

**DIEHL SCH**

2327 Fairmont Pkwy

TSI Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

Students first, Owning our actions, Always positive, Reaching higher SOAR

## STEERING COMMITTEE

| Name              | Position               | Building/Group              |
|-------------------|------------------------|-----------------------------|
| Timothy Sabol     | Principal              | Erie's Public Schools/Diehl |
| Mary Kearney      | Principal              | Erie's Public Schools/Diehl |
| Karen Donnelly    | Community Member       | United Way                  |
| Debbie Neugebauer | Teacher                | Erie's Public Schools/Diehl |
| Tiphonie Mason    | Education Specialist   | Erie's Public Schools/Diehl |
| Becky Powierza    | Teacher                | Erie's Public Schools/Diehl |
| Karen Skarupski   | Teacher                | Erie's Public Schools/Diehl |
| Teresa Szumigala  | District Level Leaders | Erie's Public Schools       |
| Rob McDonald      | Parent                 | Diehl                       |
| Meghan Marshall   | Teacher                | Erie's Public Schools/Diehl |
| Julie Grack       | Teacher                | Erie's Public Schools/Diehl |
| Karin Ryan        | District Level Leaders | Erie's Public Schools       |
| Scherry Prater    | District Level Leaders | Erie's Public Schools       |

| <b>Name</b>    | <b>Position</b>            | <b>Building/Group</b>       |
|----------------|----------------------------|-----------------------------|
| Brian Polito   | Chief School Administrator | Erie's Public Schools       |
| Kelly Kienholz | Paraprofessional           | Erie's Public Schools/Diehl |
|                |                            |                             |
|                |                            |                             |

## ESTABLISHED PRIORITIES

### Priority Statement

If we create a schedule in which teachers have common planning time during related arts for ELA and math, then we will be able to collaboratively analyze student work and create plans aligned to student needs, and our students will have their learning needs met in order to grow and achieve.

### Outcome Category

Essential Practices 3:  
Provide Student-Centered Support Systems

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Provide Student-Centered Support Systems

If we provide timely systematic feedback to teachers, then, teachers can implement all components of the curriculum to provide opportunities for all students to participate in the major work of the lesson and students will demonstrate mastery of the grade-level standards.

Essential Practices 1:  
Focus on Continuous Improvement of Instruction

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**Priority Statement****Outcome Category**

If we develop a multi-tiered attendance plan, then the attendance team can follow up with chronic attendance problems, and more students will attend school regularly.

Regular Attendance

Regular Attendance

**ACTION PLAN AND STEPS****Evidence-based Strategy**

Multi-Tiered Support System (MTSS)

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

Intervention Plan

Reduce the number of students scoring "well below benchmark" on DIBELS composite score from 53% (based on 21-22, 22-23 data) to 45%.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Create intervention schedule for each grade level

2023-08-01 -  
2023-08-11

Timothy Sabol

Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. Additional materials needed: Related Arts, classroom, and intervention schedules.

| <b>Action Step</b>  | <b>Anticipated Start/Completion</b> | <b>Lead Person/Position</b>  | <b>Materials/Resources/Supports Needed</b>  |
|---|-------------------------------------|--|---|
| Communicate intervention schedule to classroom teachers and intervention specialists        | 2023-08-14 - 2023-08-24             | Timothy Sabol/Mary Kearney   | Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. school-wide schedule PLT time |
| Identify and review intervention resources  | 2023-09-04 - 2023-09-22             | Timothy Sabol/Mary Kearney/classroom teachers/intervention specialists | PLT time, CKLA remediation guide, Ready math/iReady intervention guide  |
| Review Beginning of the year data and identify students for tier 2 and tier 3 interventions | 2023-09-25 - 2023-10-13             | Timothy Sabol/Mary Kearney/classroom teachers/Intervention specialists | DIBELS and iReady BOY data, PLT time  |
| Teachers will identify 6 students for interventions and progress monitoring                 | 2023-10-16 - 2024-01-19             | Homeroom teachers  | DIBELS benchmark data   |
| Implement intervention schedule   | 2023-10-16 - 2024-01-19             | Timothy Sabol/Mary Kearney   | Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. Schedule Walkthrough calendar |
| Monitor intervention calendar effectiveness   | 2023-10-16 - 2024-01-19             | Timothy Sabol/Mary Kearney   | Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. Schedule Walkthrough calendar |

| Action Step                              | Anticipated Start/Completion | Lead Person/Position       | Materials/Resources/Supports Needed                              |
|--|------------------------------|----------------------------|--|
| Continue cycle of continuous improvement | 2024-01-19 - 2024-05-31      | Timothy Sabol/Mary Kearney | Cycle of Continuous Improvement graphic, data from interventions |

**Anticipated Outcome**

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level" to 30%

**Monitoring/Evaluation**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

**Evidence-based Strategy**

Provide frequent, timely, and systematic feedback and support instructional practices determined in teacher centered collaborative activities.

**Measurable Goals**

| Goal Nickname | Measurable Goal Statement (Smart Goal)  |
|---------------|---|
| Feedback Plan | 50% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each |

| Goal Nickname   | Measurable Goal Statement (Smart Goal) |                            |   |
|---|--|----------------------------|---|
| grade level.  |  |                            |   |
| Action Step   | Anticipated Start/Completion           | Lead Person/Position       | Materials/Resources/Supports Needed                                       |
| Create PLT schedule   | 2023-08-01 - 2023-08-08                | Timothy Sabol              | Lunch schedule, related arts schedule, time                               |
| Communicate schedule to teachers                              | 2023-08-09 - 2023-08-09                | Timothy Sabol              | PLT schedule  |
| Create professional development calendar for PLT              | 2023-08-10 - 2023-08-18                | Timothy Sabol              | PLT schedule, pacing guide for CKLA and Ready math, assessment calendar   |
| Communicate professional development calendar to teachers     | 2023-08-22 - 2023-08-24                | Timothy Sabol/Mary Kearney | Professional development calendar   |
| Internalize CKLA lessons through common lesson planning       | 2023-09-05 - 2024-01-19                | Timothy Sabol/Mary Kearney | CKLA curriculum, professional development calendar, teachers, time        |
| Internalize Ready Math lessons through common lesson planning | 2023-09-05 - 2024-01-19                | Timothy Sabol/Mary Kearney | Ready Math curriculum, professional development calendars, teachers, time |
| Conduct walkthroughs and observations focused                 | 2023-09-05 -                           | Timothy                    | Lesson internalization notes, walkthrough                                 |



| Action Step  | Anticipated Start/Completion | Lead Person/Position       | Materials/Resources/Supports Needed  |
|--|------------------------------|----------------------------|--|
| on lesson internalization planning   | 2024-01-19                   | Sabol/Mary Kearney         | schedule, PA-ETEP  |
| Provide feedback to teachers from walkthroughs and observations within one week of walkthrough/observation | 2023-09-05 - 2024-01-19      | Timothy Sabol/Mary Kearney | PA-ETEP, email, time   |
| Monitor and adjust. Continue cycle of improvement  | 2024-01-19 - 2024-05-31      | Timothy Sabol/Mary Kearney | CKLA and Ready Math curriculum, PLT/professional development calendar, PA-ETEP, e-mail, lesson internalization notes |

**Anticipated Outcome**

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

**Monitoring/Evaluation**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

**Evidence-based Strategy**

Multi-Tiered Support System (MTSS) with Attendance Works resources

**Measurable Goals**

| Goal Nickname  | Measurable Goal Statement (Smart Goal)  |   |   |
|--|---|---|---|
| Attendance Plan  | Decrease the percent of chronically absent students in the whole school from 33.9 to 20%. |   |   |
| Action Step  | Anticipated Start/Completion  | Lead Person/Position                        | Materials/Resources/Supports Needed                               |
| Create attendance team   | 2023-08-07 - 2023-08-18   | Mary Kearney                                | None  |
| Define roles and responsibilities for attendance team members  | 2023-08-07 - 2023-08-18   | Mary Kearney/Timothy Sabol                  | Reasearch from Attendance Works on effective strategies           |
| Identify students needing Tier 2 or Tier 3 interventions   | 2023-08-21 - 2023-08-25   | Mary Kearney/Tim Sabol/ILT? Attendance Team | 23-24 Attendance Data   |
| Implement Multi-tiered plan for improving attendance   | 2023-08-28 - 2024-01-19   | Mary Kearney/Attendance Team/ILT            | Attendance Works research, attendance data from 23-24 school year |
| Monitor and adjust plan as needed  | 2023-08-28 - 2024-01-19   | Mary Kearney/Attendance Team/ILT            | MTSS plan and data  |
| Continue Cycle of Continuous Improvement   | 2024-01-19 - 2024-05-31   | Mary Kearney/Attendance Team/ILT            | MTSS plan and data  |
| Anticipated Outcome  |   |   |   |
| Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24). |   |   |   |

**Monitoring/Evaluation**

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Attendance team will monitor percent of chronically absent students quarterly

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name   | Professional Development Step                           | Anticipated Timeline    |
|--|--|---|-------------------------|
| 50% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level. (Feedback Plan) | Provide frequent, timely, and systematic feedback and support instructional practices determined in teacher centered collaborative activities. | Internalize CKLA lessons through common lesson planning | 09/05/2023 - 01/19/2024 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name   | Professional Development Step                                 | Anticipated Timeline    |
|--|--|---|-------------------------|
| 50% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level. (Feedback Plan) | Provide frequent, timely, and systematic feedback and support instructional practices determined in teacher centered collaborative activities. | Internalize Ready Math lessons through common lesson planning | 09/05/2023 - 01/19/2024 |

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator

Brian Polito

2023-08-25

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School Improvement Facilitator Signature

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Building Principal Signature

Timothy Sabol

2023-08-25

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Meeting Annual Academic Growth Expectations (PVAAS) ELA and math

College and career at 98.5%

Meeting Annual Academic Growth Expectations (PVAAS) ELA ED students met or exceeded the Statewide Goal in ELA

DIBELS composite scores showed an increase in "at benchmark" and "above benchmark" and a decrease in "well below benchmark" for all students in grade K, 1, and 2.

DIBELS composite scores showed an increase in "at benchmark" and "above benchmark" and a decrease in "well below benchmark" for multi-racial students in grade K, 1, 3, and 4.

Grades 3 and 4 showed growth on 2023 PSSA ELA

Economically disadvantaged student group showed an increase in performance from the previous year.

Black student group showed an increase from the previous year (20-21 to 21-22)

### Challenges

Proficient or Advanced on PA State Assessments ELA and math. Multi Racial not meeting statewide goal or interim target and decreased from previous year.

Attendance - Multi-racial group not meeting statewide goal or interim targets and decreased from previous year

Advanced on PA State Assessments Reading - No advanced students in reading

DIBELS composite score showed no decrease in "well below benchmark" for all students in grades 3, 4, and 5.

In iReady growth reports, the multi-racial group shows the lowest progress towards typical growth, 41% progress and 13% met the goal

Less than 50% of students scored 70% or better on Ready Math mid-unit and unit assessments through three quarters in grades 3, 4, and 5

DIBELS composite score showed no decrease in "well below benchmark" and no increase in "at benchmark" or "above



## Strengths

98.5% completion rate for 21-22 school year

DIBELS composite scores showed an increase in "at benchmark" and "above benchmark" and a decrease in "well below benchmark" for multi-racial students in grade K, 1, 3, and 4.

Collectively shape the vision for continuous improvement of teaching and learning

iReady diagnostic data showed an increase in the all student group in "green" from 3% to 13% and "yellow" from 46% to 51% and a decrease in "red" students from 51% to 36%.

41% of multi-racial group demonstrated progress towards typical growth

Over 50% of students scored 70% or better on Ready Math mid-unit and unit assessments through three quarters in grades K, 1, and 2

All student group showed an increase from previous year

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

Counselor closely monitors completion rate and works with teachers, administration, and central office to reach 100%

## Challenges

benchmark" for multi-racial students in grades 2 and 5.

Only 13% of multi-racial group met goal for typical growth

preliminary 22-23 data showed a decrease in proficiency from previous year

1.5 % not meeting completion rate

2 or more races group is the identified group for TSI for achievement in math and reading combined and attendance

No grade level met the goal of 75% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level in the first or second quarter

All student group did not meet statewide goal or interim target

In iReady growth reports, the multi-racial group shows the lowest progress towards typical growth, 41% progress and 13% met the goal

Economically disadvantaged student group did not meet statewide goal or interim target

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Implement a multi-tiered system of supports for academics and

### Strengths

DIBELS composite score showed a decrease in "well below benchmark" for EL students in grades K, 1, and 2 from BOY to MOY.

Align curricular materials and lesson plans to the PA Standards

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### Challenges

behavior

Provide frequent, timely, and systematic feedback and support on instructional practices

Students are not on site, but are still attributed to our school for completion

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### Most Notable Observations/Patterns

Additional work needed to provide equitable educational opportunities and discipline procedures. School is gaining momentum with use of data, strategic planning, and creating a collaborative and empowering environment for teachers and students.

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| Challenges   | Discussion Point   | Priority for Planning |
|--|--|-----------------------|
| Attendance - Multi-racial group not meeting statewide goal or interim targets and decreased from previous year     | Research from Attendance Works indicates that chronic absenteeism has increased since the pandemic.  | ✓                     |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Inconsistent Professional Learning Team Meetings (PLTs) due to a lack of scheduled behavioral support plan to ensure administration will be able to facilitate PLTs.                       | ✓                     |
| Provide frequent, timely, and systematic feedback and support on instructional practices                           | Inconsistent walkthroughs with timely feedback to teachers due to a lack of scheduled behavioral support plan to ensure administration will be able to complete walkthroughs and feedback. | ✓                     |

## ADDENDUM B: ACTION PLAN

### Action Plan: Multi-Tiered Support System (MTSS)

| Action Steps                                      | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Create intervention schedule for each grade level | 08/01/2023 - 08/11/2023           |

| Monitoring/Evaluation   | Anticipated Output   |
|---|--|
| Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle. | Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30% |

| Material/Resources/Supports Needed  | PD Step |
|---|---------|
| Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. Additional materials needed: Related Arts, classroom, and intervention schedules. | no      |

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**Action Steps****Anticipated Start/Completion Date**

Communicate intervention schedule to classroom teachers and intervention specialists

08/14/2023 - 08/24/2023

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. school-wide schedule PLT time

no



**Action Steps****Anticipated Start/Completion Date**

Identify and review intervention resources

09/04/2023 - 09/22/2023

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

PLT time, CKLA remediation guide, Ready math/iReady intervention guide

no



**Action Steps****Anticipated Start/Completion Date**

Review Beginning of the year data and identify students for tier 2 and tier 3 interventions

09/25/2023 - 10/13/2023

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

DIBELS and iReady BOY data, PLT time

no



**Action Steps****Anticipated Start/Completion Date**

Teachers will identify 6 students for interventions and progress monitoring

10/16/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

DIBELS benchmark data

no





**Action Steps****Anticipated Start/Completion Date**

Implement intervention schedule

10/16/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. Schedule Walkthrough calendar

no



**Action Steps****Anticipated Start/Completion Date**

Monitor intervention calendar effectiveness

10/16/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

Classroom teachers and Title I School Wide Specialists will work with at-risk students through intervention groups focusing on CKLA reading supports. Schedule Walkthrough calendar

no



**Action Steps****Anticipated Start/Completion Date**

Continue cycle of continuous improvement

01/19/2024 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Administration, classroom teachers, and intervention specialists will monitor DIBELS benchmark, progress monitoring data and iReady diagnostic a my path data quarterly. Review DIBELS benchmark and progress monitoring on a quarterly basis. All teachers, including those paid through Title I dollars, will be responsible for monitoring and evaluating the DIBELS and iReady results at the end of each assessment cycle.

Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45% and increase the number of students scoring "at benchmark" or "at grade level to 30%

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

Cycle of Continuous Improvement graphic, data from interventions

no

**Action Plan: Provide frequent, timely, and systematic feedback and support instructional practices determined in teacher centered collaborative activities.**

**Action Steps****Anticipated Start/Completion Date**

Create PLT schedule

08/01/2023 - 08/08/2023

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

Lunch schedule, related arts schedule, time

no

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**Action Steps****Anticipated Start/Completion Date**

Communicate schedule to teachers

08/09/2023 - 08/09/2023

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

PLT schedule

no



**Action Steps****Anticipated Start/Completion Date**

Create professional development calendar for PLT

08/10/2023 - 08/18/2023

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

PLT schedule, pacing guide for CKLA and Ready math, assessment calendar

no



**Action Steps****Anticipated Start/Completion Date**

Communicate professional development calendar to teachers

08/22/2023 - 08/24/2023

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

Professional development calendar

no



**Action Steps****Anticipated Start/Completion Date**

Internalize CKLA lessons through common lesson planning

09/05/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

CKLA curriculum, professional development calendar, teachers, time

yes





**Action Steps****Anticipated Start/Completion Date**

Internalize Ready Math lessons through common lesson planning

09/05/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

Ready Math curriculum, professional development calendars, teachers, time

yes



**Action Steps****Anticipated Start/Completion Date**

Conduct walkthroughs and observations focused on lesson internalization planning

09/05/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

Lesson internalization notes, walkthrough schedule, PA-EETEP

no



**Action Steps****Anticipated Start/Completion Date**

Provide feedback to teachers from walkthroughs and observations within one week of walkthrough/observation

09/05/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

PA-Etep, email, time

no



**Action Steps****Anticipated Start/Completion Date**

Monitor and adjust. Continue cycle of improvement

01/19/2024 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators and teachers will monitor unit assessments through CKLA spreadsheets and Ready Math quarterly

50% percent of students will score 70% or better on 2 or more CKLA Unit assessments and Ready Math unit assessments per quarter at each grade level

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

CKLA and Ready Math curriculum, PLT/professional development calendar, PA-EETEP, e-mail, lesson internalization notes

no

**Action Plan: Multi-Tiered Support System (MTSS) with Attendance Works resources**

**Action Steps****Anticipated Start/Completion Date**

Create attendance team

08/07/2023 - 08/18/2023

**Monitoring/Evaluation****Anticipated Output**

Attendance team will monitor percent of chronically absent students quarterly

Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24).

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

None

no



**Action Steps****Anticipated Start/Completion Date**

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Define roles and responsibilities for attendance team members

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08/07/2023 - 08/18/2023

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**Monitoring/Evaluation****Anticipated Output**

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Attendance team will monitor percent of chronically absent students quarterly

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Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24).

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

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Reasearch from Attendance Works on effective strategies

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no

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**Action Steps****Anticipated Start/Completion Date**

Identify students needing Tier 2 or Tier 3 interventions

08/28/2023 - 01/08/2024

**Monitoring/Evaluation****Anticipated Output**

Attendance team will monitor percent of chronically absent students quarterly

Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24).

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

23-24 Attendance Data

no



**Action Steps****Anticipated Start/Completion Date**

Implement Multi-tiered plan for improving attendance

08/28/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Attendance team will monitor percent of chronically absent students quarterly

Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24).

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

Attendance Works research, attendance data from 23-24 school year

no





**Action Steps****Anticipated Start/Completion Date**

Monitor and adjust plan as needed

08/28/2023 - 01/19/2024

**Monitoring/Evaluation****Anticipated Output**

Attendance team will monitor percent of chronically absent students quarterly

Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24).

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

MTSS plan and data

no



**Action Steps****Anticipated Start/Completion Date**

Continue Cycle of Continuous Improvement

01/19/2024 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Attendance team will monitor percent of chronically absent students quarterly

Decrease the percent of chronically absent students in the whole school from 36% (21-22) to 20% (23-24).

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

MTSS plan and data

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals   | Action Plan Name   | Professional Development Step                                 | Anticipated Timeline    |
|--|--|---|-------------------------|
| 50% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level. (Feedback Plan) | Provide frequent, timely, and systematic feedback and support instructional practices determined in teacher centered collaborative activities. | Internalize CKLA lessons through common lesson planning       | 09/05/2023 - 01/19/2024 |
| 50% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level. (Feedback Plan) | Provide frequent, timely, and systematic feedback and support instructional practices  | Internalize Ready Math lessons through common lesson planning | 09/05/2023 - 01/19/2024 |

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

determined in teacher centered collaborative activities.

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## PROFESSIONAL DEVELOPMENT PLANS

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Internalize CKLA lessons through common lesson planning

Teachers

CKLA lesson pacing, materials usage, routines, student engagement and participation in grade level work

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

PLT agenda and notes, notes and feedback from walkthroughs, walkthrough look-fors

09/05/2023 - 05/24/2024

Timothy Sabol/Mary Kearney - Administration

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students



| <b>Professional Development Step</b>                          | <b>Audience</b> | <b>Topics of Prof. Dev</b>  |
|---|-----------------|---|
| Internalize Ready Math lessons through common lesson planning | Teachers        | Ready Math lesson pacing, materials usage, routines, student engagement and participation in grade level work |

| <b>Evidence of Learning</b>   | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b>                 |
|---|------------------------------|---|
| PLT agenda and notes, notes and feedback from walkthroughs, walkthrough look-fors | 09/11/2023 - 05/31/2024      | Timothy Sabol/Mary Kearney - Administration |

| <b>Danielson Framework Component Met in this Plan:</b> | <b>This Step meets the Requirements of State Required Trainings:</b> |
|--|--|
|  | Teaching Diverse Learners in Inclusive Settings                      |



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step                            | Topics of Message                | Mode                                | Audience        | Anticipated Timeline  |
|---|----------------------------------|-------------------------------------|-----------------|---|
| Communicate plan to School Board for approval | TSI Improvement<br>Plan Approval | In-person<br>question and<br>answer | School<br>Board | June 23 - plans distributed electronically August 2 and<br>August 9 - in-person question and answer |
| Public Review                                 | Review of the<br>Plan            | Erie's Public<br>Schools Website    | Public          | July 2023-ongoing   |

