MCKINLEY EL SCH

933 E 22nd St

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

McKinley students will continue to become safe, productive members of society by respecting others, showing empathy, and confidently setting personal goals to achieve their full potential.

STEERING COMMITTEE

Name	Position	Building/Group
Dana Suppa	Principal	McKinley
Jackie Bull	Principal	McKinley
Monica Riggle	Teacher	McKinley ILT Member
Melanie Carmosino	Teacher	McKinley ILT Member
Sean Perhacs	Other	McKinley Counselor
Amy Grande	Other	United Way Community School Director
Larry Hollamon	Community Member	Blue Coats
Danette Ronto	Teacher	McKinley ILT Member
Lisa Fetzner	Teacher	McKinley ILT Member
Paul Causgrove	District Level Leaders	Special Education Supervisor
Karin Ryan	District Level Leaders	Curriculum
Teresa Szumigala	District Level Leaders	Assistant Superintendent
Melanie Miller	District Level Leaders	Supervisor of Elementary Content

Name	Position	Building/Group
Michael Outlaw	Parent	McK Family Impact Team
Brian Polito	Chief School Administrator	Superintendent
Scherry Prater	District Level Leaders	Director of Student Services
Malik Outlaw	Student	McKinley

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If families and all staff actively support the mission and vision for McKinley students and collaborate with each other, then the students would attend school regularly and engage in safe behavior.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems
If there are explicit systems and collaborative planning for evaluating students' skill deficits in academics and providing lessons that correlate to the specific skill deficits, then student achievement would increase.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Tier I Family Collaboration

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Attendance	Regular student attendance as defined by the Future Ready Index formula (90% attendance for students enrolled at least 90 days) will increase from 66% to 76% of the students by the end of the school year.
Family Collaboration and Education	The school will host events that provide education on the importance of school attendance for families and/or solicit their feedback using at least 3 different events every quarter.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop and maintain a team of family members to review and discuss survey results, data, school supports and systems quarterly and develop action steps to resolve problems, issues, and/or concerns. (October, January, March, May)	2023-10-11 - 2024-05-22	Dana Suppa / Principal	Meeting space, Promethean Board, computer access, surveys, data, agenda, food service, teacher participation, parent attendance
Solicit feedback from family members through the School Climate Survey scheduled in October and share the results on the McKinley website and ParentSquare app, and at the Family Impact Team meeting, ILT meetings, and Faculty Meetings.	2023-10-02 - 2023-10-31	Jackie Bull / Assistant Principal	Surveys, WiFi, computers, Google Drive, telephone access, meeting space
Solicit feedback from family members through the United Way survey	2023-11-01 -	Amy Grande /	Surveys, WiFi, computers,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
scheduled in November and share the results on the McKinley website and ParentSquare app, and at the Family Impact Team meeting, ILT meetings, and Faculty Meetings.	2023-11-30	Community Director	Google Drive, telephone access, meeting space
Solicit feedback from family members through the Title 1 survey scheduled in May and share the results on the McKinley website and ParentSquare app, and at the Family Impact Team meeting, ILT meetings, and Faculty Meetings.	2024-05-01 - 2024-05-30	Cara Adiutori / School Wide Specialist	Surveys, WiFi, computers, Google Drive, telephone access, meeting space
Organize and schedule at least 6 family events that provide information about attendance to increase participation, educate families, and build relationships among staff and families.	2023-08-01 - 2024-05-31	Amy Grande / Community Director Cara Adiutori / SWS	Computer access, phone access, OneCallNow, ParentSquare app (piloting), school webpage, social media access, event materials, signage, folding tables, chairs
Utilize district supported communication apps to share out events, information, and opportunities for families to collaborate with the school.	2023-08-01 - 2024-05-31	Cara Adiutori / SWS	Computer access, phone access, OneCallNow, ParentSquare app (piloting), school webpage, social media access
Compile the data from the surveys, family events, and attendance results, create graphs to present in PowerPoint and upload onto the McKinley website, share on the ParentSquare app, present at Faculty Meetings, and present at the Family Impact Team and ILT meetings to	2023-10-02 - 2024-05-31	Jackie Bull / Assistant Principal	survey results, sign in sheets, IC attendance data, PowerPoint, computer with access to the internet,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
analyze and develop solutions and action steps to address problems, issues, and/or concerns.			ParentSquare app, Promethean board, meeting area with table and chairs

Anticipated Outcome

Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Monitoring/Evaluation

The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.

Evidence-based Strategy

Tier I Staff Collaboration

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Engagement and	Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings

Goal Nickname	Measurable Goal Statement (Smart Goal)
Work Completion	(GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter.
Student Mastery of Standards K-2	Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments.
Student Mastery of Standards 3-5	Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a formal process for teachers to internalize the lesson to determine the primary focus of the lesson, parts of the lesson students will complete independently, and how mastery of skills will be assessed.	2023-06-07 - 2024-06-07	Dana Suppa / Principal Jackie Bull / Assistant Principal	ILT, PLC, Meeting space, agendas, Promethean board, data access, Google Drive, computer access, WiFi/internet access
Schedule walkthroughs to monitor progress on student engagement as indicated on the CKLA Integrity Walkthrough rubric and schedule time to debrief with teachers to provide effective feedback.	2023-08-01 - 2024-05-31	Dana Suppa / Principal Jackie Bull / Assistant	ILT, PLC, walkthrough schedule, checklists, meeting space, timely feedback/follow-up

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principal	
Develop a formal process and schedule for teachers to analyze end of the unit assessment data to determine skill deficits.	2023-08-01 - 2023-11-17	Dana Suppa / Principal Jackie Bull / Assistant Principal	GLM, PLC, data review sheet, SWS, meeting space, personal device to access data results.
Develop a formal process for teachers to document their goal and action steps to address skill deficits based on unit assessment data.	2023-08-01 - 2023-11-17	Dana Suppa / Principal Jackie Bull / Assistant Principal	GLM, PLC, goal and action plan sheet, SWS, meeting space, personal device to access data results.

Anticipated Outcome

The percentage of students who are reaching grade level benchmarks will increase and students' skill levels will show growth.

Monitoring/Evaluation

CKLA End of the Unit Assessments DIBELS Benchmark Assessments: BOY, MOY, EOY Team meeting agendas, minutes, and unit plans.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings (GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter. (Student Engagement and Work Completion) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments. (Student Mastery of Standards K-2) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson. (Student Mastery of Standards 3-5)	Tier I Staff Collaboration	Develop a formal process for teachers to internalize the lesson to determine the primary focus of the lesson, parts of the lesson students will complete independently, and how mastery of skills will be assessed.	06/07/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings (GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter. (Student Engagement and Work Completion) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments. (Student Mastery of Standards K-2) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson. (Student Mastery of Standards 3-5)	Tier I Staff Collaboration	Develop a formal process and schedule for teachers to analyze end of the unit assessment data to determine skill deficits.	08/01/2023 - 11/17/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings (GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter. (Student Engagement and Work Completion)

Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments. (Student Mastery of Standards K-2)

Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson. (Student Mastery of Standards 3-5) | Tier I Staff Collaboration | Develop a formal process for teachers to document their goal and action steps to address skill deficits based on unit assessment data. | 08/01/2023 - 11/17/2023 |

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator	Brian Polito	2023-08-28
School Improvement Facilitator Signature		
Building Principal Signature	Dana P. Suppa	2023-08-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA Academic Growth Score - All subgroups met the statewide growth standard of at least 70%. Met the statewide growth standard of 70 with a score of 75. This is an increase of 3% from the previous year.

Math Academic Growth Score - All subgroups met the statewide growth standard of at least 70%. Met the statewide growth standard of 70 with a score of 74.

ELA Proficiency or Advanced on PSSA - Overall Proficiency rate increased from 12.8% to 14.4% All the subgroups (except for the Black subgroup) increased their performance from the previous year.

Math Proficiency or Advanced on PSSA - Overall Proficiency rate increased from 6.6% to 8%. The following subgroups increased their performance for the previous year: All Student Group, Black, EL

The percentage of students in grades K-5 who achieved benchmark and above on the DIBELS benchmark assessment increased by 13% (BOY 24% to EOY 37%)

The percentage of students in grades K-5 who scored well below

Challenges

ELA Proficiency Rates in the student groups Black, Hispanic, White, Economically Disadvantage, and Students with Disabilities declined.

Math Proficiency Rates in the student groups Black, Hispanic, White, Economically Disadvantage declined.

ELA Proficiency or Advanced on PSSA - Overall proficiency is 39.7% below the statewide average of 54.1% Math Proficiency or Advanced on PSSA - Overall proficiency is 27.7% below the statewide average of 35.7%

TSI Indicator: Overall achievement on English Language Proficiency for ELs is 16.67% and Economically Disadvantaged is 17.39%

38% of the students are 2 or more grade levels behind in Math.

EOY DIBELS assessment indicates that at least 52% of the students are reading well below grade level.

There is limited growth or change on DIBELS ORF assessments in grades 1st - 5th grade - On or above grade level is maintained at 31 - 38%.

Strengths

benchmark on the DIBELS benchmark assessment decreased by 12% (BOY 64% to EOY 52%)

Overtime the percentage of students on or above benchmark on the EOY increases by 4% each year.

The percentage of students who are on or above grade level on the iReady diagnostic, increased by 17% (Fall 1% to Spring 18%).

There is consistency on achievement across the 4 Math domains.

During the 2022-2023 school year, the behavior events that included African Americans were reduced by 16%.

All classrooms have implemented and maintained Community Circles to teach prosocial skills, build community, and to discuss issues and concerns in a positive way.

Scores on the Science PSSA have increased by 8.4 % over the past 5 years (2018 - 21.8% to 2022 - 30.2%).

A schedule for Smart Futures has been developed and progress is monitored quarterly to ensure participation.

The percentage of students who scored two or more grade levels below on the iReady diagnostic, decreased by 20% (Fall 58% to Spring 38%).

Challenges

EL's enrollment influxes throughout the year causing inconsistent data results.

Staff attendance impacts consistency of interventions.

Current Science curriculum does not provide students access to PA state standards.

Student truancy, chronic truancy, transiency, and missing students affect their ability to complete the Career Readiness requirements.

A large number of refugees and immigrants with limited or no English that are new to the country have enrolled.

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

EOY DIBELS assessment indicate that only 37% of the students are reading on or above grade level.

On the iReady Diagnostic Assessment, students are moving from 2 or more grade levels below to 1 grade below, but not progressing to grade level.

18% of the students are on or above grade level on the iReady Diagnostic Assessment.

Strengths

Economically Disadvantaged subgroup met the statewide growth standard of at least 70% on the Science PSSA.

PLCs focused on internalizing the CKLA lesson so that students can access and complete grade level curriculum independently.

Collectively shape the vision for continuous improvement of teaching and learning.

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.

Challenges

TSI Indicator: Overall achievement on Math and ELA combined for Students with Disabilities is 12.75%, English Learners is 4.55% and Economically Disadvantages is 9.76%

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

Implement evidence-based strategies to engage families to support learning.

Students who are reading on or above grade level are not proficient on the PSSA ELA Assessment.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

There were declines in proficiency rates for Black (17.4%) and Economically Disadvantaged (28%) subgroups on the Science PSSA.

26.7% of the students in grades 3-5 think that students get along at the school.

Most Notable Observations/Patterns

The school has not established consistent strategies to engage families to support learning or to promote collaboration with the staff. Communication systems with families are limited or ineffective as evidenced in our families' limited knowledge of attendance laws, behavioral expectations, and support provided by the school. Parent participation in the school is limited as the school has not provided ample opportunities for them to engage in their student's learning, to voice their concerns, or to provide feedback. Staff do not meet regularly to reflect and engage in shared learning to respond to student needs. This lack of collaboration between staff and families is resulting in poor attendance, limited student achievement, and aggression in school.

Challenges	Discussion Point	Priority for Planning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Curriculum implementation walkthroughs indicate that there is a discrepancy between teachers with more experience and those who are less experienced with the curriculum.	✓
Implement evidence-based strategies to engage families to support learning.	Surveys and school-wide evaluation tools indicate that family collaboration with the school is limited and weak because the school has provided limited opportunities for the families to engage with the school and the school has limited and ineffective communication strategies.	✓
There is limited growth or change on DIBELS ORF assessments in grades 1st - 5th grade - On or above grade level is maintained at 31 - 38%.	Students are not making adequate growth towards grade level standards and continue to struggle to complete grade level work independently.	
On the iReady Diagnostic Assessment, students are moving from 2 or more grade levels below to 1 grade below, but not progressing to grade level.	Students are not making adequate growth towards grade level standards and continue to struggle to complete grade level work independently.	
26.7% of the students in grades 3-5 think that students get along at the school.	Students struggle to use prosocial skills and coping skills to resolve conflict with others.	

ADDENDUM B: ACTION PLAN

Action Plan: Tier I Family Collaboration

Action Steps	Anticipated Start/Completion Date
Develop and maintain a team of family members to review and discuss survey results, data, school supports and systems quarterly and develop action steps to resolve problems, issues, and/or concerns. (October, January, March, May)	10/11/2023 - 05/22/2024

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
Meeting space, Promethean Board, computer access, surveys, data, agenda, food service, teacher participation, parent attendance	no

Action Steps	Anticipated Start/Completion Date
Solicit feedback from family members through the School Climate Survey scheduled in October and share the results on the McKinley website and ParentSquare app, and at the Family Impact Team meeting, ILT meetings, and Faculty Meetings.	10/02/2023 - 10/31/2023

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
Surveys, WiFi, computers, Google Drive, telephone access, meeting space	no

Action Steps	Anticipated Start/Completion Date
Solicit feedback from family members through the United Way survey scheduled in November and share the results on the McKinley website and ParentSquare app, and at the Family Impact Team meeting, ILT meetings, and Faculty Meetings.	11/01/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
Surveys, WiFi, computers, Google Drive, telephone access, meeting space	no

Action Steps	Anticipated Start/Completion Date
Solicit feedback from family members through the Title 1 survey scheduled in May and share the results on the McKinley website and ParentSquare app, and at the Family Impact Team meeting, ILT meetings, and Faculty Meetings.	05/01/2024 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
Surveys, WiFi, computers, Google Drive, telephone access, meeting space	no

Action Steps	Anticipated Start/Completion Date
Organize and schedule at least 6 family events that provide information about attendance to increase participation, educate families, and build relationships among staff and families.	08/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
Computer access, phone access, OneCallNow, ParentSquare app (piloting), school webpage, social media access, event materials, signage, folding tables, chairs	no

Action Steps	Anticipated Start/Completion Date
Utilize district supported communication apps to share out events, information, and opportunities for families to collaborate with the school.	08/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
Computer access, phone access, OneCallNow, ParentSquare app (piloting), school webpage, social media access	no

Action Steps	Anticipated Start/Completion Date
Compile the data from the surveys, family events, and attendance results, create graphs to present in PowerPoint and upload onto the McKinley website, share on the ParentSquare app, present at Faculty Meetings, and present at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	10/02/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
The survey results, family participation percentages, and attendance data represented in charts and graphs shown on a PowerPoint will be provided on the McKinley website and through the ParentSquare app for families and community members, shared at Faculty meetings for staff, and reviewed at the Family Impact Team and ILT meetings to analyze and develop solutions and action steps to address problems, issues, and/or concerns.	Family participation and input will increase collaboration among parents and school staff resulting in an increase in regular student attendance and will result in changes to school systems and policies based on the needs of the students, families, and staff.

Material/Resources/Supports Needed	PD Step
survey results, sign in sheets, IC attendance data, PowerPoint, computer with access to the internet, ParentSquare app, Promethean board, meeting area with table and chairs	no

Action Plan: Tier I Staff Collaboration

Action Steps	Anticipated Start/Completion Date
Develop a formal process for teachers to internalize the lesson to determine the primary focus of the lesson, parts of the lesson students will complete independently, and how mastery of skills will be assessed.	06/07/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
CKLA End of the Unit Assessments DIBELS Benchmark Assessments: BOY, MOY, EOY Team meeting agendas, minutes, and unit plans.	The percentage of students who are reaching grade level benchmarks will increase and students' skill levels will show growth.

Material/Resources/Supports Needed	PD Step
ILT, PLC, Meeting space, agendas, Promethean board, data access, Google Drive, computer access, WiFi/internet access	yes

Action Steps	Anticipated Start/Completion Date
Schedule walkthroughs to monitor progress on student engagement as indicated on the CKLA Integrity Walkthrough rubric and schedule time to debrief with teachers to provide effective feedback.	08/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
CKLA End of the Unit Assessments DIBELS Benchmark Assessments: BOY, MOY, EOY Team meeting agendas, minutes, and unit plans.	The percentage of students who are reaching grade level benchmarks will increase and students' skill levels will show growth.

Material/Resources/Supports Needed	PD Step
ILT, PLC, walkthrough schedule, checklists, meeting space, timely feedback/follow-up	no

Action Steps	Anticipated Start/Completion Date
Develop a formal process and schedule for teachers to analyze end of the unit assessment data to determine skill deficits.	08/01/2023 - 11/17/2023

Monitoring/Evaluation	Anticipated Output
CKLA End of the Unit Assessments DIBELS Benchmark Assessments: BOY, MOY, EOY Team meeting agendas, minutes, and unit plans.	The percentage of students who are reaching grade level benchmarks will increase and students' skill levels will show growth.

Material/Resources/Supports Needed	PD Step
GLM, PLC, data review sheet, SWS, meeting space, personal device to access data results.	yes

Action Steps	Anticipated Start/Completion Date
Develop a formal process for teachers to document their goal and action steps to address skill deficits based on unit assessment data.	08/01/2023 - 11/17/2023

Monitoring/Evaluation	Anticipated Output
CKLA End of the Unit Assessments DIBELS Benchmark Assessments: BOY, MOY, EOY Team meeting agendas, minutes, and unit plans.	The percentage of students who are reaching grade level benchmarks will increase and students' skill levels will show growth.

Material/Resources/Supports Needed	PD Step
GLM, PLC, goal and action plan sheet, SWS, meeting space, personal device to access data results.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings (GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter. (Student Engagement and Work Completion) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments. (Student Mastery of Standards K-2) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson. (Student Mastery of Standards 3-5)	Tier I Staff Collaboration	Develop a formal process for teachers to internalize the lesson to determine the primary focus of the lesson, parts of the lesson students will complete independently, and how mastery of skills will be assessed.	06/07/2023 - 06/07/2024
Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings (GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a	Tier I Staff Collaboration	Develop a formal process and schedule for	08/01/2023 - 11/17/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter. (Student Engagement and Work Completion) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments. (Student Mastery of Standards K-2) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson. (Student Mastery of Standards 3-5)		teachers to analyze end of the unit assessment data to determine skill deficits.	
Through teacher collaboration during Professional Learning Communities (PLCs) and Grade Level Meetings (GLMs) to internalize the CKLA lessons and determine opportunities for students to independently complete the major work of the lesson, a score of 2.88 out of 3 towards Achieves Curriculum Integrity will be achieved on the CKLA Integrity Walk Indicator rubric for Student Participation, Work Completion, and Engagement by the end of the 4th quarter. (Student Engagement and Work Completion) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level	Tier I Staff Collaboration	Develop a formal process for teachers to document their goal and action steps to address skill deficits based on unit assessment data.	08/01/2023 - 11/17/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
standards, 70% of the students in grades K-2 will score a 70% or higher on the end of the unit formative skills assessments. (Student Mastery of Standards K-2) Through teacher collaboration during PLCs and GLMs to internalize the CKLA lessons and determine opportunities for students to demonstrate mastery of grade level standards, 30% of the students in grades 3-5 will score a 70% or higher on the end of the unit formative assessments that evaluates the primary objective of the lesson. (Student Mastery of Standards 3-5)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis and Instruction	Instructional staff (classroom, special education, EL, academic support, SWS)	Training will be provided to staff on the Science of Reading and how to analyze data to determine skill deficits and needs. Based on skill deficits and needs staff will learn how to develop a goal and instructional action steps that can be monitored for progress using evidenced-based assessments. Trainings will promote collaboration among grade level team members by developing a grade level instructional plan to support each classroom teacher in meeting their goals.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff to provide meeting notes, action plans, intervention lesson plans, and progress monitoring data	08/22/2023 - 04/01/2024	Jackie Bull / Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings
1c: Setting Instructional Outcomes	
4a: Reflecting on Teaching	
4d: Participating in a Professional Community	
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
Lesson Internalization	Instructional staff (classroom, special education, EL, academic support, SWS)	Training will be provided to teachers on how to internalize a lesson to determine which skills and tasks are necessary for students to complete the grade level classwork independently. Training will include opportunities for grade level teams to collaborate and plan together to develop learning opportunities for the students to complete prior to the lesson so that the students may have access to grade level work on the day it is assigned.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Unit plans that include focus skills of the lesson, learning activities that address the focus of the lesson and prework lessons done prior to the lesson to allow students access to grade level curriculum during the lesson.	08/22/2023 - 04/30/2024	Jackie Bull / Assistant Principal

Danielson Framework Component Met in this Plan:

4d: Participating in a Professional Community

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

This Step meets the Requirements of State Required Trainings:

Structured Literacy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share plan with ILT and discuss implementation.	TSI goals and Action steps. Data review of 2022/2023	In-person meeting	McKinley ILT	August 17th
Faculty In-service, PLC	Review plan, goals, action steps with McKinley staff. All SPM will be based on our TSI goals. (monitor plan three times per year.	In-service meetings, PLC	Teachers and staff	August 2023-May 2024
BOY, MOY, EOY meetings with our FIT (Family Impact Team)	What does TSI mean and how we are addressing it a school community?	Dinner meeting	Parents, neighbors, staff, community school director	09/30/2023, 01/30/2024, 05/30/2024
Public Review	Public review of the plan	Erie's Public Schools website	Public	July 2023-ongoing