

Pittsburgh Perry HS

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Perry Traditional Academy		0416
Address 1		
3875 Perrysville Avenue		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15214
Chief School Administrator		Chief School Administrator Email
Wayne Walters		wwalters1@pghschools.org
Principal Name		
Molly OMalley Argueta		
Principal Email		
momalleyargueta1@pghschools.org		
Principal Phone Number		Principal Extension
412-529-3401		3409
School Improvement Facilitator Name		School Improvement Facilitator Email
Jana Rodriguez		jana.rodriguez@catapultlearning.com

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Molly O Malley Argueta	Principal	Perry Traditional Academy	momalleyargueta1@pghschools.org
Dr. Nina Sacco	District Level Leaders	Pittsburgh Public Schools	nsacco1@pghschools.org
Annabell Cillo	District Level Leaders	Pittsburgh Public Schools	acillo1@pghschools.org
James Pegher	Assistant Principal	Perry Traditional Academy	jpegher1@pghschools.org
Derek Long	Teacher	Perry Traditional Academy	dlong1@pghschools.org
Robert Howard	Parent	Perry Traditional Academy	rhoward1@pghschools.org
Pheone Tolliver	Social Worker/Student Services ITL	Perry Traditional Academy	ptolliver1@pghschools.org
Alicia Weidner	Teacher	Perry Traditional Academy	aweidner1@pghschools.org
Emily Sawyer	Parent	Perry Traditional Academy	emily.sawyer@gmail.com
James Fogarty	Community Member	A+ Schools	jfogarty@apluschools.org
Diana Bucco	Community Member	Buhl Foundation	bucco@buhlfoundation.org
Tyeene Williams	Student	Perry Traditional Academy	sttwilliams96@students.pghschools.org
Lucinda Safran	Other	Perry Traditional Academy	lsafran1@pghschools.org
Jason Boll	Teacher	Perry Traditional Academy	jboll1@pghschools.org

Vision for Learning

Vision for Learning

Perry Traditional Academy will become a premier comprehensive urban high school founded on high academic achievement, rigor, and development of the whole student through a broad array of services and supports. 100% of our students will graduate career, college, and life ready with full access to multiple pathways to prosperity: Liberal Arts (College Prep), Career/Technical Education, and Service/Military Science.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Algebra and Biology Keystone 2022-23 School Year	Based on the Algebra 1 Keystone data from the 2022-23 school year there was a proficiency rate of 14.8% for the All Student group. This is a 14.8% increase from the 21-22 School year.
Meeting Annual Academic Growth Expectations (PVAAS) 2021-2022 ELA/Literature	The 2021-2022 SY Literature Academic Growth Score of 70 is close to the state average Growth score of 76 and above the 2020-2021 score of 50.
2020-21 Five-Year Cohort Graduation Rate	Based on data from the 2021-22SY, there was a 5-year cohort graduation rate of 85.4% which was above the 2020-2021 rate of 83.5%. This was close to the statewide average of 89.8%.
2022-2023 Rigorous Course of Study	Based on the data from the 2022-2023 Rigorous Course of study, 56% participation in rigorous course of studies 54.9% increase from 2020-2021 rate of 42.6.7%. We had an increase in the Rigorous Course Study participation by 13.4%.
2022-2023 SY NOCTI Student Performance Data	Based on the results from the 2022-2023 SY NOCTI Performance data, 2.7% of the students that tested in Perry's Health Assisting program scored competent or advanced for overall performance.
Biology Keystone Exam	Based on the Biology Keystone data from the 2022-23 school year there was a proficiency rate of 9.8% for the All Student group this is a 9.8% increase from the 2021-22 school year.
PVAAS ELA Statewide Growth Standard	We exceeded the statewide growth standard in ELA by 71.0.
Career Bench Mark Standard 2022-23 school year	There was a 95.8% increase in the career standards benchmark from the 22-23 school year.
Career Bench Mark Standard 2022-23 school year	Based on the data Perry's benchmark data was 97.2% which is above the state average of 89.6%

Challenges

Indicator	Comments/Notable Observations
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2022-23 SY ELA Keystone Proficiency Rate	Keystone data from the 2022-23 school year there was a proficiency rate of 23% for the All Student group. This a decrease from the 2021-22 school year of 27.9%
Meeting Annual Academic Growth Expectations (PVAAS) 2022-23 SY: Math/Algebra	The 2022-2023 SY Literature Academic Growth Score of 50 is below the Statewide Average Growth Score of 74.9.
Meeting Annual Academic Growth Expectations (PVAAS) 2022-23 SY: Science/Biology	The 2022-2023 SY Science/Biology Academic Growth Score of 50 is below the Statewide Average Growth Score of 74.7.
Regular Attendance 2021-2022 SY	Based on data from the 2021-2022 SY, 75.8% of students are chronically absent. This is significantly below the statewide average of 73.9%.
Career readiness Index 21-22 SY-- 4-year percent graduation cohort.	71.2% of the ALL Student Group Did Not Meet Interim Goal/Improvement Target-for the graduation 4-yr cohort
2022-2023 PSSA ELA Proficient or Advanced	Based on the data from the 2022-2023 ELA future ready index data, 23% of the all students group scored proficient or advanced. This was below the state average of 54.5%.
2022-2023 Industry Based Learning	Based on the data from the 2022-2023 Industry based learning, 24.0% of the all students group earned industry recognized credentials. This is below the state average of 32.8% and below the 30.7% statewide performance standard.
2022-2023 Advanced on Industry-Based Competency Assessment	Based on the data from the 2022-2023 SY advanced on industry-based competency assessment, 2.7% of the all students group earned industry recognized credentials. This is below the state average of 5.5% and below the 30.7% statewide performance standard.

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

Strengths

Indicator 2022-2023 Meeting Annual Growth Expectations (PVAAS) ELA ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Based on the 2022-2023 ELA PVAAS data, the academic growth score for the black student group was 72, the economically disadvantaged student group score was 72, students with disabilities group was 71 and the combined ethnicity group was 73. This was equal or above the all student group score of 71.
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<p>Indicator 2022-2023 Meeting Annual Growth Expectations (PVAAS) Math ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on the 2022-2023 Math PVAAS data, the academic growth score for the black student group was 50, the economically disadvantaged student group score was 50, students with disabilities group was 73 and the combined ethnicity group was 50. This was equal or above the all-student group score of 50.</p>
<p>Indicator 2022-23 SY Career Standards Benchmark ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Based on data from the 2022-23 SY 96.5% of students in the Black student group met the Career Standards Benchmark.</p>
<p>Indicator 2022-23 SY Career Standards Benchmark ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Based on data from the 2022-23 SY 96.9% of students in the Economically Disadvantaged student group met the Career Standards Benchmark.</p>
<p>Indicator 2022-23 SY Career Standards Benchmark ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations Based on data from the 2022-23SY 100% of students in the Student with Disabilities student group met the Career Standards Benchmark.</p>
<p>Indicator 2022-2023 Meeting Annual Growth Expectations (PVAAS) Science ESSA Student Subgroups</p>	<p>Comments/Notable Observations Based on the 2022-2023 Science PVAAS data, the academic growth score for the black student group was 52, the economically disadvantaged student group score was 51, students with disabilities group was 79 and the combined ethnicity group was 51. This was equal or above the all-student group score of 50.</p>

Challenges

<p>Indicator 2020-21 Five-Year Cohort Graduation Rate ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on data from the 2020-21 SY, there was a 5-year cohort graduation rate of 88.6% for the Black student group. The rate for the Economically Disadvantaged group had a rate of 83.3 and the students with disabilities group had a rate of 86.1%. The 5-year cohort graduation rate for the All Student group was 83.5%.</p>
<p>Indicator Regular Attendance Section (2020-21 SY) ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on data from the 2020-21 SY, the statewide average for regular attendance was 85.8%. The Regular Attendance rates for each student group is listed below: Student with Disabilities - 21.9% Economically Disadvantaged - 21.9% White - 24.2% Black - 26.2%</p>

<p>Indicator 2022-23 SY Algebra Keystone Proficiency Rate ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Based on the Algebra 1 Keystone data from the 2020-21 school year there was a proficiency rate of 8.7% for the Black Student group.</p>
<p>Indicator 2022-23 SY Biology Keystone Proficiency Rate ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Based on the Biology 1 Keystone data from the 2022-23 school year there was a proficiency rate of 6.4% for the Black Student group</p>
<p>Indicator Keystone ELA 2022-2023 SY ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Based on the ELA Keystone data from the 2022-23 school year there was a proficiency rate of 17% for the Black Student group</p>
<p>Indicator 2022-2023 ELA PSSA Proficient or Advanced ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on the 2022-2023 ELA PSSA, 17% of the black student group, 20.4% of the economically disadvantaged group, 8.7% of the students with disabilities group, and 17% of the combined ethnicity group scored proficient or advanced compared to 23% of the all-student group.</p>
<p>Indicator 2022-2023 Math PSSA Proficient or Advanced ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on the 2022-2023 Math PSSA, 8.5% of the black student group, 9.3% of the economically disadvantaged group, 8.7% of the students with disabilities group, and 7.7% of the combined ethnicity group scored proficient or advanced compared to 14.8% of the all-student group.</p>
<p>Indicator 2022-2023 Science PSSA Proficient or Advanced ESSA Student Subgroups</p>	<p>Comments/Notable Observations Based on the 2022-2023 Science PSSA, 6.4% of the black student group, 5.6% of the economically disadvantaged group, 4.3% of the students with disabilities group, and 5.7% of the combined ethnicity group scored proficient or advanced compared to 9.8% of the all-student group.</p>
<p>Indicator 2022-2023 Regular Attendance Rate ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on the 2022-2023 Regular attendance rate, the black student group had a rate of 26.2% which was below the 2021-2022 rate of 44.4%, the white student group had a rate of 24.4% which was down from the 2021-2022 rate of 49%, the 2 or more races group had a rate of 8.3%, the economically disadvantaged group had a rate of 21.9%, the students with disabilities group had a rate of 29.7% and the combined ethnicity group had a rate of 24.4%</p>

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 data from the 2020-21 SY, there was a 5-year cohort graduation rate of 88.6% for the Black student group. The rate for the Economically Disadvantaged group had a rate of 83.3 and the students with disabilities group had a rate of 86.1%. The 5-year cohort graduation rate for the All Student group was 83.5%.

Based on data from the 2022-23SY 100% of students in the Student with Disabilities student group met the Career Standards Benchmark.

Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83%

Based on the Biology Keystone data from the 2021-22 school year there was a proficiency rate of 0.0% for the All Student. There was an increase of 9.8% in the 2022-23 SY

Based on the Algebra 1 Keystone data from the 2021-22 school year there was a proficiency rate of 0.0% for the All Student. There was an increase of 14.8% in the 2022-23 SY

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.

Based on data from the 2021-2022 SY, 75.8% of students are chronically absent. This is significantly below the statewide average of 73.9%.

Based on the data from the 2022-2023 ELA future ready index data, 23% of the all students group scored proficient or advanced. This was below the state average of 54.5%.

Based on data from the 2020-21 SY, the statewide average for regular attendance was 85.8%. The Regular Attendance rates for each student group is listed below: Student with Disabilities - 21.9.% Economically Disadvantaged - 21.9% White - 24.2% Black - 26.2%

Based on the data from the 2022-2023 SY advanced on industry-based competency assessment, 2.7% of the all students group earned industry recognized credentials. This is below the state average of 5.5% and below the 30.7% statewide performance standard.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2023-24 CDT EOY assessment Literature	Based on the 2023-24 EOY administration of the Literature CDT assessment, 8.7% of students improved by +1 SEM. 30.4% of students improved significantly(+2 SEM)
2023-24 CDT EOY assessment Literature	Based on the 2023-24 EOY administration of the Literature CDT assessment, the completion rate was 72.2%.
2023-2024 CDT Completion rates	Based on the CDT data for the 2023-24 school year, we had an increase in the completion rates in ELA 64.3%.

English Language Arts Summary

Strengths

Based on the 2023-24 EOY administration of the Literature CDT assessment, the completion rate was 72.2%.
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Challenges

Based on the 2023-24 EOY administration of the Literature CDT assessment, 8.7% of students improved by +1 SEM. 30.4% of students improved significantly(+2 SEM)
Based on the ELA CDT Spring data 1.2% of our students scored in the Advanced (blue range).

Mathematics

Data	Comments/Notable Observations
2023-24 CDT EOY assessment Math	Based on the 2023-24 EOY administration of the Math CDT assessment, 29.8% of students improved by +1 SEM. 41.1% of students improved significantly (+2 SEM).
2023-2024 CDT Completion Rates	Based on the CDT data for the 2023-24 school year, we had an increase in the completion rates in Algebra 65.8%.

Mathematics Summary

Strengths

Based on the 2023-24 EOY administration of the Math CDT assessment, 29.8% of students improved by +1 SEM. 41.1% of students improved significantly (+2 SEM).
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Challenges

Based on the 2023-24 EOY administration of the Math CDT assessment, the completion rate was 52.9%.
Based on the 23-24 school year spring Math CDT data 2.2% scored advanced (Blue Range).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-24 CDT EOY assessment Science	Based on the 2023-24 EOY administration of the Science CDT assessment, the completion rate was 81.5%.
2023-24 CDT EOY assessment Science	Based on the 2023-24 EOY administration of the Science CDT assessment, 20.3% of students improved by +1 SEM. 37.5% of students improved significantly (+2 SEM).
2023-2024 CDT Completion Rates	Based on the CDT data for the 2023-24 school year, we had an increase in the completion rates in Biology 86.5%.

Science, Technology, and Engineering Education Summary

Strengths

Based on the 2023-24 EOY administration of the Science CDT assessment, the completion rate was 81.5%.

Challenges

Based on the 2023-24 EOY administration of the Science CDT assessment, 20.3% of students improved by +1 SEM. 37.5% of students improved significantly (+2 SEM).

Related Academics

Career Readiness

Data	Comments/Notable Observations
Based on the Career Standards Benchmark for the 22-23 SY All of our subgroups met or exceeded the growth target. This an 11% increase from the 20-21 school year.	Special education had 100% completion
22-23 Naviance Data	97.2% met career standards benchmark

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
2021-2022 SY Student Performance Data	Based on the results from the 2021-22 SY Performance data, 67% of the students that tested in Perry's Cosmetology program scored competent or advanced for overall performance.

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
2024 Spring Administration of the Panorama Student Survey	Only 66 students out of 378 completed the Panorama survey in the Spring of 2024. That's a 20% completion rate.
2024 Spring Administration of the Panorama Student Survey	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 79% for the topic of Supportive Relationship.
2024 Spring Administration of the Panorama Student Survey	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 68% for the topic of Self-management. This is a 3 percentage point decrease from the previous administration.
2024 Spring Administration of	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable

the Panorama Student Survey	response of 54% for the topic of Challenging Feelings. This is a 2 percentage point decrease from the previous administration.
2024 Spring Administration of the Panorama Student Survey	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 54% for the topic of Learning Strategies. This is a 4 percentage point decrease from the previous administration.
2024 Spring Administration of the Panorama Student Survey	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 53% for the topic of Positive Feelings. This is a 2 percentage point decrease from the previous administration.
2024 Spring Administration of the Panorama Student Survey	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 51% for the topic of Emotion Regulation. This is the only section that remained the same from Fall to Spring.
2024 Spring Administration of the Panorama Student Survey	Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 44% for the topic of Self-Efficacy. This is a 3 percentage point decrease from the previous administration.
2024 Spring Administration of the Panorama Student Survey	We had a fall Panorama completion rate of 38%-- and it decreased to 20% in the Spring.
2024 Spring TLC Survey	Based on the spring TLC survey data the Instructional practices and support was the highest area with 84% responding favorably. This is an increase of 4%.
2024 Spring TLC Survey	Based on the spring TLC survey data 48% of staff responded favorably on the question teachers consistently enforce rules for conduct. This is a decrease of 12%.
SAS Classroom Setting Data	Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83% Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83%

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.

Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 51% for the topic of Emotion Regulation. This is the only section that remained the same from Fall to Spring.
Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 79% for the topic of Supportive Relationship.

Based on the results from the 2022-23 SY NOCTI Performance data, 2.7% of the students that tested in Perry's Health Assisting program scored competent or advanced for overall performance, this is an increase from 0% from the 21-22 SY
Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83%
Based on the spring TLC survey data the Instructional practices and support was the highest area with 84% responding favorably. This is an increase of 4%.

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.

We had a fall Panorama completion rate of 38%-- and it decreased to 20% in the Spring.
Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 44% for the topic of Self-Efficacy. This is a 3 percentage point decrease from the previous administration.
Based on the results from the 2022-23 SY NOCTI Performance data, 2.7% of the students that tested in Perry's Health Assisting program scored competent or advanced for overall performance.
Based on the spring TLC survey data 48% of staff responded favorably on the question teachers consistently enforce rules for conduct. This is a decrease of 12%.
Only 66 students out of 378 completed the Panorama survey in the Spring of 2024. That's a 20% completion rate.

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
PSE Biology CDT	On the Biology CDT 100% of PSE students scored in the red range.
PSE Biology CDT	On the Biology CDT data there was 0% significant growth
PSE Algebra 1 CDT	On the Algebra 1 CDT 96.7% of PSE students scored in the red range
PSE Algebra 1 CDT	On the Algebra 1 CDT 3.3% of PSE students scored in the green range
PSE Algebra 1 CDT	On the Algebra 1 CDT PSE data there was 33.3% significant growth

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ED Biology CDT Data	On the Biology CDT 90.9% of ED students scored in the red range. 9.1% were in the green range.
ED Algebra 1 CDT Data	On the Algebra 1 CDT 92.9% of ED students scored in the red range. 7.1% scored in the green range.
ED Algebra 1 CDT Data	41.5% ED students showed significant + growth on the end of the year Algebra CDT.
ED Biology CDT Data	34.5 % ED students showed significant + growth on the end of the year Biology CDT.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	On the Biology CDT 92.2% of AA students scored in the red range.
Black	On the Biology CDT 7.8% of AA students scored in the green range
Black	At the end of the year Biology CDT 38% of AA students had significant + growth

Black	On the Algebra 1 CDT 92.9% of AA students scored in the red range
Black	On the Algebra 1 CDT 5.8% of AA students scored in the green range
Black	.At the end of the year Algebra 1 CDT 41.3% of AA students had significant + growth
Black	
2 or More Races	

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.

41.5% ED students showed significant + growth on the end of the year Algebra 1 CDT.
At the end of the year Biology CDT 38% of AA students had significant + growth
On the Algebra 1 CDT PSE data there was 33.3% significant growth
.At the end of the year Algebra 1 CDT 41.3% of AA students had significant + growth

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.

On the Biology CDT 100% of PSE students scored in the red range.
On the Biology CDT data there was 0% significant growth for students with disabilities.
On the Biology CDT 90.9% of ED students scored in the red range. 9.1% were in the green range.
On the Biology CDT 92.2% of AA students scored in the red range.
On the Algebra 1 CDT 92.9% of AA students scored in the red range

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
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	Emerging

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	Emerging
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	Operational

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?

Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.

Align curricular materials and lesson plans to the PA Standards

Implement an evidence-based system of schoolwide positive behavior interventions and supports

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?

Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members. Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. Implement a multi-tiered system of supports for academics and behavior.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Implement a multi-tiered system of supports for academics and behavior.
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Identify and address individual student learning needs
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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 data from the 2020-21 SY, there was a 5-year cohort graduation rate of 88.6% for the Black student group. The rate for the Economically Disadvantaged group had a rate of 83.3 and the students with disabilities group had a rate of 86.1%. The 5-year cohort graduation rate for the All Student group was 83.5%.	False
Based on data from the 2022-23SY 100% of students in the Student with Disabilities student group met the Career Standards Benchmark.	False
Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83%	True
Based on the Biology Keystone data from the 2021-22 school year there was a proficiency rate of 0.0% for the All Student. There was an increase of 9.8% in the 2022-23 SY	True
	False
Based on the 2023-24 EOY administration of the Literature CDT assessment, the completion rate was 72.2%.	False
Based on the 2023-24 EOY administration of the Science CDT assessment, the completion rate was 81.5%.	False
Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	True
Align curricular materials and lesson plans to the PA Standards	False
	False
At the end of the year Biology CDT 38% of AA students had significant + growth	False
On the Algebra 1 CDT PSE data there was 33.3% significant growth	True
Based on the 2023-24 EOY administration of the Math CDT assessment, 29.8% of students improved by +1 SEM. 41.1% of students improved significantly (+2 SEM).	False
Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 79% for the topic of Supportive Relationship.	True
Based on the results from the 2022-23 SY NOCTI Performance data, 2.7% of the students that tested in Perry's Health Assisting program scored competent or advanced for overall performance, this is an increase from 0% from the 21-22 SY	True
41.5% ED students showed significant + growth on the end of the year Algebra 1 CDT.	False
Based on the Algebra 1 Keystone data from the 2021-22 school year there was a proficiency rate of 0.0% for the All Student. There was an increase of 14.8% in the 2022-23 SY	True

Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 51% for the topic of Emotion Regulation. This is the only section that remained the same from Fall to Spring.	False
.At the end of the year Algebra 1 CDT 41.3% of AA students had significant + growth	False
	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83%	False
Based on the spring TLC survey data the Instructional practices and support was the highest area with 84% responding favorably. This is an increase of 4%.	False

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
Based on data from the 2021-2022 SY, 75.8% of students are chronically absent. This is significantly below the statewide average of 73.9%.	True
Based on the data from the 2022-2023 ELA future ready index data, 23% of the all students group scored proficient or advanced. This was below the state average of 54.5%.	True
Based on data from the 2020-21 SY, the statewide average for regular attendance was 85.8%. The Regular Attendance rates for each student group is listed below: Student with Disabilities - 21.9% Economically Disadvantaged - 21.9% White - 24.2% Black - 26.2%	True
Based on the data from the 2022-2023 SY advanced on industry-based competency assessment, 2.7% of the all students group earned industry recognized credentials. This is below the state average of 5.5% and below the 30.7% statewide performance standard.	False
	False
	False
Based on the 2023-24 EOY administration of the Math CDT assessment, the completion rate was 52.9%.	False
Based on the 2023-24 EOY administration of the Literature CDT assessment, 8.7% of students improved by +1 SEM. 30.4% of students improved significantly(+2 SEM)	False
We had a fall Panorama completion rate of 38%-- and it decreased to 20% in the Spring.	True
Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 44% for the topic of Self-Efficacy. This is a 3 percentage point decrease from the previous administration.	True
On the Biology CDT 100% of PSE students scored in the red range.	False
On the Biology CDT data there was 0% significant growth for students with disabilities.	False

Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members. Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. Implement a multi-tiered system of supports for academics and behavior.	True
	False
	False
	False
Based on the ELA CDT Spring data 1.2% of our students scored in the Advanced (blue range).	False
Based on the 23-24 school year spring Math CDT data 2.2% scored advanced (Blue Range).	False
Based on the results from the 2022-23 SY NOCTI Performance data, 2.7% of the students that tested in Perry's Health Assisting program scored competent or advanced for overall performance.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Identify and address individual student learning needs	False
On the Biology CDT 90.9% of ED students scored in the red range. 9.1% were in the green range.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Implement a multi-tiered system of supports for academics and behavior.	True
	False
On the Biology CDT 92.2% of AA students scored in the red range.	True
Based on the 2023-24 EOY administration of the Science CDT assessment, 20.3% of students improved by +1 SEM. 37.5% of students improved significantly (+2 SEM).	False
Based on the spring TLC survey data 48% of staff responded favorably on the question teachers consistently enforce rules for conduct. This is a decrease of 12%.	False
On the Algebra 1 CDT 92.9% of AA students scored in the red range	True
Only 66 students out of 378 completed the Panorama survey in the Spring of 2024. That's a 20% completion rate.	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.

High truancy rates, discontinuity of staff (particularly administration), a need for better support student services, and low expectations for behavior and scholastic performance are recurring themes that negatively affect the school and pose challenges to it.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Based on data from the 2021-2022 SY, 75.8% of students are chronically absent. This is significantly below the statewide average of 73.9%.		False
Based on the data from the 2022-2023 ELA future ready index data, 23% of the all students group scored proficient or advanced. This was below the state average of 54.5%.		True
We had a fall Panorama completion rate of 38%-- and it decreased to 20% in the Spring.		False
Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 44% for the topic of Self-Efficacy. This is a 3 percentage point decrease from the previous administration.	There is not currently time built into the schedule for student advisory to support students with organizational skills, time management, and other activities to increase their self-efficacy.	True
Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members. Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. Implement a multi-tiered system of supports for academics and behavior.	Educators have experienced limited impact relative to effort in the past. This has affected overall school culture resulting in lowered expectations for both staff and students.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Implement a multi-tiered system of supports for academics and behavior.	We do not consistently use a systematic collaborative planning process led by teachers focused on analyzing and understanding student data to inform and adjust instruction.	True
On the Biology CDT 92.2% of AA students scored in the red range.		False
Based on data from the 2020-21 SY, the statewide average for regular attendance was 85.8%. The Regular Attendance rates for each student group is listed below: Student with Disabilities - 21.9% Economically Disadvantaged - 21.9% White - 24.2% Black - 26.2%		False
On the Algebra 1 CDT 92.9% of AA students scored in the red range		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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On the Algebra 1 CDT PSE data there was 33.3% significant growth	
Based on data from the 2024 Spring administration of the Panorama Student Survey, there was a favorable response of 79% for the topic of Supportive Relationship.	
Based on the results from the 2022-23 SY NOCTI Performance data, 2.7% of the students that tested in Perry's Health Assisting program scored competent or advanced for overall performance, this is an increase from 0% from the 21-22 SY	
Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	
Based on the 2023-2024 SAS survey data we exceeded our SIP goal for the 2022-23 school year. In the classroom setting category, 83%	
Based on the Biology Keystone data from the 2021-22 school year there was a proficiency rate of 0.0% for the All Student. There was an increase of 9.8% in the 2022-23 SY	
Based on the Algebra 1 Keystone data from the 2021-22 school year there was a proficiency rate of 0.0% for the All Student. There was an increase of 14.8% in the 2022-23 SY	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement instructional strategies that are engaging within the 80 minute block we will increase our ELA proficiency on the Keystone.
	If we create an advisory period for our students that is systematic and intentional it will build relationships with staff, create a safe and welcoming environment and raise our students self-efficacy.
	If we create an advisory period for our students that is systematic and intentional and use strategies from Attendance Works, then we will increase student attendance rates.
	If we utilize PLC's to collaboratively plan engaging lessons and review data to inform instruction then we will increase achievement of the Keystone in ELA and Math.

Goal Setting

Priority: If we create an advisory period for our students that is systematic and intentional and use strategies from Attendance Works, then we will increase student attendance rates.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, there will be a regular attendance rate of 60%.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Based on the attendance data for the 2024-2025 school year, there will be a regular attendance rate of 70% by the end of the first quarter.	Based on the attendance data for the 2024-2025 school year, there will be a regular attendance rate of 65% by the end of the second quarter.	Based on the attendance data for the 2024-2025 school year, there will be a regular attendance rate of 60% by the end of the third quarter.	By the end of the 2024-2025 school year, there will be a regular attendance rate of 55%.

Priority: If we utilize PLC's to collaboratively plan engaging lessons and review data to inform instruction then we will increase achievement of the Keystone in ELA and Math.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 14, 2025, as a result of targeted instruction in English Language Arts courses 35% of students will score proficient or advanced on the ELA Keystone assessments.			
Measurable Goal Nickname (35 Character Max)			
Professional Development			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
20% of students in grades 9-11 will score in the green range on the Reading CDT by October 15th.	40% of students in grades 9-11 will increase +1 SEM from the BOY to MOY ELA CDT	50% of students in grades 9-11 will increase +1 SEM from the BOY to EOY ELA CDT	By June 14, 2025, as a result of targeted instruction in English Language Arts courses 35% of students will score proficient or advanced on the ELA Keystone assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 14, 2025, as a result of targeted instruction in Mathematics courses 25% of students will score proficient or advanced on the math Keystone			

assessment.			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15% of students in grades 9-11 will score in the green range on the Math CDT by October 15th.	40% of students in grades 9-11 will increase +1 SEM from the BOY to MOY Math CDT	50% of students in grades 9-11 will increase +1 SEM from the BOY to EOY Math CDT	By June 14, 2025, as a result of targeted instruction in Mathematics courses 25% of students will score proficient or advanced on the math Keystone assessment.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
By June 14, 2025, as a result of targeted instruction in Biology courses 20% of students will score proficient or advanced on the Biology Keystone assessment.			
Measurable Goal Nickname (35 Character Max)			
Biology			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
10% of students in grades 9-11 will score in the green range on the Biology CDT by October 15th.	30% of students in grades 9-11 will increase +1 SEM from the BOY to MOY Biology CDT	40% of students in grades 9-11 will increase +1 SEM from the BOY to EOY Biology CDT	By June 14, 2025, as a result of targeted instruction in Biology courses 20% of students will score proficient or advanced on the Biology Keystone assessment.

Priority: If we create an advisory period for our students that is systematic and intentional it will build relationships with staff, create a safe and welcoming environment and raise our students self-efficacy.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Utilizing the 2025 Spring Panorama Survey, 70% of Pittsburgh Perry students will rate self-efficacy as a SEL strength.			
Measurable Goal Nickname (35 Character Max)			
Panorama			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Utilizing the Panorama survey tool, Pittsburgh Perry will increase the positive response rate as for the "self efficacy" section to 40%.	Utilizing the Mini Service tool, Pittsburgh Perry will increase the positive response rate for the "self efficacy" section to 45%.	Utilizing the Mini Service tool, Pittsburgh Perry will increase the positive response rate for the "self efficacy" section to 50%.	Utilizing the Panorama survey tool, Pittsburgh Perry will increase the positive response rate as for the "self efficacy" section to 55%.

Priority: If we implement instructional strategies that are engaging within the 80 minute block we will increase our ELA proficiency on the Keystone.

Action Plan

Measurable Goals

Regular Attendance	Professional Development
	Biology
Panorama	

Action Plan For: Attendance Works

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, there will be a regular attendance rate of 60%.

Action Step		Anticipated Start/Completion Date	
Set school wide goals for attendance and share goals with the school community.		2024-09-09	2024-09-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Leadership Team/Social Workers	None	No	
Action Step		Anticipated Start/Completion Date	
Create informational mailings and emails to raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy.		2024-07-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Team/Students Services	CSI funds for postage	No	
Action Step		Anticipated Start/Completion Date	
Social Workers will quickly intervene on behalf of students who are chronically absent or at risk of being chronically absent. They will complete Truancy Intervention plans as needed.		2024-07-01	2025-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Social Worker	None	No	
Action Step		Anticipated Start/Completion Date	

Schools form attendance review teams that meet regularly (ideally at least twice a month) to: (a) review overall data on patterns of chronic absenteeism, (b) oversee implementation of a school-wide approach to improving attendance, and (c) ensure chronically absent students receive needed supports, including health services.		2024-08-26	2025-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Social Worker/Student Services	None	No	
Action Step		Anticipated Start/Completion Date	
Hire additional staff to support the attendance goals in the school. This individual will call families of students that are not present, send mailings of student attendance and help in other various ways. (Postage funded by CSI funds)		2024-08-20	2025-06-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrators/Social Worker and Attendance Person	CSI Funds to support the position	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
There will be a whole school approach to attendance that connects attendance initiatives to other programs in the school. Educators and families will have a deeper understanding of the importance of attendance and how to support the schoolwide the attendance strategy. There will be an increase in the regular attendance rate. Students and families will feel more connected to the school.	The Student services team will monitor attendance weekly and participate in a monthly attendance team meeting to review attendance improvement plans, evaluate tiered supports monthly and other items related to attendance. In addition to school personnel, a tutor will be hired to help monitor student attendance on a weekly basis.

Action Plan For: PLC's

Measurable Goals:
<ul style="list-style-type: none"> By June 14, 2025, as a result of targeted instruction in English Language Arts courses 35% of students will score proficient or advanced on the ELA Keystone assessments.

Action Step	Anticipated Start/Completion Date	
All content areas ITLs and school leaders will meet to reflect on PLC implementation during the 2023-24 SY and implementation during previous years. ITLs in collaboration with school leaders will re-establish expectations for PLCs. Expectations should include who is responsible for facilitating meetings, documents that will be used, and expectations for participants.	2024-09-09	2024-09-23

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/ITL's	PLC Expectations, schedule, protocols, documents	No	
Action Step		Anticipated Start/Completion Date	
Establish a structure for PLC progress monitoring during leadership team/instructional cabinet meetings. PLCs will follow the continuous improvement model. During instructional cabinet/leadership team meetings support for teachers, as needed, should be discussed based on evidence rooted in student outcomes.		2024-08-26	2025-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration/ITL's	None	No	
Action Step		Anticipated Start/Completion Date	
During PLCs collaborate to determine the best way to monitor and support each other regarding the learning introduced during PLCs. We will continue to plan for increased engagement during the 80-minute instructional block. (Instructional rounds, student work protocols, lesson planning and artifacts that are on display within the classroom).		2024-07-01	2025-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration/ITL's	Title 1 CSI money	No	
Action Step		Anticipated Start/Completion Date	
Curriculum Planning in the summer -- Staff will meet with their content level teachers to plan for next school year. Meet with community partners to create meaningful and relevant connections within the approved curriculum.		2025-07-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ITL/Administration and Consultants	CSI Funds	No	
Action Step		Anticipated Start/Completion Date	
Math Professional development will focus on problem solving: Enhance teachers' ability to integrate effective problem-solving strategies into their teaching practices, thereby fostering students' critical thinking, collaboration, and problem-solving skills.		2024-10-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach and Administration	N/A	Yes	
Action Step		Anticipated Start/Completion	

		Date	
Professional Learning delivered by CATAPALT consulting. This professional development will support problem solving in the mathematics classroom and the development of a common organizer and language across all 9-12 math classrooms. This consultant will work with our team during the half days -- during the school year.		2024-10-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Catapalt Lead --Patti McGraw	None	No	
Action Step		Anticipated Start/Completion Date	
Professional development for teachers in English Language Arts (ELA) focusing on writing and visible thinking routines involves deepening teachers' understanding of instructional strategies, enhancing their skills in implementing these strategies, and promoting effective practices in the classroom.		2024-10-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Coach and Administrator	N/A	Yes	
Action Step		Anticipated Start/Completion Date	
Hire an interventionist to pull small group in reading during the school day. They will engage students using various supplemental resources and interventions.		2024-09-16	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Interventionist	None	No	
Action Step		Anticipated Start/Completion Date	
Purchase additional laptops for classrooms. These laptops will be used to help differentiate instruction and engage students for the entire 80 minute clock.		2024-12-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	CSI Funds -- Technology	No	
Action Step		Anticipated Start/Completion Date	
Additional Stipend for the FACE coordinator. Family and Community Engagement (FACE) Coordinators promote student achievement by collaborating with school staff, parents and family members, and community organizations to provide a network of support for students.		2024-09-02	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

FACE Coordinator	TITLE ONE funds	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers will consistently participate in a structured PLC rooted in the continuous improvement model. Focused on lesson planning, examining data, student work, and adjusting and strengthening instruction.	School leaders will review PLC data and resources monthly. School leaders will review student CDT and formative assessment data in core content areas biweekly. Educators will reflect on PLC implementation quarterly. ITL's and administration will conduct instructional rounds monthly to measure the effectiveness of professional development implementation.

[Action Plan For: Advisory](#)

Measurable Goals:
<ul style="list-style-type: none"> By June 14, 2025, as a result of targeted instruction in English Language Arts courses 35% of students will score proficient or advanced on the ELA Keystone assessments. By the end of the 2024-2025 school year, there will be a regular attendance rate of 60%. Utilizing the 2025 Spring Panorama Survey, 70% of Pittsburgh Perry students will rate self-efficacy as a SEL strength.

Action Step		Anticipated Start/Completion Date	
Create a Master schedule that will allow for advisory during the school day.		2024-07-01	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	None	No	
Action Step		Anticipated Start/Completion Date	
Create lessons for advisory, these should include the following: Social and Emotional learning lessons, school expectations, emotion regulation, conflict resolution, self-efficacy and the importance of attendance and goal setting.		2024-06-16	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Summer Planning Team/Counselors and Administration.	Advisory Materials provided by administration	No	
Action Step		Anticipated Start/Completion Date	
Create advisory lists for teachers, no more than 10 students per teacher.		2024-08-20	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Counselors and Administration	Class Lists	No	
Action Step		Anticipated Start/Completion Date	
Create a system of accountability to ensure that teachers are implementing Advisory bi-weekly and with fidelity. Students and teachers will be required to keep detailed binders with their advisees		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration and Advisory Point Person	None Needed	No	
Action Step		Anticipated Start/Completion Date	
Hire an individual to run the restorative room. This person will engage students in social and emotional learning and complete wayfinder and advisory lessons. They will review behavior PBIS matrix and review norms.		2024-10-31	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	None	No	
Action Step		Anticipated Start/Completion Date	
Purchase additional instructional supplemental materials for ELA and MATH.		2024-09-01	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	Supplemental Materials	No	
Action Step		Anticipated Start/Completion Date	
Administer Panoram survey for all students 3x per school year.		2024-09-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration/testing coordinator	Survey	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will participate in an advisory program that will have an impact on their social and emotional well-being. Through this time students will focus on school norms, conflict resolution emotion regulation and relationship building. By implementing advisory with fidelity there will be a increase in the Panorama data.	This will be monitored by administration, biweekly, through observations and accountability binder checks. Data from the Panorama survey.

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
1.0 FTE Interventionist	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Salary	1	54275
Supplies and Supplemental resources	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Supplies & Property	1	43219
Books and Periodicals	<ul style="list-style-type: none"> • PLC's • Advisory 	Supplies & Property	1	5000

After school tutoring - teachers comp-additional work	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Salary	2	27000
After school tutoring - comp-additional work for clerical staff	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Salary	2	3500

<p>After school benefits for teachers and clerical</p>	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	<p>Benefits</p>	<p>2</p>	<p>3666</p>
<p>Summer Planning with Teachers</p>	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	<p>Salary</p>	<p>1</p>	<p>25000</p>
<p>Summer Planning with Teachers</p>	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	<p>Benefits</p>	<p>1</p>	<p>6517</p>

Transportation--buses to and from learning experiences trips-- Act 158 and STEAM	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Services	2	10327
New Capital Equipment/Technology - laptops for students and staff	<ul style="list-style-type: none"> • Attendance Works • Advisory 	Supplies & Property	1	27568
Contracted Services/Job Embedded Instructional Coaching - pd for staff project based learning and principals of universal design for	<ul style="list-style-type: none"> • PLC's 	Services	1	9150

learning (UDL)				
1.0 FTE Restorative Practices Point Person/PARA	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Salary	1	32336
Counselor to work in the after-school tutoring program plus benefits	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Salary	1	6304
Benefits for 1.0 FTE	<ul style="list-style-type: none"> • Attendance Works 	Benefits	1	50963

interventionist and 1.0 paraprofessional/restorative practices point person	<ul style="list-style-type: none"> • PLC's • Advisory 			
Postage to communicate with parents	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Supplies & Property	3	5000
Total Expenditures				309825

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • PLC's • Advisory 	2.2 FTE Teachers	209424

Other Expenditures	<ul style="list-style-type: none"> • Attendance Works • Advisory 	Postage/Parent Communication	4474
Other Expenditures	<ul style="list-style-type: none"> • Attendance Works • Advisory 	FACE Coordinator stipend plus benefits	2900
Instruction	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Benefits for Teachers	87456
Instruction	<ul style="list-style-type: none"> • Attendance Works • PLC's • Advisory 	Supplies	935
Other Expenditures	<ul style="list-style-type: none"> • Attendance Works 	Refreshments for parent meetings	878
Total Expenditures			306067

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PLC's	Math Professional development will focus on problem solving: Enhance teachers' ability to integrate effective problem-solving strategies into their teaching practices, thereby fostering students' critical thinking, collaboration, and problem-solving skills.
PLC's	Professional development for teachers in English Language Arts (ELA) focusing on writing and visible thinking routines involves deepening teachers' understanding of instructional strategies, enhancing their skills in implementing these strategies, and promoting effective practices in the classroom.

Problem Solving in Mathematics

Action Step
<ul style="list-style-type: none"> Math Professional development will focus on problem solving: Enhance teachers' ability to integrate effective problem-solving strategies into their teaching practices, thereby fostering students' critical thinking, collaboration, and problem-solving skills.
Audience
All Math Teachers and Math Coaches
Topics to be Included
<p>Objective: Enhance teachers' ability to integrate effective problem-solving strategies into their teaching practices, thereby fostering students' critical thinking, collaboration, and problem-solving skills.</p> <p>1. Introduction to Problem Solving in Education Goal: Understand the importance of problem-solving in educational contexts and its impact on student learning. Presentation on the role of problem-solving in developing 21st-century skills. Discussion of case studies highlighting successful problem-solving integration in various classrooms.</p> <p>2. Problem-Solving Frameworks and Models Goal: Learn about different problem-solving frameworks and models that can be applied in the classroom. Activities: Workshop on popular problem-solving models (e.g., Polya's Problem Solving Process, Design Thinking). Interactive session where teachers apply these models to sample problems. Group discussions on the applicability of each model in different subjects and grade levels.</p> <p>Designing Problem-Solving Activities Goal: Develop skills to create effective problem-solving activities that align with curriculum standards. Activities: Breakout sessions where teachers design problem-solving tasks for their specific subjects. Peer review and feedback on the designed activities. Creation of a resource bank for problem-solving activities that teachers can access and contribute to.</p> <p>Integrating Technology in Problem Solving Goal: Explore how technology can enhance problem-solving activities and support student engagement. Demonstration of educational technologies and digital tools that facilitate problem-solving (e.g., coding platforms, simulation software). Hands-on session where teachers experiment with these tools and discuss their potential uses. Sharing of best practices and experiences with technology-enhanced problem-solving.</p> <p>5. Classroom Implementation and Management Goal: Prepare teachers to effectively implement and manage problem-solving activities in the classroom. Strategies for facilitating problem-solving discussions and ensuring active participation. Techniques for assessing problem-solving skills and providing constructive feedback. Role-playing scenarios to practice classroom management during problem-solving activities.</p> <p>6. Reflection and Continuous Improvement Goal: Reflect on the learning experiences, share insights, and plan for continuous improvement in problem-solving instruction. Activities: Reflective journaling on the</p>

implementation of problem-solving strategies and their impact on student learning. Group discussion on challenges faced and strategies to overcome them. Development of an action plan for ongoing professional development and refinement of problem-solving practices. Follow-Up Support Goal: Provide ongoing support and resources for teachers as they implement problem-solving strategies. Activities: Establishment of a professional learning community (PLC) for ongoing collaboration and support. Regular check-ins and coaching sessions. Access to an online platform with resources, best practices, and forums for discussion. This professional learning plan aims to equip teachers with the necessary skills and resources to effectively integrate problem-solving into their classrooms, ultimately enhancing student learning and engagement.

Evidence of Learning

Development of an action plan for ongoing professional development and refinement of problem-solving practices. Reflective journaling on the implementation of problem-solving strategies and their impact on student learning. Classroom implementation and artifacts of the work being completed in class.

Lead Person/Position	Anticipated Start	Anticipated Completion
Math Coach and Administartion	2024-10-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Number Talks in the math classroom

Audience

All Math Teachers

Topics to be Included

Understanding Number Talks A. Theoretical Background • Purpose and Benefits: Explore why number talks are effective, including how they promote mathematical reasoning, problem-solving, and student engagement. • Research Basis: Study research on the impact of number talks on student learning and classroom culture. B. Core Principles • Mental Math and Flexibility: Emphasize the importance of mental calculations and multiple strategies. • Student-Centered Learning: Focus on facilitating discussions that allow students to explore and articulate their thinking. 2. Learning the Mechanics A. Structure of a Number Talk • Warm-Up: Introduce a problem or prompt to engage students. • Student Responses: Allow students to share their strategies and solutions. • Discussion: Guide a conversation around different methods and solutions. • Reflection: Encourage students to reflect on what they've learned. B. Types of Problems • Simple Arithmetic: Start with basic problems to get students used to the process. • Complex Problems: Gradually introduce more challenging problems that require deeper thinking. 3. Developing Facilitation Skills A. Creating a Supportive Environment • Encouraging Participation: Develop strategies to ensure all students are comfortable sharing their ideas. • Managing Disagreements: Learn how to handle differing opinions and facilitate constructive

discussions. B. Questioning Techniques • Open-Ended Questions: Use questions that prompt deeper thinking and exploration. • Probing Questions: Ask follow-up questions to clarify and expand on students' responses. 4. Integrating Number Talks into the Curriculum A. Aligning with Standards • Curriculum Mapping: Integrate number talks into existing lesson plans and curriculum standards. • Assessment: Use number talks as a formative assessment tool to gauge understanding and inform instruction. B. Balancing with Other Instruction • Scheduling: Determine how often and when to incorporate number talks into your classroom routine. • Connecting to Content: Relate number talks to the mathematical concepts being taught. 5. Professional Learning Communities (PLCs) A. Collaborative Learning • Peer Observations: Arrange to observe colleagues' number talks and provide feedback. • Sharing Experiences: Regularly discuss what is working and what could be improved with fellow teachers. B. Ongoing Professional Development • Workshops and Seminars: Attend workshops focused on number talks and related instructional strategies. • Online Resources: Utilize online communities and resources to stay updated and connected with other educators. 6. Reflective Practice A. Self-Assessment • Video Analysis: Record your number talks to analyze and improve your facilitation techniques. • Feedback: Seek feedback from students and colleagues to continuously refine your practice. B. Goal Setting • Setting Objectives: Identify specific goals for your number talks and create an action plan to achieve them. • Review and Revise: Regularly review your progress and make adjustments based on your observations and student outcomes. 7. Resources and Tools A. Books and Articles • Key Texts: Read books and articles on number talks and related pedagogical strategies. • Case Studies: Explore case studies of successful number talk implementations. B. Digital Tools • Interactive Platforms: Use tools like digital whiteboards and online math resources to facilitate and record number talks. • Professional Networks: Engage with online forums and communities dedicated to math education and number talks.

Evidence of Learning

Implementing number talks in high school requires a thoughtful approach and ongoing professional development. By focusing on these areas, teachers can enhance their ability to facilitate meaningful discussions and support their students' mathematical growth. Implementation should be evidenced by the artifacts displayed in the classroom and through classroom observations.

Lead Person/Position	Anticipated Start	Anticipated Completion
Math Coach and Administration	2024-10-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

The Writing Process and Visible Thinking Routines

Action Step
<ul style="list-style-type: none"> Professional development for teachers in English Language Arts (ELA) focusing on writing and visible thinking routines involves deepening teachers' understanding of instructional strategies, enhancing their skills in implementing these strategies, and promoting effective practices in

the classroom.

Audience

ALL ELA and SS teachers

Topics to be Included

Understanding Writing Instruction A. The Writing Process • Stages of Writing: Study the stages of writing (prewriting, drafting, revising, editing, publishing) and how to teach each effectively. • Types of Writing: Understand different genres and formats (narrative, expository, persuasive, etc.) and their specific instructional strategies. B. Writing Techniques and Strategies • Modeling and Scaffolding: Learn how to model writing strategies and provide scaffolding to support students at various skill levels. • Peer Review and Feedback: Develop skills in guiding peer review processes and providing constructive feedback. 2. Developing Expertise in Visible Thinking Routines A. Introduction to Visible Thinking • Purpose and Benefits: Understand how visible thinking routines help make students' thinking visible and improve comprehension and critical thinking. • Research and Theory: Explore the cognitive and pedagogical theories supporting visible thinking routines. B. Common Visible Thinking Routines • Routine Types: Familiarize yourself with routines like “Think-Pair-Share,” “See-Think-Wonder,” “Claim-Support-Question,” and “The 3-2-1 Routine.” • Implementation: Learn how to implement these routines in various ELA contexts and adapt them for different grade levels and skills. 3. Integrating Writing and Thinking Routines A. Connecting Writing and Thinking • Pre-Writing Strategies: Use visible thinking routines to help students brainstorm and organize ideas before writing. • Reflective Writing: Incorporate routines that encourage students to reflect on their writing processes and outcomes. B. Enhancing Writing Through Thinking Routines • Critical Analysis: Use routines to help students critically analyze texts and their own writing. • Discussion and Reflection: Facilitate discussions about writing and thinking processes to deepen understanding and improve writing skills. 4. Developing Facilitation Skills A. Classroom Management • Encouraging Participation: Develop strategies to ensure all students are engaged and participating in writing and thinking activities. • Handling Diverse Needs: Learn to adapt routines and writing instruction to accommodate diverse learning needs and abilities. B. Questioning Techniques • Effective Questioning: Use open-ended and probing questions to stimulate deeper thinking and discussion. • Feedback: Provide meaningful feedback that supports students' growth in writing and critical thinking. 5. Creating a Supportive Environment A. Building a Writing Culture • Classroom Environment: Foster a classroom environment that values writing as a process and encourages risk-taking and revision. • Publishing and Sharing: Provide opportunities for students to share and celebrate their writing. B. Promoting Thinking Routines • Visual Aids: Use visual aids and prompts to help students remember and apply thinking routines. • Routine Integration: Integrate routines into daily practices and make them a regular part of classroom activities. 6. Professional Learning Communities (PLCs) A. Collaborative Learning • Peer Observations: Arrange for colleagues to observe your implementation of writing and thinking routines and provide feedback. • Sharing Best Practices: Regularly share strategies, successes, and challenges with fellow teachers. B. Ongoing Professional Development • Workshops and Courses: Attend workshops and courses focused on advanced writing instruction and visible thinking routines. • Online Resources: Utilize online platforms for learning and discussing innovative practices in ELA instruction. 7. Reflective Practice A. Self-Assessment • Reflection: Regularly reflect on your practice, considering what works well and what could be improved in your writing instruction and use of thinking routines. • Student Feedback: Collect and analyze student feedback to gauge the effectiveness of your instruction and routines. B. Goal Setting • Professional Goals: Set specific, actionable goals related to enhancing your writing instruction and use of thinking routines. • Progress Monitoring: Regularly review and adjust your goals based on your observations and student outcomes. 8. Resources and Tools A. Books and Articles • Key Texts: Read books and articles on effective writing instruction, visible thinking routines, and ELA pedagogy. • Research Studies: Explore research studies on the impact of writing and thinking

routines on student learning. B. Digital Tools • Educational Technology: Utilize digital tools and platforms that support writing and thinking activities, such as collaborative writing apps and discussion forums. • Resource Banks: Access online resource banks for lesson plans, writing prompts, and thinking routines. By focusing on these areas, teachers can effectively integrate writing instruction with visible thinking routines, enhancing student engagement, comprehension, and overall literacy development. Professional development for teachers in English Language Arts (ELA) focusing on writing and visible thinking routines involves deepening teachers' understanding of instructional strategies, enhancing their skills in implementing these strategies, and promoting effective practices in the classroom. Here's a comprehensive guide to help teachers develop their expertise in these areas:

1. Understanding Writing Instruction
 - A. The Writing Process • Stages of Writing: Study the stages of writing (prewriting, drafting, revising, editing, publishing) and how to teach each effectively. • Types of Writing: Understand different genres and formats (narrative, expository, persuasive, etc.) and their specific instructional strategies.
 - B. Writing Techniques and Strategies • Modeling and Scaffolding: Learn how to model writing strategies and provide scaffolding to support students at various skill levels. • Peer Review and Feedback: Develop skills in guiding peer review processes and providing constructive feedback.
2. Developing Expertise in Visible Thinking Routines
 - A. Introduction to Visible Thinking • Purpose and Benefits: Understand how visible thinking routines help make students' thinking visible and improve comprehension and critical thinking. • Research and Theory: Explore the cognitive and pedagogical theories supporting visible thinking routines.
 - B. Common Visible Thinking Routines • Routine Types: Familiarize yourself with routines like "Think-Pair-Share," "See-Think-Wonder," "Claim-Support-Question," and "The 3-2-1 Routine." • Implementation: Learn how to implement these routines in various ELA contexts and adapt them for different grade levels and skills.
3. Integrating Writing and Thinking Routines
 - A. Connecting Writing and Thinking • Pre-Writing Strategies: Use visible thinking routines to help students brainstorm and organize ideas before writing. • Reflective Writing: Incorporate routines that encourage students to reflect on their writing processes and outcomes.
 - B. Enhancing Writing Through Thinking Routines • Critical Analysis: Use routines to help students critically analyze texts and their own writing. • Discussion and Reflection: Facilitate discussions about writing and thinking processes to deepen understanding and improve writing skills.
4. Developing Facilitation Skills
 - A. Classroom Management • Encouraging Participation: Develop strategies to ensure all students are engaged and participating in writing and thinking activities. • Handling Diverse Needs: Learn to adapt routines and writing instruction to accommodate diverse learning needs and abilities.
 - B. Questioning Techniques • Effective Questioning: Use open-ended and probing questions to stimulate deeper thinking and discussion. • Feedback: Provide meaningful feedback that supports students' growth in writing and critical thinking.
5. Creating a Supportive Environment
 - A. Building a Writing Culture • Classroom Environment: Foster a classroom environment that values writing as a process and encourages risk-taking and revision. • Publishing and Sharing: Provide opportunities for students to share and celebrate their writing.
 - B. Promoting Thinking Routines • Visual Aids: Use visual aids and prompts to help students remember and apply thinking routines. • Routine Integration: Integrate routines into daily practices and make them a regular part of classroom activities.
6. Professional Learning Communities (PLCs)
 - A. Collaborative Learning • Peer Observations: Arrange for colleagues to observe your implementation of writing and thinking routines and provide feedback. • Sharing Best Practices: Regularly share strategies, successes, and challenges with fellow teachers.
 - B. Ongoing Professional Development • Workshops and Courses: Attend workshops and courses focused on advanced writing instruction and visible thinking routines. • Online Resources: Utilize online platforms for learning and discussing innovative practices in ELA instruction.
7. Reflective Practice
 - A. Self-Assessment • Reflection: Regularly reflect on your practice, considering what works well and what could be improved in your writing instruction and use of thinking routines. • Student Feedback: Collect and analyze student feedback to gauge the effectiveness of your instruction and routines.
 - B. Goal Setting • Professional Goals: Set specific, actionable goals related to enhancing your writing instruction and use of thinking routines. • Progress Monitoring: Regularly review and adjust your goals based

on your observations and student outcomes. 8. Resources and Tools A. Books and Articles • Key Texts: Read books and articles on effective writing instruction, visible thinking routines, and ELA pedagogy. • Research Studies: Explore research studies on the impact of writing and thinking routines on student learning. B. Digital Tools • Educational Technology: Utilize digital tools and platforms that support writing and thinking activities, such as collaborative writing apps and discussion forums. • Resource Banks: Access online resource banks for lesson plans, writing prompts, and thinking routines.

Evidence of Learning

By focusing on these areas, teachers can effectively integrate writing instruction with visible thinking routines, enhancing student engagement, comprehension, and overall literacy development.

Lead Person/Position	Anticipated Start	Anticipated Completion
Literacy Coach and Administration and ITL	2024-10-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Developing Content-Specific Writing Strategies across all content areas

Audience
All Staff
Topics to be Included
<p>Writing in Different Subjects English Language Arts: Focus on narrative, expository, persuasive, and descriptive writing. Science: Incorporate writing to document experiments, analyze data, and construct scientific arguments. Social Studies: Use writing for historical analysis, research projects, and argumentative essays. Mathematics: Implement writing to explain problem-solving processes, justify solutions, and reflect on mathematical concepts. B. Genre and Format Genre-Specific Instruction: Tailor writing instruction to the specific genres and formats common to each subject area (e.g., lab reports in science, research papers in social studies). Purpose and Audience: Teach students to write with different purposes and audiences in mind, relevant to each content area. 3. Implementing Writing Strategies in the Classroom A. Integrative Approaches Cross-Curricular Projects: Design projects that integrate writing with other subjects, such as writing a research paper in social studies or creating a science journal. Writing Workshops: Conduct workshops that focus on specific writing skills and strategies relevant to the content area. B. Scaffolding and Support Modeling and Examples: Provide clear models and examples of writing specific to each subject. Guided Practice: Offer guided practice sessions where students can develop their writing skills with teacher support. 4. Assessment and Feedback A. Assessment Methods Rubrics and Checklists: Develop rubrics and checklists tailored to each subject area to assess writing quality and content understanding. Formative Assessment: Use formative assessments to provide ongoing feedback and support for students as they develop their writing skills. B. Providing Effective Feedback</p>

Specific and Constructive: Give specific, constructive feedback that addresses both content and writing mechanics. Peer Review: Implement peer review sessions to encourage collaborative feedback and revision. 5. Professional Learning and Collaboration A. Collaborative Learning Professional Learning Communities (PLCs): Engage in PLCs focused on writing instruction across different content areas to share strategies and resources. Cross-Disciplinary Workshops: Participate in workshops that explore writing strategies and best practices across various subjects. B. Ongoing Training Workshops and Seminars: Attend professional development workshops and seminars focused on writing instruction and integration. Research-Based Practices: Stay updated on research-based practices in writing instruction and apply them to your teaching. 6. Creating a Writing-Friendly Environment A. Classroom Culture Encouraging Writing: Foster a classroom culture that values writing and encourages students to view writing as an essential part of learning. Celebrating Writing: Create opportunities to showcase and celebrate student writing to build confidence and motivation. B. Resources and Tools Writing Tools: Utilize tools and resources that support writing development, such as writing prompts, graphic organizers, and digital platforms. Resource Accessibility: Ensure that writing resources are accessible to all students, including those with special needs. 7. Integrating Technology A. Digital Writing Tools Educational Software: Explore educational software and digital platforms that enhance writing instruction and provide interactive writing experiences. Online Collaboration: Use online tools for collaborative writing and peer review to facilitate interaction and feedback. B. Technology Integration Blended Learning: Incorporate technology into writing instruction through blended learning models that combine face-to-face and online instruction. Digital Literacy: Teach students to use digital tools effectively for writing, including researching, drafting, and revising. 8. Reflective Practice A. Self-Assessment Reflecting on Practice: Regularly reflect on your writing instruction practices, considering what is effective and areas for improvement. Student Feedback: Gather and analyze student feedback to assess the impact of your writing instruction and make necessary adjustments. B. Goal Setting Professional Goals: Set specific goals for enhancing writing instruction across content areas and create action plans to achieve these goals. Continuous Improvement: Continuously seek opportunities for growth and improvement in your writing instruction practices. By focusing on these areas, teachers can effectively integrate writing instruction across all content levels, supporting students in developing strong writing skills that are applicable in various subject areas. This approach not only enhances students' literacy but also deepens their understanding and engagement with the content they are learning.

Evidence of Learning

By focusing on these areas, teachers can effectively integrate writing instruction across all content levels, supporting students in developing strong writing skills that are applicable in various subject areas. This approach not only enhances students' literacy but also deepens their understanding and engagement with the content they are learning. Implementation should be evidenced by classroom and student artifacts. This work should be visible through classroom observations.

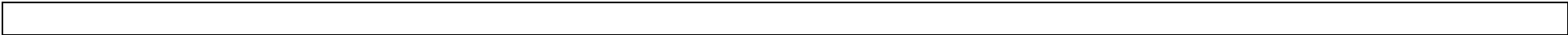
Lead Person/Position	Anticipated Start	Anticipated Completion
Coaches and Administration	2024-10-01	2024-07-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	weekly

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings



Approvals & Signatures

Uploaded Files
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Chief School Administrator	Date
Wayne Walters	2025-01-21
Building Principal Signature	Date
Molly K. O'Malley-Argueta	2025-01-21
School Improvement Facilitator Signature	Date
Jana Rodriguez	2025-01-21