administrators, attendance team members,

Anticipated Output

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System: Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

Monitoring/Evaluation**Anticipated Output**

teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. Documentation and reports: Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

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

Mentorship program guidelines, student involvement opportunities (clubs, activities, events), curriculum enhancement (STEAM integration), staff training on student engagement strategies.

no

Action Steps**Anticipated Start/Completion Date**

Strengthen parent and guardian involvement in addressing attendance issues.

11/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among

Monitoring/Evaluation

staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted annually or at the end of each academic year. Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. Stakeholder meetings: Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. Documentation and reports: Maintain

Anticipated Output

students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System: Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

Monitoring/Evaluation**Anticipated Output**

documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

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

Parent education materials, workshop resources, communication channels (newsletters, emails, phone calls), home-school partnership guidelines.

no

Action Steps**Anticipated Start/Completion Date**

Implement a reliable system to monitor and track attendance.

08/22/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student

Monitoring/Evaluation

attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted annually or at the end of each academic year. Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. Stakeholder meetings: Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. Documentation and reports: Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

Anticipated Output

engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System: Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Attendance tracking system/tools, staff training on data entry and analysis, regular data analysis schedule.

yes

Action Steps**Anticipated Start/Completion Date**

Develop interventions and support for chronically absent students.

09/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication

Monitoring/Evaluation

of the action plan's effectiveness can be conducted annually or at the end of each academic year.

Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. **Surveys and interviews:** Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. **Focus groups:** Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. **Stakeholder meetings:** Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. **Documentation and reports:** Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

Anticipated Output

channels, and home-school partnerships. **Reliable Attendance Monitoring System:** Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. **Interventions and Support for Chronically Absent Students:** Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. **Ongoing Evaluation:** Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

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

Intervention guidelines, counseling resources, mentoring program materials, family support service partnerships, incentive and recognition system.

no

Action Steps**Anticipated Start/Completion Date**

Conduct ongoing evaluation of the action plan's effectiveness.

10/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

People: School administrators: Responsible for overseeing the implementation of the action plan and monitoring progress. Attendance team: Comprises staff members designated to track attendance data, analyze trends, and identify areas for improvement. Teachers and support staff: Collaborate with the attendance team by providing relevant data and observations. Frequency: Regular monitoring: Ongoing monitoring of attendance data should occur throughout the academic year, ideally on a monthly or quarterly basis. Evaluation cycles: Formal evaluations of the action plan's effectiveness can be conducted

Analysis of Attendance Causes: A comprehensive understanding of the root causes of the attendance problem, identified through data analysis, surveys, and interviews. Attendance Awareness Campaign: Increased awareness among students, parents, and staff about the importance of regular attendance through the distribution of posters, flyers, and banners, as well as school-wide assemblies and communication channels. Enhanced Student Engagement: Improved student engagement through the implementation of mentorship programs, student involvement opportunities, and curriculum enhancements, resulting in increased motivation and connection to the school community. Strengthened Parent and Guardian Involvement: Increased parent and guardian involvement in addressing attendance issues, facilitated by educational workshops, effective communication channels, and home-school partnerships. Reliable Attendance Monitoring System:

Monitoring/Evaluation

annually or at the end of each academic year.
Methods: Attendance data analysis: Review and analyze attendance records regularly to identify patterns, trends, and areas of concern. Utilize attendance management systems or spreadsheets for accurate tracking and analysis. Surveys and interviews: Conduct surveys or interviews with students, parents, and staff to gather qualitative feedback on the effectiveness of the action plan and identify any additional factors impacting attendance. Focus groups: Organize focus groups comprising students, parents, and staff to gather in-depth insights and suggestions for improving attendance. Stakeholder meetings: Hold regular meetings with school administrators, attendance team members, teachers, and support staff to discuss progress, challenges, and potential adjustments to the action plan. Documentation and reports: Maintain documentation of monitoring activities, evaluation findings, and progress reports to track changes over time and inform future decision-making.

Anticipated Output

Implementation of a reliable system for tracking and monitoring attendance, leading to accurate data collection and analysis to identify attendance trends and patterns. Interventions and Support for Chronically Absent Students: Implementation of targeted interventions and support services for chronically absent students, such as counseling, mentoring, and family support partnerships, resulting in improved attendance rates. Ongoing Evaluation: Regular evaluation of the action plan's effectiveness through data analysis and stakeholder feedback, allowing for continuous improvement and adjustment of strategies as needed. The anticipated outputs reflect the desired outcomes of the action plan, with the expectation that they will contribute to a positive impact on student attendance at Woolslair Elementary A STEAM Academy.

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

Data analysis tools/software, stakeholder feedback mechanisms, and regular evaluation schedule.

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA PSSA. (ELA)	Improving Reading Comprehension	Consistent implementation of the new curriculum Open Court	08/22/2023 - 06/12/2024
By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA PSSA. (ELA)	Improving Reading Comprehension	Teach students how to use several research-based reading comprehension strategies.	10/02/2023 - 12/01/2023
By June of 2024, at least 65% of all students in grades 3-5 will score proficient or advanced on the 2024 ELA PSSA. (ELA)	Improving Reading Comprehension	Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.	12/04/2023 - 04/14/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA. (Math)	Improving mathematical problem-solving	Expose students to multiple problem-solving strategies.	09/01/2023 - 06/12/2024
By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA. (Math)	Improving mathematical problem-solving	Help students recognize and articulate mathematical concepts and notation.	09/01/2023 - 06/12/2024
By June 2024, Woolslair Elementary will have a regular attendance rate of 85%. (Attendance)	Improving student attendance	Implement a reliable system to monitor and track attendance.	08/22/2023 - 06/14/2024
By June of 2024, at least 38% of all students in grades 3-5 will score proficient or advanced on the 2024 Math PSSA. (Math)	Improving mathematical problem-solving	Prepare and Utilize Problem-Based Instruction in Whole-Class Settings	09/01/2023 - 06/12/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Learning Communities	Teachers	Science of Reading best practices and comprehension strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
lesson plans and student outcome data	09/01/2023 - 06/12/2024	LAC

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Structured Literacy
4d: Participating in a Professional Community	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

