

BYWOOD EL SCH

330 Avon Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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 rigorous educational program where effective instructional practices and student engagement 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, Engagement, Communication, Leadership, Hard Work, Respect, Responsibility, Safety and Courage. We will focus on math small group interventions, oral reading fluency and best student engagement practices. Our goal is to have every Bywood student learn to love learning, grow academically in reading, science and mathematics and be fully engaged throughout every classroom at Bywood Elementary.

STEERING COMMITTEE

Name	Position	Building/Group
Kristin Meehan	Principal	Bywood
Kristin O'Neill	District Level Leaders	District Admin
Patti Callahan	Ed. Specialist	Bywood
Janet Newby	Elementary Teacher	Bywood
Dr. 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
Dr. Daniel McGarry	Chief School Administrator	Superintendent

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
Teachers will prioritize small group instruction to meet the needs of students during the MTSS block.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Instructional Learning Walks	
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

Goal Nickname	Measurable Goal Statement (Smart Goal)
NWEA MAP MATH	Average- Well Above Average) The third, fourth, and fifth grade student groups will meet 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.
Professional Learning Opportunities	Throughout the 2023-2024 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas and student engagement. 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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school principal will conduct a minimum of 10 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.	2023-08-22 - 2024-06-12	Kristin Meehan- Principal Janet Newby- Asst. Principal	None

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

Math MTSS Interventions

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

NWEA MAP MATH

The third, fourth, and fifth grade student groups will meet 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.

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

2023-08-22 -
2024-06-12

District Math
Supervisor
District
Coaches

NWEA MAP Math
Assessment Data enVision
Math Benchmark data IXL
Diagnostic and Student

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
classroom. Teachers will participate in monthly math data meetings to support planning for small group instruction. Professional development will be conducted as needed.		Principal	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 four times a year. 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

Student Engagement Professional Development

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

Goal Nickname	Measurable Goal Statement (Smart Goal)
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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 2023-2024 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas and student engagement. 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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will be provided with student engagement over the course of the school year. Each month the faculty will be provided with a new strategy to focus on in their classroom instruction.	2023-08-22 - 2024-06-12	Principal Vice Principal Teacher Leaders	Candi McKay Training to support new staff

Anticipated Outcome
 Student Engagement 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 principal and consultants to fine tune their practice. The principal will look for student engagement techniques to be utilized during regular learning walks.

Evidence-based Strategy

Title I Nights

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)
NWEA MAP MATH	The third, fourth, and fifth grade student groups will meet 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.
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.	2023-08-22 - 2024-06-12	Principal District Coaches Vice Principal Teacher Leaders	Reading Materials- HMH Books for parents Stop Watches for fluency Title 1 Money will be utilized

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.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The third, fourth, and fifth grade student groups will meet 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>Math MTSS Interventions</p>	<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</p>	<p>08/22/2023 - 06/12/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

meetings to support planning for small group instruction. Professional development will be conducted as needed.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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>The third, fourth, and fifth grade student groups will meet 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>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 2023-2024 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas and student engagement. 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>Student Engagement Professional Development</p>	<p>Teachers will be provided with student engagement over the course of the school year. Each month the faculty will be provided with a new strategy to focus on in their classroom instruction.</p>	<p>08/22/2023 - 06/12/2024</p>

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Kristin Meehan

2023-04-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups EXCEEDED the standard demonstrating growth in English Language Arts with an academic growth score of 80.0% (compared to the statewide average growth score of 76%).

PVAAS Data- Third grade Reading ELA- There is an early indicator of success for the third grade in the area of reading with a 47.5% proficient.

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

Aimsweb ORF accuracy improved for grades 2-5 from fall 22 to winter 23. Heggerty and Foundations are being utilized in first grade to supplement the HMH curriculum and provide our students with foundational phonics skills.

There was significant evidence that fifth grade students exceeded the growth standard for PSSA math. (Growth Measure of 6.7)

Grade Specific PVAAS Data - According to the most recent PVAAS data (2022) 4th grade students in the black, economically disadvantaged and English Learner student groups demonstrated evidence that they met the standard for PA academic growth (green).

Challenges

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 25.1% (compared to the statewide average of 54.1%).

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 9.4% (compared to the statewide average of 35.7%).

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 39.2% (compared to the statewide average of 54.4%)

NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2022-2023 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.

Strengths

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 .

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.

There was significant evidence that fourth grade students exceeded the growth standard for PSSA ELA. (Growth Measure of 2.0)

NWEA Math MAP Data- Third grade students made an average growth of 8.9 RIT points from fall 2022-winter2023.

NWEA Math MAP Data- First grade students made an average growth of 8.6 RIT points from the fall 2022- winter 2023. According to the norms, students are expected to make an average of 10.13 RIT points.

Challenges

NWEA Measure of Academic Progress (MAP) - Based on MAP Mathematics data from the 2022-2023 School year, students in second, fourth and fifth grade did not meet the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.

PVAAS - It 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 and a transient population.

The all student group did not meet the standard demonstrating growth for the fourth grade in science. The academic score was 67% and the statewide average growth standard is 70%. The Hispanic group did not meet the standard growth measure.

The Hispanic group did not meet the Interim goal for ELA on the PSSA. The percent of proficient or advanced is 3.4% ,

Based on Aimsweb Reading/ELA data from the 2022-2023 school year, students in grades 2-5 had less than 50% of students proficient or advanced in the area of oral reading fluency.

The Asian Group in 3rd grade was well below in ELA on the NWEA Map Assessment with a growth index score negative 2.29.

Consistency of staff / lack of subs

Strengths

PVAAS Growth of Student Group Report - 5th grade English Learner Students received a Math growth index score of 3.06 and an ELA growth index score of 0.16 which indicates that they met and exceeded the standard for PA Academic Growth in Math and ELA.

5th grade Economically Disadvantaged Students received a Math and ELA growth index scores which indicate that they met the growth standard for PA Academic Growth. 4th grade-Math- -0.52-meets. ELA- 1.3- Meets 5th grade-Math- 4.13- Above ELA- -0.36-Meets

Access Data- 4th and 5th grade English Learner Students met or exceeded the growth index scores in math and ELA . 4th grade growth index- math- -0.65 and ELA- 0.69. 5th grade growth index- math-3.06 and ELA- 0.16.

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.

Addition of pupil services staff member added last school year- Bywood Elementary School added a new school counselor to the staff during the 2021-2022 school year. The school counselor

Challenges

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

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

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

The Black student group was well below on the ELA NWEA Assessment in 4th grade with a growth index score of negative 2.36.

Students continue to perform at approximately 1-1.5 years behind the MAP grade level norms.

Hiring of another guidance counselor

Strengths

continues to 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.

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

Career Standards Benchmark (FRPAI) - The All Student Group did meet the performance standard with 100% compared to the statewide average of 88.3%

The Hispanic student group in fifth grade demonstrated moderate evidence that they exceeded the growth 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. Students in the Hispanic student group in fifth grade demonstrated significant evidence that they exceeded the PA Academic Growth standard on the NWEA MAP Assessment for Math. Students in the Hispanic student group for fourth grade met the PA Academic Growth standard on the NWEA MAP Growth Assessment.

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 also evidence that the Black student group in fifth grade met the growth standard for PA

Strengths

Academic Growth in ELA on the PSSA.

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

Upper Darby School District implemented a new science program for the 22-23 school year. Staff have been trained in the new program called TWIG Science.

Most Notable Observations/Patterns

Generally speaking, students at Bywood Elementary School are meeting or exceeding expectations with respect to growth (PVAAS) in the areas of math and ELA yet the achievement data indicates that Bywood students are below the state benchmarks and averages in both Mathematics, ELA, and Science. The team would like to focus on professional development of staff and best teaching practices in math and ela. Additional focus will need to be committed to the area of Science. One of the greatest challenges underlining the data is the transient population of students and staff turnover.

Challenges

Future Ready PA Index Proficient or Advanced on PA State Assessments

Discussion Point

MTSS leveled grouping will be analyzed to see if we can make improvements to address these weaknesses. Third grade leveled and

Priority for Planning

Challenges	Discussion Point	Priority for Planning
<p>Math- All student group did not meet the Interim Goal / Improvement Target in the area of Math with a percent proficient or advanced of 9.4% (compared to the statewide average of 35.7%).</p>	<p>made significant gains.</p>	
<p>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 39.2% (compared to the statewide average of 54.4%)</p>	<p>Teachers will continue to implement the new Science curriculum Twig. We have also held PD concerning cross curricular opportunities to enhance Science knowledge.</p>	
<p>NWEA Measure of Academic Progress (MAP) - Based on MAP Mathematics data from the 2022-2023 School year, students in second, fourth and fifth grade did not meet 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>✓</p>
<p>Monitor and evaluate the impact of professional learning on staff practices</p>	<p>Professional development opportunities will be made available to teachers during the 2022-2023. Educators at Bywood will be provided with various</p>	<p>✓</p>

Challenges	Discussion Point	Priority for Planning
and student learning.	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.	
Implement evidence-based strategies to engage families to support learning.	Title I nights will be provided for families to engage in their student's learning. (Fluency, Comprehension and poem writing)	✓
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Professional development opportunities will be made available to teachers during the 2022-2023.	
NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2022-2023 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.	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.	
Based on Aimsweb Reading/ELA data from the 2022-2023 school year, students in grades 2-5 had less than 50% of students proficient or advanced in the area of 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.	✓

Challenges	Discussion Point	Priority for Planning
<p>The all student group did not meet the standard demonstrating growth for the fourth grade in science. The academic score was 67% and the statewide average growth standard is 70%. The Hispanic group did not meet the standard growth measure.</p>	<p>Professional Development opportunities will be made available to learning support teachers to guide their instruction and the development of their student's academic goals.</p>	
<p>Consistency of staff / lack of subs</p>	<p>National teacher shortage and low salary are the root causes.</p>	
<p>Students continue to perform at approximately 1-1.5 years behind the MAP grade level norms.</p>	<p>MTSS leveled grouping will be analyzed to see if we can make improvements to address these weaknesses.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Instructional Learning Walks

Action Steps	Anticipated Start/Completion Date
The school principal will conduct a minimum of 10 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.	08/22/2023 - 06/12/2024

Monitoring/Evaluation	Anticipated Output
Learning Walks will provide the teacher with ongoing feedback and will guide professional development.	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.

Material/Resources/Supports Needed	PD Step
None	no

Action Plan: Math MTSS Interventions

Action Steps	Anticipated Start/Completion Date
<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 for small group instruction. Professional development will be conducted as needed.</p>	<p>08/22/2023 - 06/12/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>The following will support in monitoring and evaluating progress with Math MTSS: NWEA MAP Math Assessment Data - Fall, Winter, Spring enVision Benchmark Data four times a year. 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>

Material/Resources/Supports Needed

**PD
Step**

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

yes



Action Plan: Student Engagement Professional Development

Action Steps	Anticipated Start/Completion Date
Teachers will be provided with student engagement over the course of the school year. Each month the faculty will be provided with a new strategy to focus on in their classroom instruction.	08/22/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
Teachers will have opportunities to meet one on one with the principal and consultants to fine tune their practice. The principal will look for student engagement techniques to be utilized during regular learning walks.	Student Engagement 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
Candi McKay Training to support new staff	yes
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Action Plan: Title I 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.	08/22/2023 - 06/12/2024

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 Title 1 Money will be utilized	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The third, fourth, and fifth grade student groups will meet 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>Math MTSS Interventions</p>	<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</p>	<p>08/22/2023 - 06/12/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		meetings to support planning for small group instruction. 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>The third, fourth, and fifth grade student groups will meet 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>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 2023-2024 school year Bywood's professional staff members will be provided with targeted development opportunities in core content areas and student</p>	Student Engagement Professional Development	Teachers will be provided with student engagement over the course of the school year. Each month the faculty will be provided with a new strategy to focus on in their classroom instruction.	08/22/2023 - 06/12/2024

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

engagement. 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)

PROFESSIONAL DEVELOPMENT PLANS**Professional Development Step****Audience****Topics of Prof. Dev**

Student Engagement Monthly
Training

All staff at Bywood

Student Engagement Techniques
September : Cold Call / No Opt Out
October : Turn and Talk
November : Back-to-Back Face-to-Face
December : Chalk Talk
January : Hand up, Stand up , Pair up
February : Showdown
March: Quiz, Quiz, Trade
April: Take a Stand
May: Team Mates Consult
June: Jigsaw

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

Learning Walks

08/22/2023 - 06/12/2024

Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

2d: Managing Student Behavior

3c: Engaging Students in Learning

Professional Development Step

Audience

Topics of Prof. Dev

Math MTSS Professional Development

All teaching staff

Math Intervention Data Analysis Differentiation of Instruction Vertical Alignment of Standards Assessment

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

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.

08/22/2023 - 06/12/2024

Principal District Supervisors
Math Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

4d: Participating in a Professional Community

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

1f: Designing Student Assessments

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion Techniques

4e: Growing and Developing Professionally

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
1. Home and School Meeting	- School Level Plan	In person meeting	Families of students	June and September home and school meeting.
Faculty Meeting	- Goals, Strength, and Weaknesses	Faculty Meeting	Staff	September Faculty meeting
School Level Planning Committee	Goals and plan of implementation	School Level in person meeting	School Planning Committee	All year long , monthly
