

## **PITTSBURGH FULTON K-5**

5799 Hampton St

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

At Pittsburgh Fulton all students will be prepared, focused, and held accountable for their academic and social growth which will equip them with the skills they need to transition to middle school successfully.

STEERING COMMITTEE

Name	Position	Building/Group
Edward Littlehale	Principal	Fulton K-5/ PPS
Rebecca Maclean	Parent	Pittsburgh Fulton/ PTA
Christina Yancy	School Social Worker	Fulton K-5
Julie Yuiska	Teacher	Fulton PK-5
Amanda DiGregorio	Teacher	Fulton PK-5
Kevin Bivins	District Level Leaders	PPS Central Administration
Meredith Knight	Community Member	Pittsburgh Fulton PTA
Laura Mullen	Parent	Pittsburgh Fulton PTA
Michelle Monahan	Teacher	Fulton PK-5

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
IF all educators, students, stakeholders, and community members increase their skills by asking questions THEN everyone should be serviced more efficiently and students will grow academically.	Parent and family engagement  English Language Arts  Mathematics
IF teachers are able to identify and address individual student learning needs through differentiation with a focus on strengthening foundational skills while teaching grade-level content THEN students will be provided with more opportunities to engage in scaffolded instruction while receiving targeted support to improve	English Language Arts  Mathematics  Social emotional learning
IF teachers are able to identify and address individual student learning needs through differentiation with a focus on Science of Reading strategies THEN students will be provided with more opportunities to grow their skills in reading nonsense words.	Early Literacy  English

Priority Statement	Outcome Category
	Language Arts
	English Language Arts
IF all educators, students, stakeholders, and community members increase their skills by asking questions about their needs THEN specific organizations in the community can partner and support Fulton School.	Community Engagement  Regular Attendance

## ACTION PLAN AND STEPS

Evidence-based Strategy
Develop awareness of the segments of sound in speech and how they link to letters. Suggested Action Steps: 1. Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught in alignment with the core resource. 2. Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Dibels NWF and ORF - EOY	By the end of the year or Dibels Spring Assessment, 70% of Kindergarten - Fifth-grade students will meet the benchmark for Nonsense word fluency and oral reading fluency.
2nd - 5th - Grade Dibels ORF	By the Dibels Spring Oral reading fluency Assessment 75% of the second-grade through fifth-grade students will meet the benchmark score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administrator all K-2 Dibels Assessments in the Fall, Winter, and Spring. Review Dibels data and plan small-group, individual, and whole-class relevant instruction based on the Dibels outcomes for individual students.	2023-08-28 - 2024-06-14	Ms. Julie Yuiska - 1st-grade ITL, Ms. Mandy Konopka 2nd Grade ELA teacher	Dibels Assessment, New Open Court Curriculum, Literacy Academic Coach, District professional learning for Literacy K-5 teachers on Open Court and Science of Reading
School-wide adoption of Phonic Screener for K-2 students who score Basic or Below Basic on the Dibels letter identification, Nonsense word fluency, and Oral reading fluency.	2023-08-28 - 2023-12-22	Ms. Julie Yuiska, 1st grade/ ITL, and Ms. Amanda Konopka 2nd grade ELA/ Leadership Team	Dibels Assessment, New Open Court Curriculum, Literacy Academic Coach, District professional learning for Literacy K-5 teachers on Open Court and Science of Reading
Aligning K-2 students' HOSTS reading intervention to the students needs to be determined by Dibels and the Phonics Screener.	2023-08-28 - 2023-12-21	Ms. Julie Yuiska, 1st-grade, and ITL, and Ms. Mandy Konopka, 2nd-grade and Leadership	Master school-wide HOSTS schedule identifying student needs and aligned program to needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Team member	
Identify the correct students in grades K-2 for Multi-Tiered Systems of Support with reading instruction.	2023-08-28 - 2023-12-21	MTSS Team, Ms. Julie Yuiska, 1st-grade/ ITL, and Ms. Mandy Konopka 2nd-grade ELA teacher and Leadership Team members.	Dibels and Phonics screener data, teacher input, MTSS Referral Form

Anticipated Outcome
An increase of K-2 students meeting Dibels benchmarks in the Winter and Spring of 2024 on NWF and ORF.

Monitoring/Evaluation
Quarterly grades, teacher input, Assessment results, Intervention, and MTSS teacher notes

Evidence-based Strategy
Teach students to decode words, analyze word parts, and write and recognize words. Suggested Action Steps: 1. Ensure effective instruction is occurring and students are decoding words, analyzing word parts, and write and recognize words is taught in alignment with the core resource. 2. Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA - weekly and unit assessments - Smart Goal	75% of Fulton students in grades 3-5 will score at least 75% accuracy on the Open Court weekly and unit assessments.
ELA Performance	Based on data from the 2022-23 ELA PSSA 44% of Grade 3 students demonstrated on-track performance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Focus the oral reading fluency with the students that are in 4th grade during the school year 2023-2024. As 3rd graders, a very small percentage of these students scored proficient on the 2023 ELA PSSA. Increase the amount of progress monitoring touchpoints, 1-minute reading passages, and reading instruction around increasing reading fluency rate and accuracy.	2023-08-21 - 2024-06-14	Mr. Koponoka 2nd grade ELA, Ms. Daniela McKain 3rd grade ELA, and Ms. Renee Hart 4th grade ELA.	1-minute reading prompts, Dibels progress monitoring probes, and Open Court fluency connection professional learning
Students and teachers of grades 3rd- 5th review Open Court selection tests and track data according to PA Core Standards met and PA Core Standards and Eligible Content that still needs practice.	2023-08-28 - 2024-06-14	Leadership Team, Ms. Daniela McKain 3rd ELA teacher, Ms. Renee	Weekly Assessment Charting Spreadsheet, Open Court selection tests, Scope & Sequence of PA Core Standard and Eligible Content taught, additional assignments in each category for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Hart 4th ELA, and Mr. Jay Jaworski	student practice.
Utilization of services available to the 4th grade ELA students in the 2023-2024 school year. We have a contracted service through 3Rs Educational Services. This is a way we utilized ESSERs funds at Fulton. A retired PPS teacher works with students 1:1 to reinforce the content and assignments/ activities determined by ELA teachers.	2023-10-02 - 2024-05-24	Ms. Julie Yuiska, ESSERs point person, and Ms. Rhonda Rector, 3Rs Educational Services, CEO	Individualized student ELA data that is aligned to PA Core Standards and Eligible Content to determine the neediest students for 1:1 interventions. ELA teacher generated individualized assignments/ activities for Rhonda to implement with the students identified.
Personalized student invitations to attend the Fulton Before-school tutoring program. Students will be identified using mostly teacher input and ELA individualized student data.	2023-10-02 - 2024-05-24	Ms. Julie Yuiska, ESSERs point person, School Secretary, or Payroll Clerk	Before-school tutoring program application, individualized student data for tutoring teachers, additional activities/ assignments for facilitating teachers
<b>Anticipated Outcome</b>			
Increase the ELA proficient percentage of the students in 4th grade during the 2023-2024 school year on the 2024 ELA PSSA.			



## Monitoring/Evaluation

Beginning of the year, middle of the year, and End of the year ELA CDT and Open Selection and Unit Assessments.

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### Evidence-based Strategy

Hold formal conferences to promote a relationship-based approach to addressing academic or disciplinary issues with students and parents. Proactively seek out and elevate the voices and perspectives of students and families. Utilize this information and apply fair process (engagement, explanation & expectation clarity) consistently in decision making. Collaboratively develop shared agreements, which are consistently modeled by adults and students and woven into daily routines and practices.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase parent and staff involvement in learning	We will use the PPS Parent Survey questions to monitor the amount and type of events parents/ guardians are attending at Pittsburgh Fulton. Choices will be Parent/ Teacher Conferences (for meetings with your child's teacher), School Events, Volunteer Opportunities, Parent/ Teacher Organization, Parent School Community Council, Academic Matters, and Discipline Issues,
Increase Community Partners	Pittsburgh Fulton Staff will attend the Highland Park Community group meeting once a month at a 100% attendance percentage from August 2023 through June 2024. During Q3 and Q4 we will attend a second community group meeting monthly.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
An executive board member from the Wildcat Parent/Teacher Association (PTA) asked to start the PTA meeting off with an open Question & Answering period instead of positioning the Q & A at the end of the meeting.	2023-09-19 - 2024-05-21	Mr. Ed Littlehale, Principal, and Ms. Abby Pekelnicky, Art teacher and Family & Community Coordinator.	Parent School Community Committee agenda, Parent/ Teacher Association agenda, and staff to respond to questions.
Attend community group monthly meetings such as the Highland Park Community Group to increase partnerships between Fulton School and community-based groups.	2023-08-28 - 2024-06-30	All Fulton staff will rotate and take turns attending the community-based organizations Fulton decides to partner with.	Staff participation, community-based organizations, and their meeting schedules for the 2023-2024 school year.
Increase the staff attendance and the assignments and activities at the Fulton Reading and Math nights.	2023-10-17 - 2023-11-21	Fulton reading and math teachers	Open Court and Go Math parent resources
Include parents in more formal academic conferences throughout the year in addition to the district's parent conferences.	2023-09-04 - 2024-04-01	Ed Littlehale, Christine Yancy, Una Davoren, Jennifer Metikosh, Julie Yuiska, and Mandy Konopka	CDTs from the beginning of the year, middle of the year, and end of the year. Any graded work from the grading quarter that was finished before the scheduled additional conferences.
Utilize the School Culture Resource Hub via Sharepoint for increasing parent and staff	-	Leadership and School Culture Teams	School Culture Resources Hub, and Panorama Playbook

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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engagement around learning/ academic topics.

### Anticipated Outcome

An increase in participation at community and school-based events that are specifically focusing on academics.

### Monitoring/Evaluation

Parent School Community Council and Parent/ Teacher Association meeting attendance. Additional formal conferences with parents focusing on most current CDT results and quarter-graded work.

### Evidence-based Strategy

Require student accountable talk to justify or define solutions and encourage communication of viable arguments regarding an elected method of solving a problem. Create and implement interactive journals and/or notebooks to make note-taking interactive and more engaging during the presentation of new content.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Utterance tracking system	Students formulate many content-related questions, initiate topics, challenge one another's thinking, and make unsolicited contributions each utterance will be recorded and a tracking system will be established school-wide. Asking questions is a school-wide instructional focus. In math, we will track when students assess and advance learning by asking high-level questions. The teacher will track students' questions using the Dojo tick

Goal Nickname	Measurable Goal Statement (Smart Goal)			
	system or something similar.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Fulton math staff will create an utterance tracking system to calculate the amount of student-generated questions during math instruction.	2023-08-28 - 2024-06-14	Fulton Math Staff	Dojo tracking system or some kind of tracking system that is friendly to collecting the amount of student-generated questions.	
Fulton math teachers will study and learn about the traditional ELA Depth of Knowledge questions. This will include the DOK stem target introducing the level of questioning.	2023-08-28 - 2024-06-14	Fulton Math Staff	Depth of Knowledge targets introducing levels of questioning	
Fulton staff will monitor students in grades 2 - 5 using the Panorama Student Survey and focusing on the emotion regulation topic. Discussions will be held during SEL HOSTs day through the 20-24 school year. Progress monitoring will be accomplished through the Panorama Student Survey.	2023-10-02 - 2024-05-01	Ms. Julie Yuiska	Panorama playbook, rethink ed, and PPS created SEL curriculum	
Monitor regular attendance quarterly at grade levels and homeroom views. Conduct meetings as needed when students go below the 80% threshold quarterly. Create Truancy Prevention Plans and focus them monthly for incentivizing TPP that met the goals.	2023-10-02 - 2024-06-03	Ms. Yancy and Mr. Littlehale	Power Bi regular attendance reports, Truancy Prevention plans, incentivizing students who are improving and meeting	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the acceptable threshold.			
<b>Anticipated Outcome</b>			
Students will ask more questions to clarify their learning and to identify troublesome areas for their teachers. Staff will initiate questions that will cause students to think more about the math content.			
<b>Monitoring/Evaluation</b>			
Utterance tracking sheet, DOK target displayed as learning artifact on the classroom wall, and DOK question starter cheat sheet.			
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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By the Dibels Spring Oral reading fluency Assessment 75% of the second-grade through fifth-grade students will meet the benchmark score. (2nd - 5th - Grade Dibels ORF)	Suggested Action Steps: 1. Ensure effective instruction is occurring and segments of sound in speech and how they link to		

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	letters is taught in alignment with the core resource. 2. Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not		

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	responding to the small group instruction, a more intensive intervention may be effective.		



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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of Fulton students in grades 3-5 will score at least 75% accuracy on the Open Court weekly and unit assessments. (ELA - weekly and unit assessments - Smart Goal)	Teach students to decode words, analyze word parts, and write and recognize words.	Focus the oral reading fluency with the students that are in 4th grade during the school year 2023-2024. As 3rd graders, a very small percentage of these students scored proficient on the 2023 ELA PSSA. Increase the amount of progress monitoring touchpoints, 1-minute reading passages, and reading instruction around increasing reading	08/21/2023 - 06/14/2024
Based on data from the 2022-23 ELA PSSA 44% of Grade 3 students demonstrated on-track performance. (ELA Performance)	Suggested Action Steps: 1. Ensure effective instruction is occurring and students are decoding words,		

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	analyzing word parts, and write and recognize words is taught in alignment with the core resource. 2. Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional	fluency rate and accuracy.	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students formulate many content-related questions, initiate topics, challenge one another's thinking, and make unsolicited contributions each utterance will be recorded and a tracking system will be established school-wide. Asking questions is a school-wide instructional focus. In math, we will track when students assess and advance learning by asking high-level questions. The teacher will track students' questions using the Dojo tick system or something similar. (Utterance tracking system)	Require student accountable talk to justify or define solutions and encourage communication of viable arguments regarding an elected method of solving a problem. Create and implement interactive journals and/or notebooks to make note-taking	Fulton math staff will create an utterance tracking system to calculate the amount of student-generated questions during math instruction.	08/28/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	interactive and more engaging during the presentation of new content.		



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students formulate many content-related questions, initiate topics, challenge one another's thinking, and make unsolicited contributions each utterance will be recorded and a tracking system will be established school-wide. Asking questions is a school-wide instructional focus. In math, we will track when students assess and advance learning by asking high-level questions. The teacher will track students' questions using the Dojo tick system or something similar. (Utterance tracking system)	Require student accountable talk to justify or define solutions and encourage communication of viable arguments regarding an elected method of solving a problem. Create and implement interactive journals and/or notebooks to make note-taking	Fulton math teachers will study and learn about the traditional ELA Depth of Knowledge questions. This will include the DOK stem target introducing the level of questioning.	08/28/2023 - 06/14/2024

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	interactive and more engaging during the presentation of new content.		

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
School Improvement Facilitator Signature

\_\_\_\_\_  
Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Based on the PSSA data from the 2021-22 school year two PSSA's were administered fall and spring. The following increases are between the two assessments. In third grade ELA increased 19.04% . Third grade 19.06% in math. Fourth grade increased 3.92% in ELA and 16.78% in math. Firth grade ELA 33.18% and math 5.85% in math.

Based on the 2023 spring Panarama survey, Fulton students scored above the district average in five of the seven areas.

PSSA ELA scores improved from Fall to Spring administration: 3rd grade +19%, 4th grade +4% and 5th grade +33%

PSSA Math scores improved from Fall to Spring administration: 3rd grade +19%, 4th grade +17% and 5th grade +6%

3rd grade ELA CDT +13% proficient or above from BOY to EOY

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

On the 2023 Panorama in the tested area Challenging Feeling

### Challenges

Based on data from the 2022-23 ELA PSSA 44% of Grade 3 students demonstrated on-track performance.

K-1 Dibels nonsense words MOY 2022-2023 was at 53%. This is a low indication of proficient readers in K and 1.

Fulton students in grades 3-5 overall content areas CDT Standard Error Measurement improved by 2+ was 29.3%.

82.4% of 3rd graders were Below Basic on the end of the year Math CDT.

2nd-grade MOY Dibels Reading oral fluency, 49% of students are at or above benchmark.

K-1 MOY Dibels Nonsense word fluency- 53% of students are at or above benchmark.

In the tested area Challenging Feeling Fulton students increased from 47% to 51% for a 4% increase. This also is 3% higher than the district average.

84.4% of the students who are economically disadvantaged scored below basic on the 2023 Spring CDT Assessment Math.

## Strengths

Fulton students increased from 47% to 51% for a 4% increase. This also is 3% higher than the district average.

The fourth-grade students had an average test completion rate of 98% across all three administration points on the 4th grade Science CDT.

On the Spring CDT Literature the students with an IEP improved by 1+ and 2+ Standard Error of Measurement is 82.6%.

The 2022-2023 school year 5th-grade students completed 100% of the Career-ready Naviance tasks.

Identify and address individual student learning needs

4th grade ELA CDT +5% proficient or above from BOY to EOY

5th grade ELA CDT +2% proficient or above from BOY to EOY

3rd grade Math CDT percentage increase of proficient or above students is an increase of 14%.

4th grade Math CDT percentage increase of proficient or above students is an increase of 11%.

5th grade Math CDT percentage increase of proficient or above students is an increase of 9%.

70% of the students economically disadvantaged improved 1+ and

## Challenges

45.7% of Fulton's Black students on the Spring CDT Literature Assessment scored in the green or above middle green range.

On the 2023 Panorama in the tested area Positive Feeling Fulton students decrease the percentage of favorable responses by 3%. We went from 70% in Spring 2022 to 67% in Spring 2023. This is one below the district average.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

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

The fourth-grade students improved by 16.7% 2+ Standard Error of Measurement on the Science CDT in the Spring.

91.3% of the students with an IEP scored below basic on the Spring Math CDT

Based on the Science PSSA data from the 2021-22 sy 67.5% students were proficient,

34% Proficient or above in 3rd grade ELA EOY CDT

47% Proficient or above in 4th grade ELA EOY CDT

73.8% of 4th graders were Below Basic on the end of the year

### Strengths

2+ Standard Error of Measurement on the Spring Literature CDT.

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

85.4% of the Black students improved 1+ and 2+ Standard Error of Measurement on the Spring Math CDT.

On the 4th grade Spring 2023 PSSA Science 82% of the 4th grade students scored proficient or advanced.

All Teaching & Learning Conditions topics (8) surveyed at Fulton have greater favorable percentages than the district averages in all 8 topics.

### Challenges

Math CDT.

84.1% of 5th graders were Below Basic on the end of the year Math CDT.

67% of first-grade students were below basic on the District Math beginning-of-year assessment.

The regular attendance rate for the 22-23 school year is 70.6%.

### Most Notable Observations/Patterns

### Challenges

### Discussion Point

### Priority for Planning

Based on data from the 2022-23 ELA PSSA 44% of Grade 3 students demonstrated on-track performance.	Due to Covid 19 impacting the education of young children our current 3rd graders spend their 1st-grade year in a remote situation, and 2nd grade in a hybrid and remote learning environment and this affects our 3rd graders becoming proficient readers.	✓
K-1 Dibels nonsense words MOY 2022-2023 was at 53%. This is a low indication of proficient readers in K and 1.	Due to our current kindergarten and first-grade students wearing masks and being in and out of virtual and in-person school their phonemic awareness was effected in a negative manner.	✓
Fulton students in grades 3-5 overall content areas CDT Standard Error Measurement improved by 2+ was 29.3%.	This was a power bi data warehouse report and this is the result of the Spring All Content Area SEM 2+ percentage of students.	
Implement evidence-based strategies to engage families to support learning.	Review strategies to engage families in events or activities focusing how to support the learning taking place in the classrooms. Increase the rigor and attendance at Math and Reading Nights.	✓
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	Attend the Highland Park Community Group meetings and increase partnerships with them and other agencies in the community.	✓
2nd-grade MOY Dibels Reading oral fluency, 49% of students are at or above benchmark.	Low percentage for MOY. Makes it difficult to meet EOY.	
91.3% of the students with an IEP	Grade level test	



Challenges	Discussion Point	Priority for Planning
scored below basic on the Spring Math CDT		
The regular attendance rate for the 22-23 school year is 70.6%.	This is an increase from 21-22 school year, but not as high of a percentage as it was before Covid 19.	

ADDENDUM B: ACTION PLAN

Action Plan: Develop awareness of the segments of sound in speech and how they link to letters. Suggested Action Steps: 1. Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught in alignment with the core resource. 2. Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.

Action Steps	Anticipated Start/Completion Date
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Monitoring/Evaluation	Anticipated Output
Quarterly grades, teacher input, Assessment results, Intervention, and MTSS teacher notes	An increase of K-2 students meeting Dibels benchmarks in the Winter and Spring of 2024 on NWF and ORF.
Material/Resources/Supports Needed	PD Step
Dibels Assessment, New Open Court Curriculum, Literacy Academic Coach, District professional learning for Literacy K-5 teachers on Open Court and Science of Reading	yes

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Action Steps	Anticipated Start/Completion Date
School-wide adoption of Phonic Screener for K-2 students who score Basic or Below Basic on the Dibels letter identification, Nonsense word fluency, and Oral reading fluency.	08/28/2023 - 12/22/2023
Monitoring/Evaluation	Anticipated Output
Quarterly grades, teacher input, Assessment results, Intervention, and MTSS teacher notes	An increase of K-2 students meeting Dibels benchmarks in the Winter and Spring of 2024 on NWF and ORF.
Material/Resources/Supports Needed	PD Step
Dibels Assessment, New Open Court Curriculum, Literacy Academic Coach, District professional learning for Literacy K-5 teachers on Open Court and Science of Reading	yes
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**Action Steps****Anticipated Start/Completion Date**

Aligning K-2 students' HOSTS reading intervention to the students needs to be determined by Dibels and the Phonics Screener.

08/28/2023 - 12/21/2023

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

Quarterly grades, teacher input, Assessment results, Intervention, and MTSS teacher notes

An increase of K-2 students meeting Dibels benchmarks in the Winter and Spring of 2024 on NWF and ORF.

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

Master school-wide HOSTS schedule identifying student needs and aligned program to needs.

no

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Action Steps	Anticipated Start/Completion Date
Identify the correct students in grades K-2 for Multi-Tiered Systems of Support with reading instruction.	08/28/2023 - 12/21/2023

Monitoring/Evaluation	Anticipated Output
Quarterly grades, teacher input, Assessment results, Intervention, and MTSS teacher notes	An increase of K-2 students meeting Dibels benchmarks in the Winter and Spring of 2024 on NWF and ORF.

Material/Resources/Supports Needed	PD Step
Dibels and Phonics screener data, teacher input, MTSS Referral Form	no

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**Action Plan:** Teach students to decode words, analyze word parts, and write and recognize words. **Suggested Action Steps:** 1. Ensure effective instruction is occurring and students are decoding words, analyzing word parts, and write and recognize words is taught in alignment with the core resource. 2. Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.

Action Steps	Anticipated Start/Completion Date
Focus the oral reading fluency with the students that are in 4th grade during the school year 2023-2024. As 3rd graders, a very small percentage of these students scored proficient on the 2023 ELA PSSA. Increase the amount of progress monitoring touchpoints, 1-minute reading passages, and reading instruction around increasing reading fluency rate and accuracy.	08/21/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Beginning of the year, middle of the year, and End of the year ELA CDT and Open Selection and Unit Assessments.	Increase the ELA proficient percentage of the students in 4th grade during the 2023-2024 school year on the 2024 ELA PSSA.
Material/Resources/Supports Needed	PD Step
1-minute reading prompts, Dibels progress monitoring probes, and Open Court fluency connection professional learning	yes

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Action Steps	Anticipated Start/Completion Date
Students and teachers of grades 3rd- 5th review Open Court selection tests and track data according to PA Core Standards met and PA Core Standards and Eligible Content that still needs practice.	08/28/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Beginning of the year, middle of the year, and End of the year ELA CDT and Open Selection and Unit Assessments.	Increase the ELA proficient percentage of the students in 4th grade during the 2023-2024 school year on the 2024 ELA PSSA.
Material/Resources/Supports Needed	PD Step
Weekly Assessment Charting Spreadsheet, Open Court selection tests, Scope & Sequence of PA Core Standard and Eligible Content taught, additional assignments in each category for student practice.	no

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Action Steps	Anticipated Start/Completion Date
<p>Utilization of services available to the 4th grade ELA students in the 2023-2024 school year. We have a contracted service through 3Rs Educational Services. This is a way we utilized ESSERs funds at Fulton. A retired PPS teacher works with students 1:1 to reinforce the content and assignments/ activities determined by ELA teachers.</p>	<p>10/02/2023 - 05/24/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Beginning of the year, middle of the year, and End of the year ELA CDT and Open Selection and Unit Assessments.</p>	<p>Increase the ELA proficient percentage of the students in 4th grade during the 2023-2024 school year on the 2024 ELA PSSA.</p>
Material/Resources/Supports Needed	PD Step
<p>Individualized student ELA data that is aligned to PA Core Standards and Eligible Content to determine the neediest students for 1:1 interventions. ELA teacher generated individualized assignments/ activities for Rhonda to implement with the students identified.</p>	<p>no</p>



Action Steps	Anticipated Start/Completion Date
Personalized student invitations to attend the Fulton Before-school tutoring program. Students will be identified using mostly teacher input and ELA individualized student data.	10/02/2023 - 05/24/2024

Monitoring/Evaluation	Anticipated Output
Beginning of the year, middle of the year, and End of the year ELA CDT and Open Selection and Unit Assessments.	Increase the ELA proficient percentage of the students in 4th grade during the 2023-2024 school year on the 2024 ELA PSSA.

Material/Resources/Supports Needed	PD Step
Before-school tutoring program application, individualized student data for tutoring teachers, additional activities/ assignments for facilitating teachers	no

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**Action Plan:** Hold formal conferences to promote a relationship-based approach to addressing academic or disciplinary issues with students and parents. Proactively seek out and elevate the voices and perspectives of students and families. Utilize this information and apply fair process (engagement, explanation & expectation clarity) consistently in decision making. Collaboratively develop shared agreements, which are consistently modeled by adults and students and woven into daily routines and practices.

Action Steps	Anticipated Start/Completion Date
An executive board member from the Wildcat Parent/Teacher Association (PTA) asked to start the PTA meeting off with an open Question & Answering period instead of positioning the Q & A at the end of the meeting.	09/19/2023 - 05/21/2024
Monitoring/Evaluation	Anticipated Output
Parent School Community Council and Parent/Teacher Association meeting attendance. Additional formal conferences with parents focusing on most current CDT results and quarter-graded work.	An increase in participation at community and school-based events that are specifically focusing on academics.
Material/Resources/Supports Needed	PD Step
Parent School Community Committee agenda, Parent/ Teacher Association agenda, and staff to respond to questions.	no

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Action Steps	Anticipated Start/Completion Date
Attend community group monthly meetings such as the Highland Park Community Group to increase partnerships between Fulton School and community-based groups.	08/28/2023 - 06/30/2024
Monitoring/Evaluation	Anticipated Output
Parent School Community Council and Parent/Teacher Association meeting attendance. Additional formal conferences with parents focusing on most current CDT results and quarter-graded work.	An increase in participation at community and school-based events that are specifically focusing on academics.
Material/Resources/Supports Needed	PD Step
Staff participation, community-based organizations, and their meeting schedules for the 2023-2024 school year.	no
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**Action Steps****Anticipated Start/Completion Date**

Increase the staff attendance and the assignments and activities at the Fulton Reading and Math nights.

10/17/2023 - 11/21/2023

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

Parent School Community Council and Parent/Teacher Association meeting attendance. Additional formal conferences with parents focusing on most current CDT results and quarter-graded work.

An increase in participation at community and school-based events that are specifically focusing on academics.

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

Open Court and Go Math parent resources

no

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Action Steps	Anticipated Start/Completion Date
Include parents in more formal academic conferences throughout the year in addition to the district's parent conferences.	09/04/2023 - 04/01/2024
Monitoring/Evaluation	Anticipated Output
Parent School Community Council and Parent/Teacher Association meeting attendance. Additional formal conferences with parents focusing on most current CDT results and quarter-graded work.	An increase in participation at community and school-based events that are specifically focusing on academics.
Material/Resources/Supports Needed	PD Step
CDTs from the beginning of the year, middle of the year, and end of the year. Any graded work from the grading quarter that was finished before the scheduled additional conferences.	no

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Action Steps	Anticipated Start/Completion Date
Utilize the School Culture Resource Hub via Sharepoint for increasing parent and staff engagement around learning/ academic topics.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Parent School Community Council and Parent/Teacher Association meeting attendance. Additional formal conferences with parents focusing on most current CDT results and quarter-graded work.	An increase in participation at community and school-based events that are specifically focusing on academics.

Material/Resources/Supports Needed	PD Step
School Culture Resources Hub, and Panorama Playbook	no

**Action Plan: Require student accountable talk to justify or define solutions and encourage communication of viable arguments regarding an elected method of solving a problem. Create and implement interactive journals and/or notebooks to make note-taking interactive and more engaging during the presentation of new content.**

Action Steps	Anticipated Start/Completion Date
Fulton math staff will create an utterance tracking system to calculate the amount of student-generated questions during math instruction.	08/28/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Utterance tracking sheet, DOK target displayed as learning artifact on the classroom wall, and DOK question starter cheat sheet.	Students will ask more questions to clarify their learning and to identify troublesome areas for their teachers. Staff will initiate questions that will cause students to think more about the math content.
Material/Resources/Supports Needed	PD Step
Dojo tracking system or some kind of tracking system that is friendly to collecting the amount of student-generated questions.	yes

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Action Steps	Anticipated Start/Completion Date
Fulton math teachers will study and learn about the traditional ELA Depth of Knowledge questions. This will include the DOK stem target introducing the level of questioning.	08/28/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Utterance tracking sheet, DOK target displayed as learning artifact on the classroom wall, and DOK question starter cheat sheet.	Students will ask more questions to clarify their learning and to identify troublesome areas for their teachers. Staff will initiate questions that will cause students to think more about the math content.
Material/Resources/Supports Needed	PD Step
Depth of Knowledge targets introducing levels of questioning	yes

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Action Steps	Anticipated Start/Completion Date
<p>Fulton staff will monitor students in grades 2 - 5 using the Panorama Student Survey and focusing on the emotion regulation topic. Discussions will be held during SEL HOSTs day through the 20-24 school year. Progress monitoring will be accomplished through the Panorama Student Survey.</p>	<p>10/02/2023 - 05/01/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Utterance tracking sheet, DOK target displayed as learning artifact on the classroom wall, and DOK question starter cheat sheet.</p>	<p>Students will ask more questions to clarify their learning and to identify troublesome areas for their teachers. Staff will initiate questions that will cause students to think more about the math content.</p>
Material/Resources/Supports Needed	PD Step
<p>Panorama playbook, rethink ed, and PPS created SEL curriculum</p>	<p>no</p>

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Action Steps	Anticipated Start/Completion Date
<p>Monitor regular attendance quarterly at grade levels and homeroom views. Conduct meetings as needed when students go below the 80% threshold quarterly. Create Truancy Prevention Plans and focus them monthly for incentivizing TPP that met the goals.</p>	<p>10/02/2023 - 06/03/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Utterance tracking sheet, DOK target displayed as learning artifact on the classroom wall, and DOK question starter cheat sheet.</p>	<p>Students will ask more questions to clarify their learning and to identify troublesome areas for their teachers. Staff will initiate questions that will cause students to think more about the math content.</p>
Material/Resources/Supports Needed	PD Step
<p>Power Bi regular attendance reports, Truancy Prevention plans, incentivizing students who are improving and meeting the acceptable threshold.</p>	<p>no</p>
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the year or Dibels Spring Assessment, 70% of Kindergarten - Fifth-grade students will meet the benchmark for Nonsense word fluency and oral reading fluency. (Dibels NWF and ORF - EOY)	Develop awareness of the segments of sound in speech and how they link to letters.	Administrator all K-2 Dibels Assessments in the Fall, Winter, and Spring.	08/28/2023 - 06/14/2024
By the Dibels Spring Oral reading fluency Assessment 75% of the second-grade through fifth-grade students will meet the benchmark score. (2nd - 5th - Grade Dibels ORF)	Suggested Action Steps: 1. Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught in alignment with the core resource. 2.	Review Dibels data and plan small-group, individual, and whole-class relevant instruction based on the Dibels outcomes for individual students.	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Utilize data to inform instruction. Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.		

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the year or Dibels Spring Assessment, 70% of Kindergarten - Fifth-grade students will meet the benchmark for Nonsense word fluency and oral reading fluency. (Dibels NWF and ORF - EOY)</p> <p>By the Dibels Spring Oral reading fluency Assessment 75% of the second-grade through fifth-grade students will meet the benchmark score. (2nd - 5th - Grade Dibels ORF)</p>	<p>Develop awareness of the segments of sound in speech and how they link to letters.</p> <p>Suggested Action Steps: 1. Ensure effective instruction is occurring and segments of sound in speech and how they link to letters is taught in alignment with the core resource. 2. Utilize data to inform instruction.</p>	<p>School-wide adoption of Phonic Screener for K-2 students who score Basic or Below Basic on the Dibels letter identification, Nonsense word fluency, and Oral reading fluency.</p>	<p>08/28/2023 - 12/22/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of Fulton students in grades 3-5 will score at least 75% accuracy on the Open Court weekly and unit assessments. (ELA - weekly and unit assessments - Smart	Professional learning around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.		
	Teach students to decode	Focus the oral reading fluency	08/21/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Goal)</p> <p>Based on data from the 2022-23 ELA PSSA 44% of Grade 3 students demonstrated on-track performance. (ELA Performance)</p>	<p>words, analyze word parts, and write and recognize words.</p> <p>Suggested Action Steps: 1. Ensure effective instruction is occurring and students are decoding words, analyzing word parts, and write and recognize words is taught in alignment with the core resource. 2. Utilize data to inform instruction.</p> <p>Professional learning</p>	<p>with the students that are in 4th grade during the school year 2023-2024. As 3rd graders, a very small percentage of these students scored proficient on the 2023 ELA PSSA. Increase the amount of progress monitoring touchpoints, 1-minute reading passages, and reading instruction around increasing reading fluency rate and accuracy.</p>	<p>06/14/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	around data analysis may be needed. 3. Provide small group instruction for students in need of additional practice and explicit instruction. If students are not responding to the small group instruction, a more intensive intervention may be effective.		
Students formulate many content-related questions, initiate topics, challenge one another's thinking, and make unsolicited contributions each utterance will be recorded and a tracking system will be established school-wide. Asking questions is a school-wide instructional focus. In math, we will track when students assess and	Require student accountable talk to justify or	Fulton math staff will create an utterance tracking system to	08/28/2023 - 06/14/2024



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
advance learning by asking high-level questions. The teacher will track students' questions using the Dojo tick system or something similar. (Utterance tracking system)	define solutions and encourage communication of viable arguments regarding an elected method of solving a problem. Create and implement interactive journals and/or notebooks to make note-taking interactive and more engaging during the presentation of new content.	calculate the amount of student-generated questions during math instruction.	
Students formulate many content-related questions, initiate topics, challenge one another's thinking, and make unsolicited contributions each utterance will be	Require student	Fulton math teachers will study	08/28/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
recorded and a tracking system will be established school-wide. Asking questions is a school-wide instructional focus. In math, we will track when students assess and advance learning by asking high-level questions. The teacher will track students' questions using the Dojo tick system or something similar. (Utterance tracking system)	accountable talk to justify or define solutions and encourage communication of viable arguments regarding an elected method of solving a problem. Create and implement interactive journals and/or notebooks to make note-taking interactive and more engaging during the presentation of new content.	and learn about the traditional ELA Depth of Knowledge questions. This will include the DOK stem target introducing the level of questioning.	06/14/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
K-2 Open Court Curriculum Overview	K-2 ELA teachers	How does Open Court support phonics and phonemic awareness?
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher participation by using accountable talk and referring to the curriculum and drilling down to specific page numbers and examples of what they implement from Open Court focusing phonics instruction. Classroom visits observing phonics being taught.	08/21/2023 - 06/14/2024	Dr. Anne Filmore, Director of ELA K-12, District Literacy Academic Coach, Ms. Julie Yuiska, Instructional Team Leader
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Structured Literacy	

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Professional Development Step	Audience	Topics of Prof. Dev
Open Court K-2 Phonics Screener	K-2 ELA Teachers	Open Court Universal Phonics Screener - Administration
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The completion percentage of K-2 students who completed the phonics screener	10/02/2023 - 11/01/2023	K-2 ELA teachers, and Ms. Rhonda Rector/ 3Rs Tutoring
Danielson Framework Component Met in this Plan:	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
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