

## **HILLCREST EL SCH**

2601 Bond Ave

School Plan | 2021 - 2022

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### **VISION FOR LEARNING**

Our vision at Hillcrest Elementary School is to create a safe community of academic excellence that will produce lifelong learners to be confident, intelligent, and make equitable decisions that will positively impact our global society.

## STEERING COMMITTEE

Name	Position	Building/Group
Danny McEaddy	Principal	Hillcrest/Upper Darby School District
Cynthia Milord	Education Specialist	Hillcrest/Upper Darby School District
Bill Bell	Teacher	Hillcrest/Upper Darby School District
MaryAnn Satterthwaite	Teacher	Hillcrest/Upper Darby School District
Dr. Linda Fox	Teacher	Hillcrest/Upper Darby School District
Judi Cramner	Teacher	Hillcrest/Upper Darby School District
Evelyn Attas	Parent	Hillcrest Home and School Association/Upper Darby School District
Emily Shapiro	Other	Hillcrest/Upper Darby School District
Leanne Stanczak	Other	Hillcrest/Upper Darby School District



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Educators at Hillcrest Elementary School will continue to strive to strategically develop research-based educational experiences and utilize data to drive instructional decisions, specifically in the areas of mathematics in order to build conceptual understanding.	Mathematics Mathematics
Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.	Career Standards Benchmark
Educators at Hillcrest Elementary School will aim to liberate African American students' interests in careers and college readiness. Our students will develop a passion for inquiry and investigation that will build their critical thinking skills. The existing curriculum of the second-step program will be utilized to enhance the integration of self-management, relationship building, cooperation, and conflict resolution.	Social emotional learning Social emotional learning
School administrators will ensure educators are provided with professional learning opportunities to deepen their understandings of curriculum and develop expertise within content areas in order to address the gaps in phonics, phonemic awareness, vocabulary, and reading comprehension.	English Language Arts English Language Arts

## ACTION PLAN AND STEPS

### Evidence-based Strategy

21-22 Action Plan for Mathematics Performance

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Fourth Grade Math Group Proficiency Goal

The fourth-grade student group will meet the 2021 expected mathematics student growth norm of 3 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments.

Fifth Grade Math Group Proficiency Goal

The fifth-grade student group will meet the 2021 expected mathematics student growth norm of 7 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Hillcrest Elementary School students in grades 3-5 will receive intensive small group instruction. This program will provide students will data-driven materials aimed to close achievement gaps in mathematics in the areas of (A) Numbers and Operation, (B) Algebraic Concepts, (C), Geometry, and (D) Data Analysis and Probability. Small group instruction will focus on growing student math achievement levels to proficiency.

2021-09-01 -  
2022-06-01

School  
Administration  
Teachers

enVisions Curriculum  
Intervention Materials IXL  
Math

### Anticipated Outcome

It is anticipated that NWEA MAP benchmark scores in mathematics will increase to demonstrate sufficient student growth and achievement. Student scores on classroom assessments are expected to demonstrate an increase in student proficiency levels.

### Monitoring/Evaluation

Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during grade-level team meetings and district allotted data development days three times a year.

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### Evidence-based Strategy

Action Plan for Mathematics Performance

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Fourth Grade Math Group Proficiency Goal	The fourth-grade student group will meet the 2021 expected mathematics student growth norm of 3 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments.
Fifth Grade Math Group Proficiency Goal	The fifth-grade student group will meet the 2021 expected mathematics student growth norm of 7 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hillcrest Elementary School students in grades 3-5 will receive intensive small group Math instruction 3x weekly. This program will provide students will data-driven materials aimed to close achievement gaps in mathematics in the areas of (A) Numbers and Operation, (B) Algebraic Concepts, (C), Geometry, and (D) Data Analysis and Probability. Small group instruction will focus on growing student math achievement levels to proficiency.	2021-09-01 - 2022-06-01	School Administration Teachers	enVisions Curriculum Intervention Materials

Hillcrest Elementary School students in grades 3-5 will receive intensive small group Math instruction 3x weekly. This program will provide students will data-driven materials aimed to close achievement gaps in mathematics in the areas of (A) Numbers and Operation, (B) Algebraic Concepts, (C), Geometry, and (D) Data Analysis and Probability. Small group instruction will focus on growing student math achievement levels to proficiency.	2021-09-01 - 2022-06-01	School Administration Teachers	enVisions Curriculum Intervention Materials
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### Anticipated Outcome

It is anticipated that NWEA MAP ELA benchmark scores will increase to demonstrate sufficient student growth and achievement. Student scores on classroom assessments are expected to demonstrate an increase in student proficiency levels.

### Monitoring/Evaluation

Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during grade-level team meetings and district allotted data development days three times a year.



## Evidence-based Strategy

Positive Behavior Interventions and Supports

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Fourth Grade Math Group Proficiency Goal

The fourth-grade student group will meet the 2021 expected mathematics student growth norm of 3 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments.

Fifth Grade Math Group Proficiency Goal

The fifth-grade student group will meet the 2021 expected mathematics student growth norm of 7 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments.

Fourth Grade ELA Group Proficiency Goal

The fourth-grade student group will meet the 2021 expected reading student growth norm of 1 RIT point, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments.

School-Wide Social Emotional Learning Goal

Students will learn to self-monitor their feelings and develop strategies to change their emotional state with 90 % accuracy over the course of four Quarters.

Fifth Grade ELA Group Proficiency Goal

The fifth-grade student group will meet the 2021 expected reading student growth norm of 5 RIT points, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments.

PSSA Career Standards Benchmark Goal

On the 2022 PSSA, students in grades 3-5 will average 90 percent proficiency on the Career Standards Benchmark.



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A tier 1 team will meet one time per month to review the implementation of tier 1 interventions in the classrooms.	2021-08-24 - 2022-06-01	SWPBS Team School Principal	School-wide PBIS lessons and resources SEL curriculum Weekly behavior committee tiered meetings PBIS monthly team meetings

### Anticipated Outcome

The implementation of school-wide PBIS systems and initiatives with fidelity will improve the climate and culture of the school environment. Behavioral incidents will decrease which will maximize instructional time.

### Monitoring/Evaluation

Student and other stakeholder input will be gathered and considered in determining the effectiveness of PBIS systems. Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during monthly faculty meetings.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The fourth-grade student group will meet the 2021 expected mathematics student growth norm of 3 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments. (Fourth Grade Math Group Proficiency Goal )</p>	<p>Positive Behavior Interventions and Supports</p>	<p>A tier 1 team will meet one time per month to review the implementation of tier 1 interventions in the classrooms.</p>	<p>08/24/2021 - 06/01/2022</p>
<p>The fifth-grade student group will meet the 2021 expected mathematics student growth norm of 7 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments. (Fifth Grade Math Group Proficiency Goal )</p>			
<p>The fourth-grade student group will meet the 2021 expected reading student growth norm of 1 RIT point, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. (Fourth Grade ELA Group Proficiency Goal )</p>			
<p>Students will learn to self-monitor their feelings and develop strategies to change their emotional state with 90 % accuracy over the course of four Quarters. (School-Wide Social Emotional Learning Goal )</p>			
<p>The fifth-grade student group will meet the 2021 expected reading student growth norm of 5 RIT points, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. (Fifth Grade ELA Group Proficiency Goal )</p>			
<p>On the 2022 PSSA, students in grades 3-5 will average 90 percent proficiency on the</p>			

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Career Standards Benchmark. (PSSA Career Standards Benchmark Goal)

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## 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.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

Danny McEaddy

2021-07-07

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2019 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.

The school Upper Darby district has implemented a new reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students' reading, writing, listening, and speaking skills in a balanced guided reading approach.

Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused upon developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma-informed care strategies to promote brain-based learning.

Based on Pennsylvania Value-Added Assessment System

### Challenges

According to 2019 English and language arts state assessments, 34.7 percent of third-grade students were below basic and basic. 65.4 percent of students were at/above proficiency.

According to 2019, English Language Arts/Literature all student groups did not meet the interim goal/improvement target. Only 58.4 percent of students met the improvement target. The Statewide average is 62.1 percent. Hillcrest underperformed the state average by 3.7 percent.

According to 2019 mathematics state assessments, only 48.5 percent of third-grade students were at/above proficiency, 47.1 percent of fourth-grade students were at/above proficiency, and 39.2 percent of fifth-grade students were at/above proficiency.

The existing science curriculum utilized will continue to be enhanced by the integration of STEM activities. District instructional coaches and supervisors will continue to develop resources to enhance existing science instruction.

Use multiple professional learning designs to support the learning needs of all staff.

## Strengths

(PVAAS) on the 2019 PSSAs there is significant evidence that fourth and fifth-grade students at Hillcrest Elementary School met the standard for PA academic growth, in mathematics. On the mathematics state assessments, fifth-grade students at Hillcrest have met the standard for PA academic growth for an average of 3 years.

During the 2019 through 2020 school year, fourth and fifth-grade levels at Hillcrest transitioned to a departmentalized instructional model in grades 4 and 5. This instructional model allows teachers to master in their assigned subject area and to develop a greater level of curriculum expertise and understanding to better serve students.

### Met Annual Science Academic Growth Expectations (PVAAS)

Increase in performance from the previous year.

Students will continue to be provided with real-world opportunities to explore content and instruction. Fourth-grade students will aim to continue partnerships with Riverbend Environmental Education Center. The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.

## Challenges

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

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

We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.

School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based

## Strengths

Foster a culture of high expectations for success for all students, educators, families, and community members.

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

Implement an evidence-based system of school-wide positive behavior interventions and supports.

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

Staff members are provided with trauma-informed care professional development training to build their knowledge of trauma-informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.

Hillcrest students receive small group instruction three days a week throughout the school year. Small group instruction will focus on growing students reading and math achievement levels to proficiency.

The Special Education department is continuing with IXL Math for our low incidence program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards to help meet their IEP goals and

## Challenges

experiences.

Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting and goal-setting will be established to leverage student and teacher accountability.

Did Not Meet Math State Assessment Measures

Did Not Meet ELA State Assessment Measures

Did Not Meet Career Standards Benchmark

Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.



## Strengths

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objectives.

Hillcrest Elementary School is piloting IXL Math for our 1st-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.

Exceeded Math Annual Academic Growth Expectations (PVAAS)

Exceeded ELA Annual Academic Growth Expectations (PVAAS)

Exceeded Science Annual Academic Growth Expectations (PVAAS)

Exceeded Science Annual Goal/Improvement Target (PVAAS)

Met On Track Measures: Regular Attendance

At Hillcrest Elementary School our School Social Worker and School Principal support the college and career readiness initiatives. The School Social Worker provides lessons to students that develop their social and emotional development and equips them for experiences outside of the school land in their local communities.

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### Most Notable Observations/Patterns

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At Hillcrest Elementary School all student groups did not meet the 2019 state assessment measures in English language arts, and mathematics. However, based on Pennsylvania Value-Added Assessment System (PVAAS) on the 2019 PSSAs there is significant evidence that fifth-grade students at Hillcrest exceeded the standard for PA academic growth in mathematics for an average of 3 years. On the ELA state assessments, fourth and fifth-grade students at Hillcrest have met the standard for PA academic growth for an average of 3 years.

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### Challenges

### Discussion Point

### Priority for Planning

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Did Not Meet Math State Assessment Measures

During the 2021 school year, the school district will continue with our rigorous math curriculum aligned to the Common Core State Standards. Pearson's Envisions curriculum integrates project-based and visual learning strategies into mathematics instruction. Envisions is designed to support educators in making data-based instruction decisions and utilizing differentiated learning models, lacking in previously utilized curricula. At Hillcrest Elementary School our educators need to focus on providing tiered flexible instructional groups. It is crucial our educators have an understanding of math content and research-based strategies to accommodate the vast learning styles of students.

Did Not Meet ELA State Assessment Measures

During the 2019 school year, the school district transitioned from a scripted reading program to a guided balanced reading program. During the 2021-2022 SY, we will continue with

**Challenges****Discussion Point****Priority for Planning**

Houghton Mifflin Harcourt's Into Reading curriculum which is designed to provide students with elevated differentiated reading experiences through culturally rich texts, which was lacking in previously utilized curricula. At Hillcrest Elementary School our educators will shift their focus on providing highly explicit and systematic reading instruction that incorporates the key components of reading including, phonics, phonemic awareness, vocabulary, fluency, and comprehension. It is imperative our educators have the capability to accurately model reading skills students need to master decoding and progress to understanding complex texts.

Did Not Meet Career Standards Benchmark

More resources and exposure to careers and college readiness will be provided for our African American students to increase the performance gap in the career standards benchmark. Through the use of Naviance, we will highlight all aspects of Career Standards Benchmarks to meet our goals. Furthermore, Naviance is a college and career readiness software provider that partners with K-12 institutions to provide students with college planning and career assessment tools. This resource will be provided for students in grades 3-5 at Hillcrest Elementary School during the 21-22 SY.

Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build

**Challenges****Discussion Point****Priority for Planning**

their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.

Use multiple professional learning designs to support the learning needs of all staff.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

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

According to 2019, English Language Arts/Literature all student groups did not meet the interim goal/improvement target. Only 58.4 percent of students met the improvement target. The Statewide average is 62.1 percent. Hillcrest underperformed the state average by 3.7 percent.

We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities

**Challenges****Discussion Point****Priority for Planning**

and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.

School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.

Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting

**Challenges****Discussion Point****Priority for Planning**

and goal-setting will be established to leverage student and teacher accountability.

The existing science curriculum utilized will continue to be enhanced by the integration of STEM activities. District instructional coaches and supervisors will continue to develop resources to enhance existing science instruction.

## **ADDENDUM B: ACTION PLAN**

**Action Plan: 21-22 Action Plan for Mathematics Performance**

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

Hillcrest Elementary School students in grades 3-5 will receive intensive small group instruction. This program will provide students with data-driven materials aimed to close achievement gaps in mathematics in the areas of (A) Numbers and Operation, (B) Algebraic Concepts, (C), Geometry, and (D) Data Analysis and Probability. Small group instruction will focus on growing student math achievement levels to proficiency.

09/01/2021 - 06/01/2022

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

Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during grade-level team meetings and district allotted data development days three times a year.

It is anticipated that NWEA MAP benchmark scores in mathematics will increase to demonstrate sufficient student growth and achievement. Student scores on classroom assessments are expected to demonstrate an increase in student proficiency levels.

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

enVisions Curriculum Intervention Materials IXL Math

no





## **Action Plan: Action Plan for Mathematics Performance**

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

Hillcrest Elementary School students in grades 3-5 will receive intensive small group Math instruction 3x weekly. This program will provide students with data-driven materials aimed to close achievement gaps in mathematics in the areas of (A) Numbers and Operation, (B) Algebraic Concepts, (C), Geometry, and (D) Data Analysis and Probability. Small group instruction will focus on growing student math achievement levels to proficiency.

09/01/2021 - 06/01/2022

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

Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during grade-level team meetings and district allotted data development days three times a year.

It is anticipated that NWEA MAP ELA benchmark scores will increase to demonstrate sufficient student growth and achievement. Student scores on classroom assessments are expected to demonstrate an increase in student proficiency levels.

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

enVisions Curriculum Intervention Materials

no

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

Hillcrest Elementary School students in grades 3-5 will receive intensive small group Math instruction 3x weekly. This program will provide students with data-driven materials aimed to close achievement gaps in mathematics in the areas of (A) Numbers and Operation, (B) Algebraic Concepts, (C), Geometry, and (D) Data Analysis and Probability. Small group instruction will focus on growing student math achievement levels to proficiency.

09/01/2021 - 06/01/2022

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

Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during grade-level team meetings and district allotted data development days three times a year.

It is anticipated that NWEA MAP ELA benchmark scores will increase to demonstrate sufficient student growth and achievement. Student scores on classroom assessments are expected to demonstrate an increase in student proficiency levels.

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

enVisions Curriculum Intervention Materials

no



## Action Plan: Positive Behavior Interventions and Supports

Action Steps	Anticipated Start/Completion Date
A tier 1 team will meet one time per month to review the implementation of tier 1 interventions in the classrooms.	08/24/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
Student and other stakeholder input will be gathered and considered in determining the effectiveness of PBIS systems. Frequent analysis of student growth and achievement data will be utilized to monitor progression towards this action plan. Data analysis opportunities will be provided during monthly faculty meetings.	The implementation of school-wide PBIS systems and initiatives with fidelity will improve the climate and culture of the school environment. Behavioral incidents will decrease which will maximize instructional time.

Material/Resources/Supports Needed	PD Step
School-wide PBIS lessons and resources SEL curriculum Weekly behavior committee tiered meetings PBIS monthly team meetings	yes





## **ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The fourth-grade student group will meet the 2021 expected mathematics student growth norm of 3 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments. (Fourth Grade Math Group Proficiency Goal )</p>	<p>Positive Behavior Interventions and Supports</p>	<p>A tier 1 team will meet one time per month to review the implementation of tier 1 interventions in the classrooms.</p>	<p>08/24/2021 - 06/01/2022</p>
<p>The fifth-grade student group will meet the 2021 expected mathematics student growth norm of 7 RIT points, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark assessments. (Fifth Grade Math Group Proficiency Goal )</p>			<p>The fourth-grade student group will meet the 2021 expected reading student growth norm of 1 RIT point, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. (Fourth Grade ELA Group Proficiency Goal )</p>
<p>On the 2022 PSSA, students in grades 3-5 will average 90 percent proficiency on the Career Standards Benchmark. (PSSA Career Standards Benchmark Goal)</p>			

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Positive Behavior Interventions and Supports	All Staff	Tier 1, Tier 2, and Tier 3 interventions, PBIS lessons
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PBIS reteach lessons, behavioral management system, reduction in office referrals	08/24/2021 - 06/01/2022	PBIS Team Lead Teacher School Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Homepage, HSA Meeting	School-level Plan	Digital Communication	Hillcrest School Community, Parents, Guardians, Students	August 2021- November 2021

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