

DREXEL HILL MS

3001 State Rd

School Plan | 2020 - 2021

VISION FOR LEARNING

The Faculty and Staff at Drexel Hill Middle School will provide a comprehensive and challenging educational program which encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers.

STEERING COMMITTEE

Name	Position	Building/Group
Jen Rosen	Lead Teacher	DHMS
Lauren Love	Lead Teacher	DHMS
Pete Schiller	Assistant Principal	DHMS
Evan Kramp	Assistant Principal	DHMS
Fran McElhenney	Assistant Principal	DHMS
Lisa Murray	Classroom Teacher	DHMS
Caitlyn Sheehan	Special Education Teacher	DHMS
Sheila Bell	Social Worker	DHMS
Stacey Doyle	Social Worker	DHMS
Cathy Brazunas	Classroom Teacher	DHMS
Vicki Saldutti	Classroom Teacher	DHMS
Erin Troy	Parent	DHMS
Matt Alloway	Principal	DHMS

Name

Position

Building/Group

Danielle Bertoni

Guidance Counselor

DHMS

Colleen Arnold

Guidance Counselor

DHMS

Maura McLean

Guidance Counselor

DHMS

Karen Bentz

Reading Specialist

DHMS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
With a positive emphasis on using the data tools available to enhance the practice of teaching, and a commitment to working with a professional math coach and department supervisor, the teachers and administrators at Drexel Hill Middle School will commit to showing a positive trend in achievement in mathematics.	Mathematics Professional learning Mathematics
By strengthening our PBIS classroom and environmental practices, the administration, faculty, safety officers, and support staff will promote and sustain a positive school environment where members feel welcomed, supported, and safe in school (socially, emotionally, intellectually, and physically).	School climate and culture School Safety Social emotional learning
Across all subject areas, with a positive emphasis on using the data tools available to enhance the practice of teaching, and by strategically targeting opportunities to build achievement and skills, the teachers and administrators at Drexel Hill Middle School will commit to showing a positive trend in achievement in literacy, including fiction and nonfiction text.	English Language Arts Professional learning

Priority Statement

Outcome Category

English
Language
Arts

ACTION PLAN AND STEPS

Evidence-based Strategy

Pre-referral intervention manual

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Discipline Data	The school will reduce out of school suspension for lower-tiered offenses by at least 50%. Teacher responses to Tier 1 and Tier 2 offenses will be the primary outcome of an offense and teachers will receive support for intervention from administrators and lead teachers.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a baseline for exclusions from school. Implement strategies to reduce exclusion from class periods, and school.	2020-11-09 - 2021-06-09	Pete Schiller, Evan Kramp, Fran McElhenney	eSchool Plus Data Tools

Anticipated Outcome

Measurable reduction in exclusion from baseline data through the end of the year

Monitoring/Evaluation

eSchool reports - Monthly update from administrative team; quarterly data presentations to school staff.

Evidence-based Strategy

Trauma Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Trauma Informed Care	A trauma team will receive targeted professional development and will turn around skills with eight teachers throughout the school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Working with professional coaching staff from Lakeside, administrators and teachers will bridge from trauma informed to trauma literate, where each member is able to recall a strategy to address an issue the staff member can analyze under the lens of brain region controls and behavior as a method of communication.	2020-08-31 - 2021-06-09	Jen Rosen, lead teacher; Matt Alloway, Principal	Coaching from Lakeside professional coach.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
Teacher perceptual growth and application of skills

Monitoring/Evaluation
At the end of the first semester and then at the end of the year teachers will be surveyed and growth will be compared from one period to the next.

Evidence-based Strategy
Secondary Homeroom PBIS intervention

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS Systems Instruction	The PBIS team will develop 25 Tier 1 instructional lessons to use in secondary homeroom for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will implement Tier 1 and Tier 2 interventions through the use of a scheduling initiative.	2020-11-09 - 2021-06-02	Lauren Love, Lead Teacher; Matt Alloway, Principal	Pre-referral Intervention Manual

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

Reduction in office referrals from a baseline.

Monitoring/Evaluation

Monthly data reviews and Quarterly faculty presentations.

Evidence-based Strategy

Data Meetings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math RIT +8	Sixth grade Math MAP RIT growth will increase by an average of eight points for at least 70% of the sixth grade students

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hold data meetings three times each year	2020-09-01 - 2021-05-27	Matt Alloway, Principal	NWEA MAP Growth Tools

Anticipated Outcome

Increase proficiency with MAP growth instructional tools

Monitoring/Evaluation

Teachers will add personal professional goal using at least three targeted MAP Growth tools.

Evidence-based Strategy

Teacher Coaching

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math RIT +8

Sixth grade Math MAP RIT growth will increase by an average of eight points for at least 70% of the sixth grade students

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District supervisor Rob Schwartz will continue a multi-year coaching and development delivery.	2020-09-01 - 2021-06-02	Rob Schwartz, Math Supervisor	Supports from Envisions program materials. Supports from Tena Fulgham, math instructional consultant.

Anticipated Outcome

Increase in average sixth grade MAP RIT growth

Monitoring/Evaluation

Data meetings Fall, Winter, Spring

Evidence-based Strategy

Reading MAP RIT Growth

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Reading RIT 5/4/3	Sixth Grade reading RIT will grow by 5 Seventh Grade reading RIT will grow by 4 Eighth Grade reading RIT will grow by 3
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Hold data meetings three times each year	2020-09-01 - 2021-06-02	Matt Alloway, Principal	NWEA MAP Growth Tools
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Anticipated Outcome

Increase proficiency with MAP growth instructional tools

Monitoring/Evaluation

Teachers will add personal professional goal using at least three targeted MAP Growth tools.

Evidence-based Strategy

Strategic Intervention

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading RIT 5/4/3	Sixth Grade reading RIT will grow by 5 Seventh Grade reading RIT will grow by 4 Eighth Grade reading RIT will grow by 3

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Using the CORE instructional materials from the aligned ELA program, in conjunction with MAP growth instructional support tools, teachers will strategically increase MAP RIT scores for children with comprehension needs in a strategic intervention course.	2020-09-01 - 2021-06-02	Matt Alloway, Principal	Into Literature course materials; course map for ELA curriculum; NWEA MAP Tools

Anticipated Outcome

Increase in RIT scores for students performing within one standard deviation below the mean in Reading MAP scores.

Monitoring/Evaluation

Fall, Winter, Spring MAP Data meetings.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The school will reduce out of school suspension for lower-tiered offenses by at least 50%. Teacher responses to Tier 1 and Tier 2 offenses will be the primary outcome of an offense and teachers will receive support for intervention from administrators and lead teachers. (Discipline Data)	Pre-referral intervention manual	Create a baseline for exclusions from school. Implement strategies to reduce exclusion from class periods, and school.	11/09/2020 - 06/09/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A trauma team will receive targeted professional development and will turn around skills with eight teachers throughout the school. (Trauma Informed Care)	Trauma Coaching	Working with professional coaching staff from Lakeside, administrators and teachers will bridge from trauma informed to trauma literate, where each member is able to recall a strategy to address an issue the staff member can analyze under the lens of brain region controls and behavior as a method of communication.	08/31/2020 - 06/09/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The PBIS team will develop 25 Tier 1 instructional lessons to use in secondary homeroom for all students. (PBIS Systems Instruction)	Secondary Homeroom PBIS intervention	Teachers will implement Tier 1 and Tier 2 interventions through the use of a scheduling initiative.	11/09/2020 - 06/02/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sixth grade Math MAP RIT growth will increase by an average of eight points for at least 70% of the sixth grade students (Math RIT +8)	Data Meetings	Hold data meetings three times each year	09/01/2020 - 05/27/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sixth grade Math MAP RIT growth will increase by an average of eight points for at least 70% of the sixth grade students (Math RIT +8)	Teacher Coaching	District supervisor Rob Schwartz will continue a multi-year coaching and development delivery.	09/01/2020 - 06/02/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sixth Grade reading RIT will grow by 5 Seventh Grade reading RIT will grow by 4 Eighth Grade reading RIT will grow by 3 (Reading RIT 5/4/3)	Reading MAP RIT Growth	Hold data meetings three times each year	09/01/2020 - 06/02/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sixth Grade reading RIT will grow by 5 Seventh Grade reading RIT will grow by 4 Eighth Grade reading RIT will grow by 3 (Reading RIT 5/4/3)	Strategic Intervention	Using the CORE instructional materials from the aligned ELA program, in conjunction with MAP growth instructional support tools, teachers will strategically increase MAP RIT scores for children with comprehension needs in a strategic intervention course.	09/01/2020 - 06/02/2021

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Proficient or Advanced on State Assessments - ELA; Two or more races, black, economically disadvantaged English Language Learners; Asian, Hispanic - Each group is not yet meeting the statewide goal or interim target; however, each group demonstrated an increase in performance over the prior year's scores. Asian and Hispanic students met the state interim target.

Meeting Annual Academic Growth Expectations - ELA; In ELA 76% of DHMS students met the growth standard. The statewide average was 75%, and the goal was 70%.

Proficient or Advanced on State Assessments - Math; All, black, Hispanic, English Language Learners, white - Each group is not yet meeting the statewide goal or interim target; however, each group demonstrated an increase in performance over the prior year's scores.

Students in eighth grade exceeded growth expectations in the BB, B, and P groups

Seventh grade math Proficient (P) group maintained an average rate of growth.

All groups showed 100% in science; this score is above the state

Challenges

Proficient or Advanced on State Assessments - ELA; All, white, Students with Disabilities - Student group did not meet interim target and showed a decrease in performance from prior year's scores.

Proficient or Advanced on State Assessments - Math; Asian, two or more races, Students with Disabilities, economically disadvantaged - Student group did not meet interim target and showed a decrease in performance from prior year's scores.

Students with disabilities and white students did not meet the interim target for achievement and showed a decrease in performance over past years

Asian students met the growth interim target but their growth score reflected a decrease from growth over past years.

Growth among Asian students met the interim target but was a decrease over prior years. Achievement among Hispanic students did not meet the interim target and also reflected a decrease over prior years.

Achievement among Asian, two or more races, and economically disadvantaged students did not meet the interim achievement

Strengths

goal and the statewide average.

Meeting Academic Growth Expectations (PVAAS) - ELA: 83% - Exceeds the PA goal for growth and reflects an increase from previous years.

Meeting Academic Growth Expectations (PVAAS) - Science: 95% - Exceeds the state goal and reflects an increase from previous year's data.

Career Standards Benchmark: DHMS is at 100%, where the state average is 89.8% and the state standard is 98%.

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

Align curricular materials and lesson plans to the PA Standards

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

Challenges

target and also reflected a decrease in score from prior years.

Black student achievement did not meet the interim target and showed a decrease in performance from one year to the next.

Hispanic student growth met the interim target but showed a decrease in performance from one year to the next.

Proficient or Advanced on Pennsylvania Assessment - ELA: 16.7% - Did not meet the interim target for achievement and showed a decline in performance from previous years.

Proficient or Advanced on Pennsylvania Assessment - Math: 11.6% - Did not meet the interim target for achievement and showed a decline in performance from previous years.

Proficient or Advanced on Pennsylvania Assessment - Math: 14% - Did not meet the state interim target and data reflects a decrease from previous year's data.

Career Standards Benchmark: DHMS is at 100%, where the state average is 89.8% and the state standard is 98%. The challenge for DHMS is to sustain 100%.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Promote and sustain a positive school environment where all

Challenges

members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Proficient or Advanced on State Assessments - ELA; All, white, Students with Disabilities - Student group did not meet interim target and showed a decrease in performance from prior year's scores.

Consider the possibility of adding some kind of focused reading intervention for high achieving students. Add a school-wide push on specific strategies and reading process analysis across the curriculum.

Proficient or Advanced on Pennsylvania Assessment - ELA: 16.7% - Did not meet the interim target for achievement and showed a decline in performance from previous years.

Consider the possibility of adding some kind of focused reading intervention for high achieving students. Add a school-wide push on specific strategies and reading process analysis across the curriculum. Find students with scores very close to proficiency and plan to provide strategies for reading that will have the biggest impact.

Challenges	Discussion Point	Priority for Planning
<p>Proficient or Advanced on Pennsylvania Assessment - Math: 11.6% - Did not meet the interim target for achievement and showed a decline in performance from previous years.</p>	<p>Consider the elective/interventions - Are there electives that can help grow higher order math skills for advanced and proficient learners?</p>	
<p>Proficient or Advanced on Pennsylvania Assessment - Math: 14% - Did not meet the state interim target and data reflects a decrease from previous year's data.</p>	<p>Consider the elective/interventions - Are there electives that can help grow higher order math skills for advanced and proficient learners? Is our math intervention robust and able to focus on skills that specific students lack?</p>	
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically</p>	<p>Improvements needed in attendance (daily and class-period) and truancy.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Pre-referral intervention manual

Action Steps	Anticipated Start/Completion Date
Create a baseline for exclusions from school. Implement strategies to reduce exclusion from class periods, and school.	11/09/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
eSchool reports - Monthly update from administrative team; quarterly data presentations to school staff.	Measurable reduction in exclusion from baseline data through the end of the year
Material/Resources/Supports Needed	PD Step
eSchool Plus Data Tools	yes
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Action Plan: Trauma Coaching

Action Steps	Anticipated Start/Completion Date
Working with professional coaching staff from Lakeside, administrators and teachers will bridge from trauma informed to trauma literate, where each member is able to recall a strategy to address an issue the staff member can analyze under the lens of brain region controls and behavior as a method of communication.	08/31/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
At the end of the first semester and then at the end of the year teachers will be surveyed and growth will be compared from one period to the next.	Teacher perceptual growth and application of skills
Material/Resources/Supports Needed	PD Step
Coaching from Lakeside professional coach.	yes
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Action Plan: Secondary Homeroom PBIS intervention

Action Steps

Anticipated Start/Completion Date

Teachers will implement Tier 1 and Tier 2 interventions through the use of a scheduling initiative.

11/09/2020 - 06/02/2021

Monitoring/Evaluation

Anticipated Output

Monthly data reviews and Quarterly faculty presentations.

Reduction in office referrals from a baseline.

Material/Resources/Supports Needed

PD Step

Pre-referral Intervention Manual

yes



Action Plan: Data Meetings

Action Steps	Anticipated Start/Completion Date
Hold data meetings three times each year	09/01/2020 - 05/27/2021

Monitoring/Evaluation	Anticipated Output
Teachers will add personal professional goal using at least three targeted MAP Growth tools.	Increase proficiency with MAP growth instructional tools

Material/Resources/Supports Needed	PD Step
NWEA MAP Growth Tools	yes

Action Plan: Teacher Coaching

Action Steps

Anticipated Start/Completion Date

District supervisor Rob Schwartz will continue a multi-year coaching and development delivery.

09/01/2020 - 06/02/2021

Monitoring/Evaluation

Anticipated Output

Data meetings Fall, Winter, Spring

Increase in average sixth grade MAP RIT growth

Material/Resources/Supports Needed

PD Step

Supports from Envisions program materials. Supports from Tena Fulgham, math instructional consultant.

yes



Action Plan: Reading MAP RIT Growth

Action Steps

Anticipated Start/Completion Date

Hold data meetings three times each year

09/01/2020 - 06/02/2021

Monitoring/Evaluation

Anticipated Output

Teachers will add personal professional goal using at least three targeted MAP Growth tools.

Increase proficiency with MAP growth instructional tools

Material/Resources/Supports Needed

PD Step

NWEA MAP Growth Tools

yes



Action Plan: Strategic Intervention

Action Steps	Anticipated Start/Completion Date
Using the CORE instructional materials from the aligned ELA program, in conjunction with MAP growth instructional support tools, teachers will strategically increase MAP RIT scores for children with comprehension needs in a strategic intervention course.	09/01/2020 - 06/02/2021
Monitoring/Evaluation	Anticipated Output
Fall, Winter, Spring MAP Data meetings.	Increase in RIT scores for students performing within one standard deviation below the mean in Reading MAP scores.
Material/Resources/Supports Needed	PD Step
Into Literature course materials; course map for ELA curriculum; NWEA MAP Tools	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The school will reduce out of school suspension for lower-tiered offenses by at least 50%. Teacher responses to Tier 1 and Tier 2 offenses will be the primary outcome of an offense and teachers will receive support for intervention from administrators and lead teachers. (Discipline Data)</p>	<p>Pre-referral intervention manual</p>	<p>Create a baseline for exclusions from school. Implement strategies to reduce exclusion from class periods, and school.</p>	<p>11/09/2020 - 06/09/2021</p>
<p>A trauma team will receive targeted professional development and will turn around skills with eight teachers throughout the school. (Trauma Informed Care)</p>	<p>Trauma Coaching</p>	<p>Working with professional coaching staff from Lakeside, administrators and teachers will bridge from trauma informed to trauma literate, where each member is able to recall a strategy to address an issue</p>	<p>08/31/2020 - 06/09/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the staff member can analyze under the lens of brain region controls and behavior as a method of communication.	
The PBIS team will develop 25 Tier 1 instructional lessons to use in secondary homeroom for all students. (PBIS Systems Instruction)	Secondary Homeroom PBIS intervention	Teachers will implement Tier 1 and Tier 2 interventions through the use of a scheduling initiative.	11/09/2020 - 06/02/2021
Sixth grade Math MAP RIT growth will increase by an average of eight points for at least 70% of the sixth grade students (Math RIT +8)	Data Meetings	Hold data meetings three times each year	09/01/2020 - 05/27/2021
Sixth grade Math MAP RIT growth will increase by an average of eight points for at least 70% of the sixth grade students (Math RIT +8)	Teacher Coaching	District supervisor Rob Schwartz will continue a multi-year coaching and development delivery.	09/01/2020 - 06/02/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Sixth Grade reading RIT will grow by 5 Seventh Grade reading RIT will grow by 4 Eighth Grade reading RIT will grow by 3 (Reading RIT 5/4/3)	Reading MAP RIT Growth	Hold data meetings three times each year	09/01/2020 - 06/02/2021
Sixth Grade reading RIT will grow by 5 Seventh Grade reading RIT will grow by 4 Eighth Grade reading RIT will grow by 3 (Reading RIT 5/4/3)	Strategic Intervention	Using the CORE instructional materials from the aligned ELA program, in conjunction with MAP growth instructional support tools, teachers will strategically increase MAP RIT scores for children with comprehension needs in a strategic intervention course.	09/01/2020 - 06/02/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PRIM	Tier 2 team; Classroom teachers	Tier 1 and Tier 2 interventions; the effects of trauma and the brain; strategies for building relationships

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers using in-class management strategies to reduce repeated lower-level offenses.	09/01/2020 - 12/02/2020	Jen Rosen, Lead Teacher; Lauren Love, Lead Teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Coaching	Lead teachers and selected classroom teachers.	Neurological initiative - brain states, brain regions, behavior as communication, regulation strategies.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher action research program output - The teachers involved will prepare and deliver a faculty presentation.	10/01/2020 - 04/30/2021	Jen Rosen, Lead Teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Professional Development Step

Audience

Topics of Prof. Dev

Data Meetings

All teachers

MAP Growth tools, reports, student data

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Teacher use of three specific MAP growth tools

09/01/2020 - 06/03/2021

Matt Alloway, Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

Professional Development Step	Audience	Topics of Prof. Dev
Teacher Coaching	Sixth Grade Math Teachers	Envisions materials, SOAR intervention, MAP data tools, Instructional delivery

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers implementing new instructional materials, teachers using MAP growth tools, teacher plans for SOAR intervention	09/01/2020 - 06/09/2021	Rob Schwartz, Math Supervisor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Professional Development Step	Audience	Topics of Prof. Dev
Strategic Intervention	Reading intervention teachers	Using MAP growth tools and ELA program materials to develop reading intervention

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Teacher use of MAP growth tools. Lesson plans using Into Literature materials

09/01/2020 - 06/09/2021

Matt Alloway, Principal

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communicate with faculty	Overview of the School Comprehensive Plan	Faculty Meeting with presentation	All faculty	November - December 2020
Communicate with targeted groups	Overview of each goal of the comprehensive plan with individuals in control of specific departments (math department meeting, reading teacher meeting, Trauma-informed meeting, etc).	Team meeting format	Teachers and support professionals leading initiatives	November - December 2020
Communicate with families	Overview of the School Comprehensive Plan, with emphasis on PA Index Data review	Home and School Meeting live presentation; Summarization message in Weekly Principal Update to families.	All families	October 2020
