

## **BYWOOD EL SCH**

330 Avon Rd

TSI Title 1 School Plan | 2022 - 2023

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### **VISION FOR LEARNING**

At Bywood Elementary School, we believe that together we can impart a world of understanding into the minds and hearts of every Bywood student. Bywood Elementary School's vision for learning is to provide a challenging educational program where effective instructional practices are utilized across all learning environments. All staff, students, parents and administrators continue to create and sustain a positive school culture through our core values; Collaboration, Communication, Leadership, Hard Work, Respect, Responsibility, Safety and Courage. Our goal is to have every Bywood student learn to love learning and grow academically.

## STEERING COMMITTEE

Name	Position	Building/Group
Kristin O'Neill	Administrator	District Admin.
Kristin Meehan	Principal	Bywood
Patti Callahan	Ed. Specialist	Bywood
Janet Newby	Elementary Teacher	Bywood
Greg Manfre	Director of Elementary Education	UDSD Central Administration
Stefanie Francis	Teacher	Bywood
Nickarena Gilpin	Teacher	Bywood
Kia Fields	Parent	N/A
Troy Medford	Community Member	Community Member
Amy Ingram	Teacher	Bywood
Macie Basom	Teacher	District Instructional Coach

**Name**

**Position**

**Building/Group**

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Name	Position	Building/Group

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teachers and staff will provide opportunities for families to engage in their students learning.	Parent and family engagement
Teachers must learn to identify the foundational reading skills that prevent students from progressing towards oral reading fluency proficiency.	English Language Arts
Teachers will be given professional development opportunities to learn best practices in reading and instructional practices.	Professional learning
Educators at Bywood Elementary School will continue to strive to strategically develop research based educational experiences and utilize data to drive instructional decisions, specifically in ELA and mathematics.	Mathematics English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy
TILT Team , CGRC and Lakeside Support

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ORF	All student groups will move up one percentile category as defined by the Aimsweb national norms from fall to spring. ( Well Below Average- Below Average) (Below Average- Average ) (Average- Above Average) Above Average- Well Above Average)
Title I Academic Nights	Every teacher and staff member will plan and participate in one out of four title I academic events for families.
Professional Learning Opportunities	Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities.
NWEA MAP Math	The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth.
NWEA MAP ELA	The third, fourth , and fifth grade student groups will meet the the anticipated reading student growth norm, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. The anticipated ELA NWEA MAP student growths norms determined the third grade student group should demonstrate 10.50 points of growth, the fourth grade student group should demonstrate 8.16 points of growth, and the fifth grade student group should demonstrate 6.50 points of growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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All staff members will be provided with trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic teachers will be provided consultation and coaching on trauma-informed care of students. All staff members will develop a classroom regulation plan that will support teachers with noticing signs of dysregulation and responding appropriately to support students with recovery. CGRC will support with student regulation plans by meeting students needs in small group or one on one as needed.

2022-08-22 -  
2023-06-09

Lindsay  
Bernhardt-  
Lakeside  
Specialist  
Annie  
Maniscalco-  
CGRC Kayla  
Madison-  
Social Worker  
Mariah Powell-  
School  
Counselor  
Janet Newby -  
Assistant  
Principal

Lakeside Neurologic  
training, CGRC Tools

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### **Anticipated Outcome**

Incorporating trauma informed care strategies strives to provide adequate supports to students beyond academics. Trauma informed care should promote positive relationships between students, families, and school educators. There should be a decrease in the frequency of school discipline referrals.

### **Monitoring/Evaluation**

Teachers will be provided with opportunities to consult with Lakeside Neurologic representatives and the school based social and emotional team. School-wide Positive Behavioral Interventions and Supports (PBIS) data collection systems will be utilized to determine the impact of integrating trauma informed care.

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## Evidence-based Strategy

Instructional Learning Walks

## Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school principal will conduct a minimum of 5 learning walks per week. The principal will provide feedback to teachers based on observations made during learning walks and evaluations. The principal will invite district supervisors and district instructional coaches to conduct walk through observations. The principal will work with district instructional coaches to provide support to teachers.	2022-08-22 - 2023-06-09	Kristin Meehan-Principal Janet Newby- Asst. Principal	Danielson Framework District Learning Walk Form

**Anticipated Outcome**

It is anticipated that teacher reflection, planning, and preparation will include research based strategies. Feedback provided to teachers will support the development of instructional spaces and lesson plan delivery.

**Monitoring/Evaluation**

Learning Walks will provide the teacher with ongoing feedback and will guide professional development.

**Evidence-based Strategy**

Model Lessons - ELA and Math

**Measurable Goals**

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Principal, Vice Principal and Coaches will model ELA and Math lessons in classrooms. Every new staff member will schedule one	2022-08-22 - 2023-06-09	Kristin Meehan - Principal Janet	Math and ELA curriculum District Lesson Plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
model lesson per semester and content area. They will also participate in the planning and collaboration of the lesson.		Newby - Vice Principal District Coaches	framework Danielson Framework

**Anticipated Outcome**

We aim to build teachers' knowledge base and expertise in lesson planning and best instructional practices. It is anticipated that NWEA MAP 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. Learning Walks will inform efficacy of model lessons in teacher use of instructional practices.

**Evidence-based Strategy**

Positive Behaviors and Supports

**Measurable Goals**

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Title I Academic Nights	Every teacher and staff member will plan and participate in one out of four title I academic events for families.
Professional Learning Opportunities	Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Principal, Vice Principal , and PBIS team will lead our tier 1 and tier 2 team. Team will meet monthly to develop lesson plans and positive	2022-08-22 - 2023-06-09	Principal Vice Principal PBIS	Behavior Interventions SEL Lessons COGNOS Reports

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.		Team	

**Anticipated Outcome**  
 School will improve the climate and culture of the school environment. Behavioral incidents will decrease which will maximize instructional time.

**Monitoring/Evaluation**  
 Weekly behavioral data monitored by staff. Monthly behavioral data monitored by PBIS Team.

**Evidence-based Strategy**  
 Math MTSS Interventions

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Learning Opportunities	Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom

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

level differentiation. District experts and consultants will deliver development opportunities.

NWEA MAP Math

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

Teachers will participate in strategic planning for Math MTSS small group interventions using the enVision Math Curriculum and IXL. NWEA MAP Math Assessment data, enVision Math Benchmark data, and classwork will be analyzed to determine areas of need within each classroom. Teachers will participate in monthly math data meetings to support planning. Professional development will be conducted as needed.

2022-08-22 -  
2023-06-09

District Math  
Supervisor  
District  
Coaches Vice  
Principal

NWEA MAP Math  
Assessment Data enVision  
Math Benchmark data IXL  
Diagnostic and Student  
Reports District Math MTSS  
Planning Framework Data  
Binders

**Anticipated Outcome**

If teachers analyze available math data and strategically plan for Math MTSS small groups, then student math achievement on NWEA MAP Math Assessment will increase.

**Monitoring/Evaluation**

The following will support in monitoring and evaluating progress with Math MTSS: NWEA MAP Math Assessment Data - Fall, Winter, Spring

enVision Benchmark Data - Marking Periods 1, 2, 3, and 4 Classroom Data Binders Monthly math data meetings will offer continued support with analysis of data trends and developing plans to address student need.

### Evidence-based Strategy

Learning Target Training

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

ORF

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Professional Learning Opportunities

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

Teachers will be provided with learning target training over the course of the school year. Federal Money will be used to bring in the Candi McKay Consulting group .

2022-08-22 -  
2023-06-09

Principal Vice  
Principal

Learning Target Training  
Federal funds for  
consulting group.

**Anticipated Outcome**

Learning Target training will provide educators with tools to enhance their student's understanding of the curriculum. It will also drive their instruction, planning and assessment.

**Monitoring/Evaluation**

Teachers will have opportunities to meet one on one with the learning target consultant to fine tune their practice. The principal will look for the learning target to be unpacked during regular learning walks.

**Evidence-based Strategy**

Title I Reading Nights

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Title I Academic Nights	Every teacher and staff member will plan and participate in one out of four title I academic events for families.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will plan and facilitate 4 reading nights for parents. Federal Title I funds will be utilized to engage families.	2022-08-22 - 2023-06-09	Principal Vice Principal Reading Specialist	Reading Materials- HMH Books for parents Stop Watches for fluency

### Anticipated Outcome

This will provide opportunities for families to engage in their child's academics.

### Monitoring/Evaluation

Staff will check in with parents monthly to support their efforts with their child's reading and math goals.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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**Measurable Goals****Action Plan  
Name****Professional  
Development Step****Anticipated  
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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**Measurable Goals****Action Plan Name****Professional Development Step****Anticipated Timeline**

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start tier 3  
interventions for  
students unable to  
make progress in  
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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meetings to  
support planning.  
Professional  
development will  
be conducted as  
needed.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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**Measurable Goals**

**Action Plan  
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**Professional  
Development Step**

**Anticipated  
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(NWEA MAP ELA )

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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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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Kristin Meehan

2022-04-28

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Aimsweb ORF accuracy improved for grades 2-5 from fall 21 to winter 22. Heggerty and Foundations are being utilized in first grade to supplement the HMH curriculum and provide our students with foundational phonics skills.

Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, student engagement strategies, trauma informed care strategies, and restorative practices.

Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, Aimsweb Plus, PSSA, Data Binders and NWEA MAP .

Staff participated in monthly ELA Data meetings to review classroom and individual data to guide their instruction.

NWEA Math MAP Data- Third grade students made an average growth of 7 RIT points from fall 2021-winter2022.

NWEA Math MAP Data- First grade students made an average growth of 7.8 RIT points from the fall 2021- winter 2022.

### Challenges

Aimsweb- Based on Aimsweb Reading/ELA data from the 2021-2022 school year, students in grades 1-5 did not meet the national benchmark for oral reading fluency.

NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2021-2022 school year, students in grades 1-5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.

NWEA Measure of Academic Progress (MAP) - Based on MAP Mathematics data from the 2021-2022 School year, students in grades 1-5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.

PVAAS - While the most recent PSSA data indicates that Bywood met the standard for academic growth in Science, shows there is significant evidence that the school did not meet the standard for PA academic proficiency.

Maintaining 100% participation for career standards especially with virtual students.

## Strengths

According to the norms, students moved from a kindergarten winter RIT norm to first grade fall RIT. The students are growing closer to grade level.

Professional development opportunities are provided for teachers and administrators. There is a focus on effective math instruction, developing learning targets, student engagement strategies, trauma informed care strategies, and restorative practices.

Staff participated in monthly Math Data meetings to review classroom and individual data to guide their instruction.

Grade Specific PVAAS Data - According to the most recent PVAAS data (2021) 4th grade demonstrated evidence that they met the standard for PA academic growth (green).

Addition of pupil services staff member - Bywood Elementary School added a new school counselor to the staff during the 2021-2022 school year. The school counselor supports college and career readiness initiatives and provides lessons to students that enhances their social and emotional development, and equips them for experiences outside of the school in their local communities.

Career Standards Benchmark (FRPAI) - The All Student Group did meet the performance standard with 100% compared to the statewide average of 86.2%

## Challenges

PVAAS Growth of Student Group Report - There is moderate evidence that Bywood students with IEPs did not meet the standard for PA academic growth in the area of mathematics or ELA.

While the Hispanic student group demonstrated evidence that they met the standard for PA Academic Growth in mathematics, they did lagged in comparison to all other student groups.

NWEA MAP Growth Assessment Data - Students in the Black student group were well below the PA Academic Growth standard on the NWEA MAP Assessment for ELA and Math.

NWEA MAP Growth Assessment Data - There is significant evidence that the Asian student group did not meet the standard for PA Academic Growth in Math or ELA on the NWEA MAP Growth Assessment.

NWEA MAP Growth Assessment Data - Students in the Hispanic student group for third and fifth grade were well below the PA Academic Growth standard on the NWEA MAP Growth Assessment.

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

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



## Strengths

PVAAS Growth of Student Group Report - 5th grade English Learner Students received a Math growth index score of 3.03 and an ELA growth index score of 1.97 which indicates that they exceeded the standard for PA Academic Growth in Math and ELA.

PVAAS Growth of Student Group Report - 5th grade Economically Disadvantaged Students received a Math growth index score of 4.02 and an ELA growth index score of 2.53 which indicate that they exceeded the standard for PA Academic Growth in Math and ELA.

ACCESS Data - English Language Learners - All student group exceeded the statewide average for English Language Growth and Attainment.

PVAAS Growth of Student Group Report - The Hispanic student group in fifth grade demonstrated moderate evidence that they exceeded the standard for PA Academic Growth in mathematics on the PSSA. The Hispanic student group in fifth grade demonstrated that they met the standard for PA Academic Growth in ELA on the PSSA.

PVAAS Growth of Student Group Report - There is significant evidence that the Black student group in fifth grade exceeded the standard for PA Academic Growth in Math on the PSSA Math Assessment. There is moderate evidence that the Black student group in fifth grade exceeded the standard for PA Academic

## Challenges

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

Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA- All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 20.7% (compared to the statewide average of 55.0%).

Future Ready PA Index Proficient or Advanced on PA State Assessments Math- All student group did not meet the Interim Goal / Improvement Target in the area of Math with a percent proficient or advanced of 5.3% (compared to the statewide average of 37.3%).

Future Ready PA Index Proficient or Advanced on PA State Assessments -Science- All student group did not meet the Interim Goal/ Improvement Target in the area of Science with a percent proficient or advanced of 35.1% (compared to the statewide average of 63.7%)

## Strengths

Growth in ELA on the PSSA ELA Assessment.

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

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

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

Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - English Language Growth Attainment- All student groups EXCEEDED the standard demonstrating growth in English Language Growth Attainment with a MAX academic growth score of 38.7%(compared to the statewide average growth score of 24.8%).

PVAAS Data- Third grade Reading ELA- There is an early indicator of success for the third grade in the area of reading with a 20.8% proficient.

PVAAS- Fifth grade Math- There was significant evidence that fifth grade students exceeded the growth standard for PSSA math. (Growth Measure of 6.3)

PVAAS- Fifth grade ELA - There was significant evidence that fifth

## Strengths

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grade students exceeded the growth standard for PSSA ELA.  
(Growth Measure of 3.7)

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## Most Notable Observations/Patterns

Generally speaking, students at Bywood Elementary School are meeting or exceeding expectations with respect to growth (PVAAS) yet the achievement data indicates that Bywood students are below (in some cases well below) the state benchmarks and averages in both Mathematics and ELA. The team would like to focus on professional development of staff and trauma informed practices to foster a better learning environment.

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## Challenges

## Discussion Point

## Priority for Planning

Future Ready PA Index Proficient or Advanced on PA State Assessments  
Math- All student group did not meet the Interim Goal / Improvement Target in the area of Math with a percent proficient or advanced of 5.3% (compared to the statewide average of 37.3%).

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Challenges	Discussion Point	Priority for Planning
<p>NWEA Measure of Academic Progress (MAP) - Based on MAP Mathematics data from the 2021-2022 School year, students in grades 1-5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.</p>	<p>During the 2020 school year the school district transitioned to a rigorous math curriculum aligned to the Common Core State Standards. Envisions is designed to support educators in making data based instruction decisions and utilizing differentiated learning models. At Bywood Elementary School our staff needs to focus on providing small group instruction. It is crucial our educators have the understanding of math content and best instructional strategies to accommodate the vast learning styles of students.</p>	
<p>Monitor and evaluate the impact of professional learning on staff practices and student learning.</p>	<p>Professional development opportunities will be made available to teachers during the 2021-2022. Educators at Bywood will be provided with various opportunities to gain a deeper understanding of best instructional practices and individual student goals. Educators are then provided with time to explore and analyze data relevant to their students in order to provide that individualized student goals.</p>	
<p>Implement evidence-based strategies to engage families to support learning.</p>	<p>Title I nights will be provided for families to engage in their student's learning. ( Fluency, Comprehension and poem writing)</p>	
<p>Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p>	<p>Professional development opportunities will be made available to teachers during the 2021-2022.</p>	
<p>NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA</p>	<p>Educators will continue to look at data to drive their instructional decision making. Each student will have an individualized reading goal that they will</p>	

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

data from the 2021-2022 school year, students in grades 1-5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.

work towards. Student goals will drive their instruction.

PVAAS Growth of Student Group Report - There is moderate evidence that Bywood students with IEPs did not meet the standard for PA academic growth in the area of mathematics or ELA.

Professional Development opportunities will be made available to learning support teachers to guide their instruction and the development of their student's academic goals.

Aimsweb- Based on Aimsweb Reading/ELA data from the 2021-2022 school year, students in grades 1-5 did not meet the national benchmark for oral reading fluency.

Educators will continue to look at data to drive their instructional decision making. Each student will have an individualized reading goal that they will work towards. Student goals will drive their instruction.

## **ADDENDUM B: ACTION PLAN**

### **Action Plan: TILT Team , CGRC and Lakeside Support**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
All staff members will be provided with trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic teachers will be provided consultation and coaching on trauma-informed care of students. All staff members will develop a classroom regulation plan that will support teachers with noticing signs of dysregulation and responding appropriately to support students with recovery. CGRC will support with student regulation plans by meeting students needs in small group or one on one as needed.	08/22/2022 - 06/09/2023
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Teachers will be provided with opportunities to consult with Lakeside Neurologic representatives and the school based social and emotional team. School-wide Positive Behavioral Interventions and Supports (PBIS) data collection systems will be utilized to determine the impact of integrating trauma informed care.	Incorporating trauma informed care strategies strives to provide adequate supports to students beyond academics. Trauma informed care should promote positive relationships between students, families, and school educators. There should be a decrease in the frequency of school discipline referrals.

**Material/Resources/Supports Needed**

**PD Step**

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Lakeside Neurologic training. CGRC Tools

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yes

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## Action Plan: Instructional Learning Walks

Action Steps	Anticipated Start/Completion Date
<p>The school principal will conduct a minimum of 5 learning walks per week. The principal will provide feedback to teachers based on observations made during learning walks and evaluations. The principal will invite district supervisors and district instructional coaches to conduct walk through observations. The principal will work with district instructional coaches to provide support to teachers.</p>	<p>08/22/2022 - 06/09/2023</p>
Monitoring/Evaluation	Anticipated Output
<p>Learning Walks will provide the teacher with ongoing feedback and will guide professional development.</p>	<p>It is anticipated that teacher reflection, planning, and preparation will include research based strategies. Feedback provided to teachers will support the development of instructional spaces and lesson plan delivery.</p>
Material/Resources/Supports Needed	PD Step
<p>Danielson Framework District Learning Walk Form</p>	<p>yes</p>
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## Action Plan: Model Lessons - ELA and Math

Action Steps	Anticipated Start/Completion Date
Principal, Vice Principal and Coaches will model ELA and Math lessons in classrooms. Every new staff member will schedule one model lesson per semester and content area. They will also participate in the planning and collaboration of the lesson.	08/22/2022 - 06/09/2023

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. Learning Walks will inform efficacy of model lessons in teacher use of instructional practices.	We aim to build teachers' knowledge base and expertise in lesson planning and best instructional practices. It is anticipated that NWEA MAP 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
Math and ELA curriculum District Lesson Plan framework Danielson Framework	yes



## Action Plan: Positive Behaviors and Supports

Action Steps	Anticipated Start/Completion Date
Principal, Vice Principal , and PBIS team will lead our tier 1 and tier 2 team. Team will meet monthly to develop lesson plans and positive behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.	08/22/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Weekly behavioral data monitored by staff. Monthly behavioral data monitored by PBIS Team.	School 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
Behavior Interventions SEL Lessons COGNOS Reports	yes
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## Action Plan: Math MTSS Interventions

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
<p>Teachers will participate in strategic planning for Math MTSS small group interventions using the enVision Math Curriculum and IXL. NWEA MAP Math Assessment data, enVision Math Benchmark data, and classwork will be analyzed to determine areas of need within each classroom. Teachers will participate in monthly math data meetings to support planning. Professional development will be conducted as needed.</p>	<p>08/22/2022 - 06/09/2023</p>
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
<p>The following will support in monitoring and evaluating progress with Math MTSS: NWEA MAP Math Assessment Data - Fall, Winter, Spring enVision Benchmark Data - Marking Periods 1, 2, 3, and 4 Classroom Data Binders Monthly math data meetings will offer continued support with analysis of data trends and developing plans to address student need.</p>	<p>If teachers analyze available math data and strategically plan for Math MTSS small groups, then student math achievement on NWEA MAP Math Assessment will increase.</p>
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
<p>NWEA MAP Math Assessment Data enVision Math Benchmark data IXL Diagnostic and Student Reports District Math MTSS Planning Framework Data Binders</p>	<p>yes</p>

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## Action Plan: Learning Target Training

### Action Steps

### Anticipated Start/Completion Date

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Teachers will be provided with learning target training over the course of the school year. Federal Money will be used to bring in the Candi McKay Consulting group .

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08/22/2022 - 06/09/2023

### Monitoring/Evaluation

### Anticipated Output

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Teachers will have opportunities to meet one on one with the learning target consultant to fine tune their practice. The principal will look for the learning target to be unpacked during regular learning walks.

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Learning Target training will provide educators with tools to enhance their student's understanding of the curriculum. It will also drive their instruction, planning and assessment.

### Material/Resources/Supports Needed

### PD Step

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Learning Target Training Federal funds for consulting group.

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yes

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## Action Plan: Title I Reading Nights

### Action Steps

### Anticipated Start/Completion Date

Staff will plan and facilitate 4 reading nights for parents. Federal Title I funds will be utilized to engage families.

08/22/2022 - 06/09/2023

### Monitoring/Evaluation

### Anticipated Output

Staff will check in with parents monthly to support their efforts with their child's reading and math goals.

This will provide opportunities for families to engage in their child's academics.

### Material/Resources/Supports Needed

### PD Step

Reading Materials- HMH Books for parents Stop Watches for fluency

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All student groups will move up one percentile category as defined by the Aimsweb national norms from fall to spring. ( Well Below Average- Below Average) (Below Average- Average ) (Average- Above Average) Above Average- Well Above Average) (ORF )</p> <p>Every teacher and staff member will plan and participate in one out of four title I academic events for families. (Title I Academic Nights )</p> <p>Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities. (Professional Learning Opportunities )</p> <p>The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth. (NWEA MAP Math )</p>	<p>TILT Team , CGRC and Lakeside Support</p>	<p>All staff members will be provided with trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic teachers will be provided consultation and coaching on trauma-informed care of students. All staff members will develop a</p>	<p>08/22/2022 - 06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The third, fourth , and fifth grade student groups will meet the the anticipated reading student growth norm, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. The anticipated ELA NWEA MAP student growths norms determined the third grade student group should demonstrate 10.50 points of growth, the fourth grade student group should demonstrate 8.16 points of growth, and the fifth grade student group should demonstrate 6.50 points of growth. (NWEA MAP ELA )</p>		<p>classroom regulation plan that will support teachers with noticing signs of dsyregulation and responding appropriately to support students with recovery. CGRC will support with student regulation plans by meeting students needs in small group or one on one as needed.</p>	
<p>All student groups will move up one percentile category as defined by the Aimsweb national norms from fall to spring. ( Well Below Average- Below Average) (Below Average- Average ) (Average- Above Average) Above Average- Well Above Average) (ORF )</p> <p>Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources</p>	<p>Instructional Learning Walks</p>	<p>The school principal will conduct a minimum of 5 learning walks per week. The principal will provide feedback</p>	<p>08/22/2022 - 06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities. (Professional Learning Opportunities )</p> <p>The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth. (NWEA MAP Math )</p> <p>The third, fourth , and fifth grade student groups will meet the the anticipated reading student growth norm, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. The anticipated ELA NWEA MAP student growths norms determined the third grade student group should demonstrate 10.50 points of growth, the fourth grade student group should demonstrate 8.16 points of growth, and the fifth grade student group should demonstrate 6.50 points of growth. (NWEA MAP ELA )</p>		<p>to teachers based on observations made during learning walks and evaluations. The principal will invite district supervisors and district instructional coaches to conduct walk through observations. The principal will work with district instructional coaches to provide support to teachers.</p>	
<p>All student groups will move up one percentile category as defined by the Aimsweb national norms from fall to spring. ( Well Below Average- Below Average) (Below Average- Average ) (Average- Above Average) Above Average- Well Above Average) (ORF )</p>	<p>Model Lessons - ELA and Math</p>	<p>Principal, Vice Principal and Coaches will model ELA and</p>	<p>08/22/2022 - 06/09/2023</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities. (Professional Learning Opportunities )</p> <p>The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth. (NWEA MAP Math )</p> <p>The third, fourth , and fifth grade student groups will meet the the anticipated reading student growth norm, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. The anticipated ELA NWEA MAP student growths norms determined the third grade student group should demonstrate 10.50 points of growth, the fourth grade student group should demonstrate 8.16 points of growth, and the fifth grade student group should demonstrate 6.50 points of growth. (NWEA MAP ELA )</p>		<p>Math lessons in classrooms. Every new staff member will schedule one model lesson per semester and content area. They will also participate in the planning and collaboration of the lesson.</p>	
<p>All student groups will move up one percentile category as defined by the Aimsweb national norms from fall to spring. ( Well Below Average- Below Average) (Below</p>	<p>Positive Behaviors</p>	<p>Principal, Vice Principal , and</p>	<p>08/22/2022 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Average- Average ) (Average- Above Average) Above Average- Well Above Average) (ORF )</p> <p>Every teacher and staff member will plan and participate in one out of four title I academic events for families. (Title I Academic Nights )</p> <p>Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities. (Professional Learning Opportunities )</p> <p>The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth. (NWEA MAP Math )</p> <p>The third, fourth , and fifth grade student groups will meet the the anticipated reading student growth norm, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. The anticipated ELA NWEA MAP student growths norms determined the third grade student group should demonstrate 10.50 points of growth, the fourth grade student group should demonstrate 8.16 points of growth, and the fifth grade student group should demonstrate 6.50 points of growth.</p>	<p>and Supports</p>	<p>PBIS team will lead our tier 1 and tier 2 team. Team will meet monthly to develop lesson plans and positive behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.</p>	<p>06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(NWEA MAP ELA )			
<p>Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities. (Professional Learning Opportunities )</p> <p>The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth. (NWEA MAP Math )</p>	Math MTSS Interventions	Teachers will participate in strategic planning for Math MTSS small group interventions using the enVision Math Curriculum and IXL. NWEA MAP Math Assessment data, enVision Math Benchmark data, and classwork will be analyzed to determine areas of need within each classroom. Teachers will participate in monthly math data meetings to	08/22/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		support planning. Professional development will be conducted as needed.	
<p>All student groups will move up one percentile category as defined by the Aimsweb national norms from fall to spring. ( Well Below Average- Below Average) (Below Average- Average ) (Average- Above Average) Above Average- Well Above Average) (ORF )</p> <p>Throughout the 2022-2023 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas. Professional development opportunities will allow staff members to explore and select resources aligned to district approved curricula that will support classroom level differentiation. District experts and consultants will deliver development opportunities. (Professional Learning Opportunities )</p> <p>The third, fourth, and fifth grade student groups will meet the the anticipated mathematics student growth norm, as specified by NWEA, from the beginning of the year to the end of the year math MAP benchmark assessments. The anticipated math NWEA MAP student growths norms determined the third grade student group should demonstrate 12.6 points of growth, the fourth grade student group should demonstrate 10.96 points of growth, and the fifth grade student group should demonstrate 9.61 points of growth. (NWEA MAP Math )</p> <p>The third, fourth , and fifth grade student groups will meet the the anticipated reading</p>	Learning Target Training	Teachers will be provided with learning target training over the course of the school year. Federal Money will be used to bring in the Candi McKay Consulting group .	08/22/2022 - 06/09/2023

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

student growth norm, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark assessments. The anticipated ELA NWEA MAP student growths norms determined the third grade student group should demonstrate 10.50 points of growth, the fourth grade student group should demonstrate 8.16 points of growth, and the fifth grade student group should demonstrate 6.50 points of growth. (NWEA MAP ELA )

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## **PROFESSIONAL DEVELOPMENT PLANS**

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Pennsylvania Act 13 Training

Principal and Vice Principal

Act 13 - Educator Effectiveness

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

This PD will better enhance my ability to identify educator effectiveness and provide feedback to teachers following learning walks.

06/10/2022 - 08/22/2022

District Administration

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

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

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4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

TILT Team, Lakeside Neurologic, Restorative Practices, and Social Emotional Learning

All Staff

Restorative practices, PBIS, and trauma informed trainings will prepare educators with resources to utilize in developing supportive, comfortable, and safe educational spaces. These trainings will provide teachers with innovative methods to empower students and families in becoming active participants in learning experiences.

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<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Classroom and school discipline data reports will be utilized to determine if these trainings are successful. Feedback from staff will determine if practices are conducive to student engagement and involvement.	08/22/2022 - 06/09/2023	School administration TILT Team Social worker and counselor International Institute for Restorative Practices (IIRP) representatives Lakeside Neurologic representatives

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>2c: Managing Classroom Procedures</p> <p>4d: Participating in a Professional Community</p> <p>4a: Reflecting on Teaching</p> <p>3c: Engaging Students in Learning</p> <p>2b: Establishing a Culture for Learning</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2d: Managing Student Behavior</p> <p>4c: Communicating with Families</p>	<p>Trauma Informed Training (Act 18)</p>



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
enVision Math curriculum implementation training, IXL training, and Math Data Meetings	All teachers	Math workshops and coaching on implementation of curriculum and IXL, analysis of data, and strategic planning of standards based instruction for Math MTSS.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
NWEA MAP Math Assessment and enVision benchmark assessment data will be utilized to determine areas of need within specific math competency areas. Learning walks and model lessons will help to determine effectiveness of instructional practices.	08/22/2022 - 06/09/2023	School administration District administration/supervisors District coaches



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

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

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1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

4d: Participating in a Professional Community

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

3d: Using Assessment in Instruction

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Professional Development Step	Audience	Topics of Prof. Dev
Heggerty, Foundations, Learning Target, HMH, AIM Institute training, and ELA Data Meetings	All teachers	ELA/Reading workshops and coaching on implementation of HMH, Heggerty and Foundations curricula to support reading instruction. Teachers will participate in analysis of data and strategic planning of standards based instruction for ELA instruction. We will also provide learning target trainings from federal money.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
NWEA MAP ELA Assessment, HMH assessment data, and Aimsweb ORF data will be utilized to determine areas of need within specific reading competency areas and skills. Learning walks and model lessons will help to determine effectiveness of instructional practices.	08/22/2022 - 06/09/2022	School administration District administration/supervisors District coaches

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

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

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1c: Setting Instructional Outcomes

3a: Communicating with Students

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

3e: Demonstrating Flexibility and Responsiveness

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Weekly Electronic Communication from School Principal	Review and discuss progress on plan's goals	Parent link/ Blackboard System	Home and School Meetings	8-22-22- 06-09-23
Review and discuss progress on plan's goals	Progress monitoring of goals	Faculty Meetings	School community-teachers and staff	8-22-22- 06-09-23

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