Pittsburgh Langley K-8

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Pittsburgh Langley PreK-8		8255
Address 1		
2940 Sheraden Blvd.		
Address 2		
City	**State**	**Zip Code**
Pittsburgh	PA	15204
Chief School Administrator		**Chief School Administrator Email**
Wayne Walters		wwalters1@pghschools.org
Principal Name		
Shawn Stromberg		
Principal Email		
sstromberg2@pghschools.org		
Principal Phone Number		**Principal Extension**
(412)529-2100		2124
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Jana Rodriguez		jana.rodriguez@catapultlearning.com

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shawn Stromberg	Principal	Langley	sstromberg2@pghschools.org
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Amanda Long	Parent	Langley	amandalong903@gmail.com
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Vision for Learning

Vision for Learning

Our vision is to foster a community of life-long learners through a respectful and nurturing environment. Students will be able to exemplify our vision by demonstrating academic achievement and responsible citizenship.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**True** 6
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
PVAAS ELA Standard for Demonstrating Growth - Students Across All Grade Levels	Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met.
PVAAS ELA Standard for Demonstrating Growth - Students with IEPs	Based on the 22-23 ELA Standard for Demonstrating Growth, data across grades demonstrates the annual growth standard for students was met for Students with IEPs
PVAAS ELA Standard for Demonstrating Growth - Economically Disadvantaged Students	Based on 22-23 ELA standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Economically Disadvantaged students, was met.
PVAAS ELA Standard for Demonstrating Growth - Black Students	Based on 22-23 ELA standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Black students, was met.
PVAAS Math Standard for Demonstrating Growth - Students Across Grade Levels	Based on 22-23 Math standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met.
PVAAS Math Standard for Demonstrating Growth - Students with IEPs	Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Students with IEPs, met and exceeded the annual growth standard.
PVAAS Math Standard for Demonstrating Growth - Economically Disadvantaged Students	Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Economically Disadvantaged students, was met.
PVAAS Math Standard for Demonstrating Growth - Black Students	Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard, for Black students, was met.
PVAAS Math Standard for Demonstrating Growth - Lowest Performing 33%	Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard, for the Lowest Performing 33%, was met.
Attendance	Based on data from the 21-22 school year, the regular attendance rate for the all student

	group was 37.2%. This is below the statewide average of 73.9%
College and Career Standard Benchmark	Based on data from the 22-23 school year, the Career Standards Benchmark is 94.5% for the All Student group. This exceeded the statewide average of 89.6%.

Challenges

Indicator	Comments/Notable Observations
PSSA ELA Percent Proficient	Based on the ELA PSSA data, from the 22-23 school year, there was a proficiency rate of 20.8%, which was an increase of 2.9% from the 21-22 school year for the All Student group in comparison to the statewide average of 53.7%.
On Track Measures Grade 3 Reading (Early Indicators of Success)	Based on data from the 22-23 ELA PSSA, 33% of Grade 3 students are on track to be successful in future grades and ELA courses. This is an increase from the 21-22 ELA PSSA, when 16% of Grade 3 students were on track to be successful in future grades and ELA courses.
PSSA Advanced on Pennsylvania State Assessments: ELA	Based on data from the 22-23 school year, .4% of students scored Advanced on the ELA PSSA assessment. This was a decrease from the 21-22 school year when 1.9% of students scored Advanced on the ELA PSSA assessment. The statewide average was 16.2%.
PVAAS ELA Standard for Demonstrating Growth 6th Grade Economically Disadvantaged	Based on 22-23 ELA standards for demonstrating growth, data across 6th grade demonstrates that the annual growth standard was well below for students who are Economically Disadvantaged.
PSSA Math Percent Proficient	Based on the Math PSSA data, from the 22-23 school year, there was a proficiency rate of 8.6%, which is an increase of 3.7% from the 21-22 school year for the All Student group in comparison to the statewide average of 39.4%.
On Track Measures Grade 7 Math (Early Indicators of Success)	Based on data from the 22-23 Math PSSA, 2.4% of Grade 7 students are on track to be successful in math courses. This is a decrease from the 21-22 Math PSSA, where 7% of Grade 7 students were on track to be successful in math courses.
Advanced on Pennsylvania State Assessments: Mathematics	Based on data from the 22-23 school year, 0% of students scored Advanced on the Mathematics PSSA assessment. This was a decrease from the 21-22 school year (1.5%). The statewide average was 14.5%.
PVAAS Math Standard for Demonstrating Growth 8th Grade	Based on data from the 22-23 school year, there is significant evidence displaying that Grade 8 students did not meet the growth standard.
PVAAS Math Standard for Demonstrating Growth 8th Grade Economically Disadvantaged	Based on 22-23 ELA standards for demonstrating growth, data across 8th grade demonstrates that the annual growth standard was well below for students who are Economically Disadvantaged.
PVAAS Science Standard for	Based on 22-23 Science standards for demonstrating growth, data across grades demonstrates that

Demonstrating Growth Across Grade Levels	the annual growth standard was not met.
PSSA Advanced on Pennsylvania State Assessments: Science	Based on data from the 22-23 school year, 4.5% of students scored Advanced on the Science PSSA assessment. This was an increase of 2.2% from the 21-22 school year. The statewide average was 30.7%.
PSSA Science Percent Proficient	Based on the Science PSSA data, from the 22-23 school year, there was a proficiency rate of 23.9%, which is an increase of 4.1%, for the All Student group in comparison to the statewide average of 65.6%. During 21-22 school year, there was a proficiency rate of 19.8% for the All Student group.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	**Comments/Notable Observations**
PVAAS Math Standard for Demonstrating Growth, 7th Grade **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Based on 22-23 Math standard for demonstrating growth, 7th grade students demonstrated growth above the annual growth standard.
Indicator PVAAS Math Standard for Demonstrating Growth, 5th & 7th grade black students **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on 22-23 Math standard for demonstrating growth, 5th & 7th grade black students demonstrated growth above the annual growth standard.
Indicator PVAAS Math Standard for Demonstrating Growth, 4th & 7th grade students with IEPs **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Based on 21-22 Math standard for demonstrating growth, 4th & 7th grade students with IEPs demonstrated growth above the annual growth standard.
Indicator	**Comments/Notable Observations**

PVAAS Math Standard for Demonstrating Growth, 7th Grade Econ. Disadvantaged **ESSA Student Subgroups** Economically Disadvantaged	Based on 22-23 Math standard for demonstrating growth, 7th grade students, who are economically disadvantaged, demonstrated growth above the annual growth standard.
Indicator PVAAS Math Standard for Demonstrating Growth, 6th Grade Lowest Performing 33% **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Based on 22-23 Math standard for demonstrating growth, 6th grade students, who are among the lowest performing 33%, demonstrated growth well-above the annual growth standard.
Indicator PVAAS ELA Standard for Demonstrating Growth, 4th & 8th Grade **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Based on 22-23 ELA standard for demonstrating growth, 4th & 8th Grade students demonstrated growth above the annual growth standard.
Indicator PVAAS ELA Standard for Demonstrating Growth, 4th & 8th grade black students **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Based on 22-23 ELA standard for demonstrating growth, 4th & 8th grade black students demonstrated growth above the annual growth standard.

Challenges

Indicator PSSA Math Percent Proficient **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on the Math PSSA data from the 22-23 school year, there was a proficiency rate of 8.6% for the Black student group, in which the All student group had a proficiency rate of 8.9%.
Indicator PSSA Math Percent Proficient	**Comments/Notable Observations** Based on the Math PSSA data from the 22-23school year, there was a proficiency rate of 6.7%

ESSA Student Subgroups White	for the White student group. The All student group had a proficiency rate of 8.9%
Indicator PSSA Math Percent Proficient **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** .Based on the Math PSSA data from the 22-23 school year, there was a proficiency rate of 7.6% for the Economically Disadvantaged student group. The All student group had a proficiency rate of 8.9%.
Indicator PSSA Math Percent Proficient **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Based on the Math PSSA data from the 22-23 school year, there was a proficiency rate of 12.1% for the Students with Disabilities student group. The All student group had a proficiency rate of 8.9%.
Indicator PSSA Science Percent Proficient **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on the Science PSSA data from the 22-23 school year, there was a proficiency rate of 12.9% for the Black student group. The All Student group had a proficiency rate of 23.9%.
Indicator PSSA Science Percent Proficient **ESSA Student Subgroups** White	**Comments/Notable Observations** Based on the Science PSSA data from the 22-23 school year, there was a proficiency rate of 33.3% for the White student group. The All Student group had a proficiency rate of 23.9%.
Indicator PSSA Science Percent Proficient **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Based on the Science PSSA data from the 22-23 school year, there was a proficiency rate of 23.4% for the Economically Disadvantaged student group. The All Student group had a proficiency rate of 23.9%.
Indicator PSSA ELA Percent Proficient **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on the ELA PSSA data from the 22-23 school year, there was a proficiency rate of 17.2% for the Black student group. The All-Student group had a proficiency rate of 20.8%.
Indicator PSSA ELA Percent Proficient **ESSA Student Subgroups** White	**Comments/Notable Observations** Based on the ELA PSSA data from the 22-23 school year, there was a proficiency rate of 23.3% for the White student group. The All-Student group had a proficiency rate of 20.8%.
Indicator PSSA ELA Percent Proficient **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Based on the ELA PSSA data from the 22-23 school year, there was a proficiency rate of 20.1% for the Economically Disadvantaged student group. The All-Student group had a proficiency rate of 20.8%.

Indicator PSSA ELA Percent Proficient **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Based on the ELA PSSA data from the 22-23 school year, there was a proficiency rate of 13.4% for the Students with Disabilities student group. The All-student group had a proficiency rate of 20.8%.
Indicator PSSA ELA Percent Proficient **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** Based on the ELA PSSA data from the 22-23 school year, there was a proficiency rate of 37.5% for the Multi-Racial student group. The All-Student group had a proficiency rate of 20.8%.
Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Based on attendance data from the 23-24 school year, Regular Attendance was consistent with the 22-23 school year. Black: 53.3% (3% increase from 22-23) Economically Disadvantaged: 51.5% (.7% decrease from 22-23) Students with Disabilities: 57.4% (2.5% decrease from 22-23) White: 58.8% (5.2% increase from 22-23) 2 or More Races: 44.4% (6.3% decrease from 22-23)
Indicator Early Indicators of Success: Grade 3 Reading **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Based on PSSA data from the 22-22 school year, 35.5% of Black students and 27.9% of Economically Disadvantaged students are on track to be successful in future grades and ELA courses.
Indicator Early Indicators of Success: Grade 7 Mathematics **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Based on PSSA data from the 22-23 school year, 3.4% of Black students and 0% of Economically Disadvantaged students are on track to be successful in future grades and Math courses.
Indicator Advanced on Pennsylvania State Assessments: ELA **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Based on ELA PSSA data from the 22-23 school year, .4% of All Students scored Advanced on the assessment. Advanced performance for each student group is listed below: Black: 0% White: 0% Economically Disadvantaged: .4% Students with Disabilities: 1.8% Multi-Racial: 2.5%
Indicator	**Comments/Notable Observations**

Advanced on Pennsylvania State Assessments: Mathematics **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Based on Mathematics PSSA data from the 22-23 school year, 0% of All Students scored Advanced on the assessment. Advanced performance for each student group is listed below: Black: 0% White: 0% Economically Disadvantaged: 0% Students with Disabilities: 0% Multi-Racial: 0%
Indicator Advanced on Pennsylvania State Assessments: Science **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Based on Science PSSA data from the 22-23 school year, 4.5% of All Students scored Advanced on the assessment. Advanced performance for each student group is listed below: Black: 3.2% White: IS Economically Disadvantaged: 5.2% Students with Disabilities: 3.6%

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met for All students, along with Black students, students with IEPs, and Economically Disadvantaged Students.
Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was above for students who are the Lowest Performing 33%.
Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard was met for All Students, along with Black students, Economically Disadvantaged Students, and students who are the Lowest Performing 33%,
Based on 22-23 Math standards for demonstrating growth, data across grades demonstrates that the annual growth standard was above for students with IEPs.
Based on 22-23 Science standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met for students who are the Lowest Performing 33%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.
Proficiency rates in Math are well below state targets for the all-student group and for student subgroups. Proficiency rates in Math are well below state targets for the all-student group and for student subgroups.
Based on the 22-23 Regular Attendance, regular attendance has maintained the same levels as the 21-22 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Overall CDT ELA: Improved by +1 Standard Error or Measurement (SEM) score, Winter 23-24	The Overall CDT ELA by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 3rd grade: 34.2% 4th grade: 29.2% 5th grade: 37% 6th grade: 52% 7th grade: 36.4% 8th grade: 14.7%

English Language Arts Summary

Strengths

Pittsburgh Langley has evidence that they are maintaining growth for students in grades 4th, 5th, 7th, and 8th grade in ELA. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.

Challenges

As indicated by the DIBELS test, 46% of students in grades 3-5 show need for strategic or intensive support according to middle-of-the-year benchmark expectations for Accuracy of Oral Reading Fluency.
Pittsburgh Langley has a history of evidence that 6th grade students are not meeting the PA Academic growth standard in ELA. When we look at prior achievement versus exiting achievement, we discover that students are leaving sixth grade with a lower average achievement score than the prior grade.

Mathematics

Data	Comments/Notable Observations
Overall CDT Math: Improved by +1 Standard Error or Measurement (SEM) score, Winter 2023-24	The Overall CDT Math Improved by +1 SEM for each grade level, on the Winter 22-23 CDT, are as follows: 3rd grade: 60.5% 4th grade: 48% 5th grade: 44.7% 6th grade: 64% 7th grade: 44.1% 8th grade: 32.3%

Mathematics Summary

Strengths

Pittsburgh Langley has a history of evidence that they are maintaining growth for 4th, 5th, 6th, and 7th grade students in Math. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.

Challenges

The Overall CDT Math Improved by +1 SEM for each grade level, on the Winter 22-23 CDT, are as follows: 4th grade: 48% 5th grade: 44.7% 7th grade: 44.1% 8th grade: 32.3%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
23-24 Science CDT Data	The Overall CDT Science Improved by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 4th grade: 48.9% 8th grade: 44.8%

Science, Technology, and Engineering Education Summary

Strengths

The Overall CDT Science Improved by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 4th grade: 48.9% 8th grade: 44.8%

Challenges

The Overall CDT Science Improved by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 4th grade: 48.9% 8th grade: 44.8% However, students in grade 4th and 8th continue to be below grade level.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	For the 2023-24 School Year, 98% of fifth grade students and 100% of eighth grade students meet the ESSA standard for completion of career readiness.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Spring 23-24 administration of the Panorama Student SEL Survey	During the Spring 23-24 administration of the Panorama Student SEL Survey, we experienced growth in the following areas since the fall survey: Challenging Feelings (1% increase) and Supportive Relationships (2%).
Spring 23-24 administration of the Panorama Student SEL Survey	During the Spring 23-24 administration of the Panorama Student SEL Survey, we experienced decreases in the following areas since the fall survey: Positive Feelings (5% decrease), Self-Management (8% decrease), Challenging Feelings (1% decrease), Emotional Regulation (2% decrease), Self-Efficacy (5% decrease) and Learning Strategies (7% decrease).
Spring 23-24 administration of the Teaching and Learning Conditions (TLC) survey	On the Spring 23-24 administration of the Teaching and Learning Conditions (TLC) survey, 46% of teachers responded favorably on the Managing Student Conduct portion of the survey. This is down 3 percentage points from the Spring 2023 administration.

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

For the 2023-24 School Year, 98% of fifth grade students and 100% of eighth grade students meet the ESSA standard for completion of career readiness.
During the Spring 23-24 administration of the Panorama Student SEL Survey, the following areas increased since the last survey: Challenging Feelings and Supportive Relationships.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

During the Spring 23-24 administration of the Panorama Student SEL Survey, we did not have any of the following areas increase since the fall survey: Positive Feelings (5% decrease), Self-Management (8% decrease), Challenging Feelings (1% decrease), Emotional Regulation (2% decrease), Self-Efficacy (5% decrease) and Learning Strategies (7% decrease).

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Students with Disabilities - Spring 2024 ELA CDT	10.6% of students with disabilities achieved growth on the spring ELA CDT assessment. 13.6% of students with disabilities achieved significant growth on spring ELA CDT assessment.
Students with Disabilities - Spring 2024 Math CDT	15.2% of students with disabilities achieved growth on the spring Math CDT assessment. 36.4% of students with disabilities achieved significant growth on spring Math CDT assessment.
Students with Disabilities - Spring 2024 Science CDT	9.5% of students with disabilities achieved growth on the spring Science CDT assessment. 42.9% of students with disabilities achieved significant growth on the spring CDT science assessment.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Economically Disadvantaged - Spring 2024 ELA CDT	11.7% of students considered Economically Disadvantaged achieved growth on the spring ELA CDT. 22.5% of students considered Economically Disadvantaged achieved significant growth on the spring ELA CDT assessment.
Economically Disadvantaged - Spring 2024 Math CDT	15.8% of students considered Economically disadvantaged achieved growth on the spring Math CDT. 32.6% of students considered Economically Disadvantaged demonstrated significant growth on the spring Math CDT assessment.

Economically Disadvantaged - Spring 2024 Science CDT	12.5% of students considered Economically disadvantaged achieved growth on the spring Science CDT. 37.5% of students considered Economically Disadvantaged achieved significant growth on the spring Science CDT assessment.
Naviance Data of Student Groups	Naviance data reveals that all student groups are making progress towards meeting the Career Standards Benchmark with 98% of students in 5th and 8th grade grade students on target to meet the ESSA standard for completion of career readiness.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	12.4% of students of black students achieved growth on the spring ELA CDT. 21.7% of black students achieved significant growth on the spring ELA CDT assessment.
Black	15.5% of black students achieved growth on the spring Math CDT. 33.5% of black students achieved significant growth on the spring Math CDT assessment.
Black	7.8% of students of black students achieved growth on the spring Science CDT. 35.3% of black students achieved significant growth on the spring Science CDT assessment.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Schoolwide, student subgroups including Black students, Students with Disabilities, and Students Considered Economically Disadvantaged met or exceeded the standard for growth in Math, though there was some variability in the results for these groups within the grade-level data.
Growth across student groups is green, overall, for Black, Lowest Performing 33% and Students with IEPs. Economically Disadvantaged students, overall, were light blue.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The percent proficient and advanced across all student subgroups is low in ELA, Math, and Science, and the performance of these subgroups is well below state targets and statewide averages.
Student subgroups including Students with Disabilities, Black students, and Students Considered Economically Disadvantaged did not meet the standard for growth in ELA.
Growth across student subgroups in 7th grade ELA is red, indicating that students in these subgroups are not meeting the PA Academic Standard for growth.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Provide frequent, timely, and systematic feedback and support on instructional practices.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Continuously monitor implementation of the school improvement plan and adjust as needed.
Collectively shape the vision for continuous improvement of teaching and learning.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Foster a culture of high expectations for success for all students, educators, families, and community members.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Identify and address individual student learning needs.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met for All students, along with Black students, students with IEPs, and Economically Disadvantaged Students.	True
Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was above for students who are the Lowest Performing 33%.	True
Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard was met for All Students, along with Black students, Economically Disadvantaged Students, and students who are the Lowest Performing 33%,	True
Pittsburgh Langley has evidence that they are maintaining growth for students in grades 4th, 5th, 7th, and 8th grade in ELA. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	True
The Overall CDT Science Improved by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 4th grade: 48.9% 8th grade: 44.8%	True
For the 2023-24 School Year, 98% of fifth grade students and 100% of eighth grade students meet the ESSA standard for completion of career readiness.	False
Pittsburgh Langley has a history of evidence that they are maintaining growth for 4th, 5th, 6th, and 7th grade students in Math. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	True
Schoolwide, student subgroups including Black students, Students with Disabilities, and Students Considered Economically Disadvantaged met or exceeded the standard for growth in Math, though there was some variability in the results for these groups within the grade-level data.	True
Growth across student groups is green, overall, for Black, Lowest Performing 33% and Students with IEPs. Economically Disadvantaged students, overall, were light blue.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	True
Collectively shape the vision for continuous improvement of teaching and learning.	True
During the Spring 23-24 administration of the Panorama Student SEL Survey, the following areas increased since the last survey: Challenging Feelings and Supportive Relationships.	False
Based on 22-23 Math standards for demonstrating growth, data across grades demonstrates that the annual growth standard was above for students with IEPs.	True
Based on 22-23 Science standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met for students who are the Lowest Performing 33%.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Proficiency rates in Math are well below state targets for the all-student group and for student subgroups. Proficiency rates in Math are well below state targets for the all-student group and for student subgroups.	True
Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.	True
Based on the 22-23 Regular Attendance, regular attendance has maintained the same levels as the 21-22 school year.	True
During the Spring 23-24 administration of the Panorama Student SEL Survey, we did not have any of the following areas increase since the fall survey: Positive Feelings (5% decrease), Self-Management (8% decrease), Challenging Feelings (1% decrease), Emotional Regulation (2% decrease), Self-Efficacy (5% decrease) and Learning Strategies (7% decrease).	False
The Overall CDT Math Improved by +1 SEM for each grade level, on the Winter 22-23 CDT, are as follows: 4th grade: 48% 5th grade: 44.7% 7th grade: 44.1% 8th grade: 32.3%	False
As indicated by the DIBELS test, 46% of students in grades 3-5 show need for strategic or intensive support according to middle-of-the-year benchmark expectations for Accuracy of Oral Reading Fluency.	True
The percent proficient and advanced across all student subgroups is low in ELA, Math, and Science, and the performance of these subgroups is well below state targets and statewide averages.	True
Student subgroups including Students with Disabilities, Black students, and Students Considered Economically Disadvantaged did not meet the standard for growth in ELA.	True

Foster a culture of high expectations for success for all students, educators, families, and community members.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Identify and address individual student learning needs.	False
Pittsburgh Langley has a history of evidence that 6th grade students are not meeting the PA Academic growth standard in ELA. When we look at prior achievement versus exiting achievement, we discover that students are leaving sixth grade with a lower average achievement score than the prior grade.	False
The Overall CDT Science Improved by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 4th grade: 48.9% 8th grade: 44.8% However, students in grade 4th and 8th continue to be below grade level.	False
Growth across student subgroups in 7th grade ELA is red, indicating that students in these subgroups are not meeting the PA Academic Standard for growth.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

- Langley teachers are using a variety of assessment practices but are not acting on the information to adjust instructional practices. - Langley has worked heard to established a documented, consistent system for collecting data on a predetermined schedule. - Some Langley teachers are not able to use multiple sources of individual and disaggregated student group data in order to identify student needs, evaluate classroom practices, and modify instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficiency rates in Math are well below state targets for the all-student group and for student subgroups. Proficiency rates in Math are well below state targets for the all-student group and for student subgroups.	Although Langley students are completing academic tasks daily, based on teacher lesson plans, Langley students are not demonstrating the required academic proficiency. There is a disconnect and lack of intentionality between the academic tasks that are planned, and completed by Langley students, within the following three areas: Pittsburgh Public Schools Curriculum, PA Core Standards, and Formative/Summative Data. Additionally, Langley staff are not utilizing data to analyze how to ensure standards-based proficiency and lack instructional differentiation with formative/summative data.	True
Proficiency rates in ELA are well below state targets for the all-student group and for student subgroups.	Although Langley students are completing academic tasks daily, based on teacher lesson plans, Langley students are not demonstrating the required academic proficiency. There is a disconnect and lack of intentionality between the academic tasks that are planned, and completed by Langley students, within the following three areas: Pittsburgh Public Schools Curriculum, PA Core Standards, and Formative/Summative Data. Additionally, Langley staff are not utilizing data to analyze how to ensure standards-based proficiency and lack instructional differentiation with formative/summative data.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	Our daily efforts suffer from a lack of clear and transparent academic, behavior, and attendance goals, which creates an unclear definition of what high expectations are for academics, behavior, and attendance at Pittsburgh Langley PreK-8.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	We need to authentically work together, more collaboratively, and hold each other accountable to high expectations for our students and ourselves. We must focus on having all members feel supported and safe - socially, emotionally, intellectually, and physically, but the work must continue if all staff are going to have safe relationships with each other. We realize that it's hard to have opportunities to build trust because we don't	False

	have time to build trust outside of our small circles, and because the school is very large, both in terms of enrollment, staff size, and actual physical space.	
As indicated by the DIBELS test, 46% of students in grades 3-5 show need for strategic or intensive support according to middle-of-the-year benchmark expectations for Accuracy of Oral Reading Fluency.		False
The percent proficient and advanced across all student subgroups is low in ELA, Math, and Science, and the performance of these subgroups is well below state targets and statewide averages.		False
Student subgroups including Students with Disabilities, Black students, and Students Considered Economically Disadvantaged did not meet the standard for growth in ELA.		False
Based on the 22-23 Regular Attendance, regular attendance has maintained the same levels as the 21-22 school year.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Pittsburgh Langley has evidence that they are maintaining growth for students in grades 4th, 5th, 7th, and 8th grade in ELA. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	
Schoolwide, student subgroups including Black students, Students with Disabilities, and Students Considered Economically Disadvantaged met or exceeded the standard for growth in Math, though there was some variability in the results for these groups within the grade-level data.	
Growth across student groups is green, overall, for Black, Lowest Performing 33% and Students with IEPs. Economically Disadvantaged students, overall, were light blue.	
The Overall CDT Science Improved by +1 SEM for each grade level, on the Winter 23-24 CDT, are as follows: 4th grade: 48.9% 8th grade: 44.8%	

Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met for All students, along with Black students, students with IEPs, and Economically Disadvantaged Students.	
Based on 22-23 ELA standards for demonstrating growth, data across grades demonstrates that the annual growth standard was above for students who are the Lowest Performing 33%.	
Based on 22-23 Math standard for demonstrating growth, data across grades demonstrates the annual growth standard was met for All Students, along with Black students, Economically Disadvantaged Students, and students who are the Lowest Performing 33%,	
Pittsburgh Langley has a history of evidence that they are maintaining growth for 4th, 5th, 6th, and 7th grade students in Math. Although it is good to note that students' prior average achievement is the same as their exiting achievement, we know that in order to close the achievement gap these students need to have higher average exiting achievement when compared to the prior grade level.	
Provide frequent, timely, and systematic feedback and support on instructional practices.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	
Continuously monitor implementation of the school improvement plan and adjust as needed.	
Collectively shape the vision for continuous improvement of teaching and learning.	
Based on 22-23 Math standards for demonstrating growth, data across grades demonstrates that the annual growth standard was above for students with IEPs.	
Based on 22-23 Science standards for demonstrating growth, data across grades demonstrates that the annual growth standard was met for students who are the Lowest Performing 33%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will meet growth targets in math.
	If teachers use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will meet growth targets in ELA.
	If staff commit to authentic and collaborative Professional Learning Communities (involving instruction, culture, and systems) then Langley will cultivate a culture of teacher collaboration and accountability, in which we can hold each other accountable to high expectations, where students demonstrate academic achievement and responsible citizenship.

Goal Setting

Priority: If teachers use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will meet growth targets in math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 31% of Langley 3-8th grade students will score Proficient or Advanced on the ELA PSSA. This commitment aims to foster equitable ELA outcomes for all students.			
Measurable Goal Nickname (35 Character Max)			
Instruction - ELA - CDT			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 90% of students in grades 3rd-8th will have taken the CDT	By December 20, 2024, 45% of all students will increase one or more standard errors of measurement on the CDT. This commitment aims to foster equitable ELA outcomes for all students.	By March 28, 2025, 50% of all students will increase one or more standard errors of measurement on the CDT. This commitment aims to foster equitable ELA outcomes for all students.	By June 30, 2025, 31% of Langley 3-8th grade students will score Proficient or Advanced on the ELA PSSA. This commitment aims to foster equitable ELA outcomes for all students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 60% of K-2 students will demonstrate grade level proficiency as evidenced by DIBELs end-of-year benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Instruction - ELA - DIBELs			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 90% of K-2 students will completed their initial DIBELS assessment	By January 17, 2025 40% of K-2 students will demonstrate grade level proficiency.	By March 28, 2025, 50% of K-2 students will demonstrate grade level proficiency.	By June 30, 2025, 60% of Langley K-2 students will demonstrate grade level proficiency .

Priority: If teachers use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then students will meet growth targets in ELA.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 20% of Langley 3-8th grade students will score proficient or advanced on the Math PSSA. This commitment aims to foster equitable Math outcomes for all students.			
Measurable Goal Nickname (35 Character Max)			
Instruction - Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 90% of 3rd-8th students will have completed the initial CDT	By December 20, 2024, 53% of all students will increase one or more standard errors of measurement on the CDT. This commitment aims to foster equitable Math outcomes for all students.	By March 28, 2025, 58% of all students will increase one or more standard errors of measurement on the CDT. This commitment aims to foster equitable Math outcomes for all students.	By June 30, 2025, 20% of Langley 3-8th grade students will score proficient or advanced on the Math PSSA. This commitment aims to foster equitable Math outcomes for all students.

Priority: If staff commit to authentic and collaborative Professional Learning Communities (involving instruction, culture, and systems) then Langley will cultivate a culture of teacher collaboration and accountability, in which we can hold each other accountable to high expectations, where students demonstrate academic achievement and responsible citizenship.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, the K-8 regular student attendance rate will be 65%. This commitment aims to foster a community where equitable experiences, and outcomes, are demonstrated via academic achievement and responsible citizenship.			
Measurable Goal Nickname (35 Character Max)			
Culture - Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, the regular attendance percentage will be 50%. This commitment aims to foster a community where equitable experiences, and outcomes, are demonstrated via academic achievement and responsible citizenship.	By January 22, 2024, the regular attendance percentage will be 55%. This commitment aims to foster a community where equitable experiences, and outcomes, are demonstrated via academic achievement and responsible citizenship.	By March 28, 2025, the regular attendance percentage will be 60%. This commitment aims to foster a community where equitable experiences, and outcomes, are demonstrated via academic achievement and responsible citizenship.	By June 30, 2025, the K-8 regular student attendance rate will be 65%. This commitment aims to foster a community where equitable experiences, and outcomes, are demonstrated via academic achievement and responsible citizenship.

Action Plan

Measurable Goals

Instruction - ELA - CDT	Instruction - Math
Culture - Attendance	Instruction - ELA - DIBELs

Action Plan For: Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf

Measurable Goals:
• By June 30, 2025, 60% of K-2 students will demonstrate grade level proficiency as evidenced by DIBELs end-of-year benchmarks. • By June 30, 2025, 31% of Langley 3-8th grade students will score Proficient or Advanced on the ELA PSSA. This commitment aims to foster equitable ELA outcomes for all students. • By June 30, 2025, 20% of Langley 3-8th grade students will score proficient or advanced on the Math PSSA. This commitment aims to foster equitable Math outcomes for all students.

Action Step		**Anticipated Start/Completion Date**	
Langley Administrative team will present and introduce yearly staff PLC expectations, goals, commitments. PLC's will meet weekly.		2024-09-24	2024-10-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Shawn Stromberg	Examples and definitions of PLC Expectations, Goals, & Commitments	No	
Action Step		**Anticipated Start/Completion Date**	
Langley staff will analyze benchmark and progress monitoring data to develop goals and plan targeted instruction		2024-09-24	2025-05-16

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jody Miller, Jamie Iesue, Nina Stohovic (academic coaches)	Student grouping sheets, student goal setting, data displays, district curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
Coaching cycles are created to provide routine analysis of student needs, evaluation of classroom practices, and modification of instruction.		2024-10-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jody Miller, Jamie Iesue, and Nina Stohovic (Academic coaches) Kara Laporte & MIchele Masdea (Interventionist)	Literacy & Math Academic Coaching Logs, Teacher Lesson Plans, Student Work Analysis, and Instructional rounds	No	
Action Step		**Anticipated Start/Completion Date**	
Data will be analyzed to identify Tier III Students; these students will be provided academic interventions		2024-09-16	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kara LaPorte (Reading Interventionist) , Michele Masdea (Math Interventionist)	Benchmark Data (CDT, DIBELs, Phonetic Screener, etc...) Progress Monitoring Data Teacher Observations/Feedback Intervention materials for Reading/Math	No	
Action Step		**Anticipated Start/Completion Date**	
Langley Professional Learning Communities and Vertical Teams will provide an opportunity for all staff and stakeholders to use data for decision-making, instructional planning, and monitoring of student learning.		2024-10-07	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Shawn Stromberg (principal) & Kara Laporte (Interventionist)	Monthly PL Calendars, PLC & Vertical Team Agendas, Instructional Rounds Feedback, Professional Learning Surveys	Yes	
Action Step		**Anticipated Start/Completion Date**	
School-wide and individual classroom displays of data will be used to monitor progress and celebrate students growth and achievement		2024-11-05	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shawn Stromberg, Kara Laporte, Michele Masdea, Jody Miller, Jamie Iesure, and Nina Stohovic	Data and display material	No	
Action Step		**Anticipated Start/Completion Date**	
Langley will conduct an annual Title 1 meeting to review and revise the School Parent Compact and the Family Engagement Policy		2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sara Armenti (FACE Coordinator)	School Parent Compact & Family Engagement Policy and PSCC Agenda	No	
Action Step		**Anticipated Start/Completion Date**	
Langley staff will conduct a thorough needs assessment to identify areas where students require additional supports, informing the focus of the afterschool program		2024-10-21	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Shawn Stromberg, Stacy Laurie & Tammie Jones (Afterschool Leads)	Academic data including DIBELS, CDT, grades, and teacher input	No	
Action Step		**Anticipated Start/Completion Date**	
Align the afterschool activities directly with the identified needs, such as providing extra math or reading support for struggling students		2024-11-05	2025-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Shawn Stromberg, Stacy Laurie & Tammie Jones (Afterschool leads)	Afterschool teachers, supplies and materials for afterschool activities; current academic resources for intervention such as books and periodicals	No	
Action Step		**Anticipated Start/Completion Date**	
Provide a safe and structured afterschool program where all members of the afterschool team work together to create a positive learning environment		2024-11-05	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shawn Stromberg, Stacy Laurie & Tammie Jones (afterschool leads)	School security officer, clerical staff, and bus transportation	No	
Action Step		**Anticipated Start/Completion Date**	
Regularly monitor student progress in the afterschool program through the use of assessments and observations to evaluate the effectiveness of the program and make adjustments as needed		2024-11-11	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Shawn Stromberg (Principal), Stacy Laurie & Tammie Jones (afterschool leads)	Assessment data, teacher observations, and supplemental resources.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers who know, analyze, and use student data to support targeted measures to ensure student academic growth. School-wide utilization of DIBELS and CDT assessment system to drive instructional strategies and interventions supporting academic growth. Teachers, coaches, and interventionists lead student-growth centered conversations	Weekly teacher collaboration and reflection using student data connected to DIBELS & CDT assessments. Daily lesson plans showing evidence that teachers are utilizing data to inform student grouping and targeted instructional strategies to grow students. Monthly progress monitoring of DIBELS and CDT assessments during Professional Learning Community meetings, Coach/intervention meetings, and team meetings.

Action Plan For: Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior. https://www.attendanceworks.org/research/evidence-based-solutions/s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/ https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief

Measurable Goals:
• By June 30, 2025, the K-8 regular student attendance rate will be 65%. This commitment aims to foster a community where equitable experiences, and outcomes, are demonstrated via academic achievement and responsible citizenship.

Action Step		**Anticipated Start/Completion Date**	
Student Services staff creates a system for collecting, analyzing, and acknowledging attendance at the student, class, and school level on a pre-determined calendar to encourage a schoolwide approach to monitoring, increasing, and communicating regularly with parents regarding regular student attendance.		2024-09-04	2024-10-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sarah Armenti, Jennifer Scott, Daniel Funk, Michele Masdea, & Michael Dean	Attendance Data & Student Services Meeting Calendar, postage and mailing supplies for home communication	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will track monthly attendance via classroom attendance chart; so that teachers are able to monitor classroom attendance and place attendance in the forefront. Homeroom teachers will report data to the student service team.		2024-10-01	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
All Langley Teachers	Attendance Charts & Attendance Incentives	Yes	

Action Step		Anticipated Start/Completion Date	
Langley staff will teach and model the following student transitions quarterly: arrival, lunch/recess, creative arts, and dismissal. Teachers will progress monitoring to develop re-teaching opportunities as needed which will lead to positive student behavior as the norm during all transitions. https://www.pbis.org/classroom-pbis		2024-08-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jennifer Beck Bennardo, Leah Ward, Jeffrey Igims, Kathy Monti-Trievel, Tammie Jones, Dan Funk, & Shawn Stromberg	Schedule for Teaching Student Expectations, Student Transitions Procedures, & Re-Teaching Expectation (PBIS Matrix and PBIS lesson plans) Schedule	Yes	
Action Step		**Anticipated Start/Completion Date**	
PLC leads will coordinate with their respective PLCs to develop and establish quarterly behavior goals, in which during PLCs staff will collaborate on a learning cycle involving the Plan, Do, Check, Act Continuous Improvement Process. Learning cycles will run quarterly based on each quarter goal.		2024-10-10	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Leads	Yearly PLC Meeting Calendar, RISE Rubric, Quarterly Behavior Goal Form	No	
Action Step		**Anticipated Start/Completion Date**	
Regularly monitor student progress in the after school program through the use of assessments and observations to evaluate the effectiveness of the program and make adjustments as needed.		2024-11-11	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Shawn Stromberg (principal), Stacy Laurie & Tammie Jones (After school leads)	Assessment data, teacher observations, and supplemental resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Individual classroom monthly attendance data Complete classroom attendance charts (Daily) Reduced referrals during transitions (lunch) Wayfinder report to show increase in usage	Student Service team will meet weekly to review attendance data Teachers will monitor daily attendance via their classroom attendance charts Teachers will produce monthly attendance data (chart) and submit to leadership/student service team (monthly) Langley Staff will review PBIS lesson plans for transitions on a quarterly basis or as

	needed PLC leads will meet weekly with their teams and develop quarterly behavior goals Student service team will review referral data biweekly using PowerBI PBIS report Vice principal will review Wayfinder data monthly and report data to student service team (monthly)

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
2.0 FTE's - Comprehensive School Improvement Funds will be utilized to hire an ELA & math Interventionist who will support students, by directly providing Tier III supports and interventions, and working directly with teachers in providing intervention training.	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Salary	3	222044
Mandatory Benefits for 2.0 FTE's ELA & math Interventionists	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills	Benefits	3	110943

	and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf			
Comprehensive School Improvement Funds will be utilized to purchase supplies and materials, such as poster paper (for attendance tracking charts) and copier paper (K-8 DIBELS ELA benchmark assessments and screeners) are necessary to ensure that school improvement work has adequate supplies and materials.	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf • Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature	Supplies & Property	1	5000

	Human Behavior. https://www.attendanceworks.org/research/evidence-based-solutions/ s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/ https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief			
Comprehensive School Improvement Funds will be utilized to purchase of books and periodicals, for Langley staff members, as supports/guides for our School Improvement Plan work.	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Supplies & Property	3	1500
Comp additional work - Comprehensive School Improvement Funds will be utilized to hire a teachers, clerical staff, and security	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds	Salary	3	77500

for our after-school program, which will support students, by directly providing Tier II & III academic supports.	https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf			
Mandatory Benefits for After-School program staff.	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Benefits	1	15674
Postage is necessary to mail home communications regarding the number of school days that students have missed.	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds	Services	2	5821

	https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf			
Total Expenditures				438482

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	• Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior. https://www.attendanceworks.org/research/evidence-based-solutions/ s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/ https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief	Title I Funds will be utilized for a stipend for the FACE (Family and Community Engagement Coordinator) who will promote student achievement by collaborating with parents to provide a network to support students.	2900.00

Instruction	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Title I Funds will be utilized for a .50 FTE Middle School teacher who will instruct students in Math and a 1.0 FTE Middle School Teacher who will instruct students in ELA.	142143
Instruction	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Title I funds will be utilized to hire two FTE's paraprofessionals that will work with the interventionist and teacher to provide students Tier II support.	71154
Other Expenditures	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Title I funds will be utilized to purchase supplies to further advance our Action Step work involving ELA & Math instruction.	8337
Instruction	• Organizing instruction to improve student learning. There is a set of	Benefits for the	103136

	actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	1.0 FTE ELA teacher, .50 Math teacher and 2.0 FTE paraprofessionals	
Other Expenditures	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf • Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior. https://www.attendanceworks.org/research/evidence-based-	Supplies to support parent meetings	3846

	solutions/ s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/ https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief		
Other Expenditures	• Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf • Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior. https://www.attendanceworks.org/research/evidence-based-solutions/ s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/	Refreshments for parent meetings	2000

	https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief			
Total Expenditures				333516

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Langley staff will analyze benchmark and progress monitoring data to develop goals and plan targeted instruction
Organizing instruction to improve student learning. There is a set of actions that teachers can take that reflect the process of teaching and learning, and that recognizes the ways in which instruction must respond to the state of the learner. It also reflects our central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete—and in some cases quite nonobvious strategies https://ies.ed.gov/ncee/rel/regions/southwest/pdf/REL_2015105.pdf https://ascd.org/el/articles/learning-from-instructional-rounds https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf	Langley Professional Learning Communities and Vertical Teams will provide an opportunity for all staff and stakeholders to use data for decision-making, instructional planning, and monitoring of student learning.
Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior. https://www.attendanceworks.org/research/evidence-based-solutions/ s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-	Teachers will track monthly attendance via classroom attendance chart; so that teachers are able to monitor classroom attendance and place attendance in the forefront. Homeroom teachers will report data to the student service team.

monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/ https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief	
Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes everyday. In PBIS, these systems support accurate, durable, implementation of practices and the effective use of data to achieve better outcomes" (PBIS, n.d. "What is PBIS?", para. 3). (tier1). Improving student attendance by targeting parents' misbeliefs. Postcards to families of high-risk students throughout the school year found that messages including the number of days their children had missed were more effective than those with a message about the value of good attendance. Tier 1: Strong Source: Rogers, T. & Feller, A. (2018). Reducing student absences at scale by targeting parents' misbeliefs. Nature Human Behavior. https://www.attendanceworks.org/research/evidence-based-solutions/ s/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-1-monitor-chronic-absence-datahttps://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf/ https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief	Langley staff will teach and model the following student transitions quarterly: arrival, lunch/recess, creative arts, and dismissal. Teachers will progress monitoring to develop re-teaching opportunities as needed which will lead to positive student behavior as the norm during all transitions. https://www.pbis.org/classroom-pbis

Introduction to Langley PLC Expectations, Goals, & Commitments

Action Step		
• Langley Administrative team will present and introduce yearly staff PLC expectations, goals, commitments. PLC's will meet weekly.		
Audience		
Langley Teachers		
Topics to be Included		
PLC Rosters, PLC Distributive Leadership Rotation Schedule, PLC Calendar, & List of PLC Outputs		
Evidence of Learning		
PLC Agendas & PLC Academic & Behavior Goals Sheets		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Shawn Stromberg/Acting Principal	2024-09-24	2024-09-24

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	PLCs will take place twice a week on Mondays & Tuesdays
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 4d: Participating in a Professional Community • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Introduction to Langley Instructional Rounds

Action Step		
• Langley staff will analyze benchmark and progress monitoring data to develop goals and plan targeted instruction		
Audience		
Langley Teachers		
Topics to be Included		
PLC Rosters, RISE Rubric, & Instructional Round Goals		
Evidence of Learning		
Assembling academic Problems of Practice & Selection of RISE Component focus		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Shawn Stromberg/Acting Principal	2024-10-22	2024-10-22

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	PLCs will take place twice a week on Mondays & Tuesdays
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 1e: Designing Coherent Instruction • 4d: Participating in a Professional Community	

• 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Classroom Attendance Progress Monitoring

Action Step		
• Teachers will track monthly attendance via classroom attendance chart; so that teachers are able to monitor classroom attendance and place attendance in the forefront. Homeroom teachers will report data to the student service team.		
Audience		
Langley Teachers		
Topics to be Included		
Classroom Attendance Progress Monitoring		
Evidence of Learning		
Classroom Attendance Chart Displays		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Langley Teachers & Langley Social Workers	2024-10-01	2024-10-01

Learning Format

Type of Activities	**Frequency**
Inservice day	Month of September
Observation and Practice Framework Met in this Plan	
• 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Student Transitions

Action Step
• Langley staff will teach and model the following student transitions quarterly: arrival, lunch/recess, creative arts, and dismissal. Teachers will progress monitoring to develop re-teaching opportunities as needed which will lead to positive student behavior as the norm during all transitions. https://www.pbis.org/classroom-pbis

Audience		
Langley Teachers		
Topics to be Included		
Expectations for Student Transitions & Expectations for Teachers during Student Transitions		
Evidence of Learning		
Schedule for Teaching & Re-Teaching Student Transitions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Langley Teachers & Administration	2024-08-20	2024-08-20

Learning Format

Type of Activities	**Frequency**
Other	Month of September
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior • 2c: Managing Classroom Procedures	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• scan_joldspearson1_2024-08-29-17-21-53 (1).pdf • PPS Designated Schools 3.2024.xlsx

Chief School Administrator	Date
Building Principal Signature	**Date**
Shawn Stromberg	2025-01-27
School Improvement Facilitator Signature	**Date**
Jana Rodriguez	2025-01-28