

TENTH & PENN EL SCH

955 Penn St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of the 10th and Penn school family is to: -educate the whole child with high-quality learning experiences -inspire a growth mindset -empower individuals to question and collaborate in order to achieve their personal best -cultivate emotional intelligence

STEERING COMMITTEE

Name	Position	Building/Group
Andrea White	Teacher - Primary	10th and Penn Elementary
Josephine Trexler	Teacher - Primary	10th and Penn Elementary
Sherry Kendra	Teacher - ESL Resource, Primary	10th and Penn Elementary
Danielle Greene	Teacher -- ESL Resource, Intermediate	10th and Penn Elementary
Kristina Roxburgh	Teacher - Intermediate	10th and Penn Elementary
Lisa Amato	Teacher - Special Education, Primary Emotional Support	10th and Penn Elementary
Martiza Vargas	Community Member	Community in Schools - CIS
Rowbee'C Kasisky	Principal	10th and Penn Elementary
Victoria DeLuca	Other	10th and Penn Elementary
Jennifer Murray	Other	Reading School District
Alexander Noguerola	District Level Leaders	Reading School District
Stephan Fains	Community Member	BCAP
Lalitha Collazo	Parent	PTC

Name

Position

Building/Group

Patricia Aul

Parent

PTC

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If 10th and Penn utilizes a variety of assessment data that all teachers understand to reflect, review, and construct learner-centered problems and adjust programming and instructional practices to meet the needs of every student, then teachers will provide appropriate instruction and interventions to ensure student growth and achievement	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
If we continue to reach out and educate parents on monitoring student progress and implementation of at-home achievement strategies, then student achievement outcomes will increase and families will feel they are partners with the school and invest in their child's education	Parent and family engagement
If 10th and Penn continues to focus on our EL and Special Education sub populations in data analysis, instructional professional development, and teacher collaboration to meet the needs of ELs and students with disabilities, then teachers will provide appropriate instruction and interventions to ensure student growth and achievement for these sub groups.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we continue to reach out and include community stakeholders in various ways at 10th and Penn, then our families	Community

Priority Statement**Outcome Category**

and school will benefit from the partnerships and our community stakeholders will feel they are partners with the school and invest in the success of it's students and families.

Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making

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

Acadience Pathways to Progress Goal

80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark

iReady Growth Goal

80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool.

Sub-Group (students with disabilities and EL) Goal

EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady)

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

Grade level teams that include ESL, Spec Ed, Rdg Spec, and

2023-09-01 -

admin; Reading

reading benchmark data;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
homeroom teachers - will meet one time a month to utilize reading data (benchmark, progress monitoring, and teacher collected) to make instruction decisions on Tier 1 and Tier 2 instruction occurring in the classroom.	2024-05-31	Specialist	progress monitoring data; classroom assessment data;
Grade level teams that include ESL, Spec Ed, and homeroom teachers - will meet one time a month to utilize math data (benchmark, student pathway, and teacher collected) to make instruction decisions on Tier 1 and Tier 2 instruction occurring in the classroom.	2023-09-01 - 2024-05-31	admin	math benchmark data; math growth data; student individual pathways data; iReady platform;
Reading Intervention: Walk-to intervention 5x a week designed to focus on the needs of students identified through data (Acadience or 95%)	2023-10-02 - 2024-05-31	Reading Specialist; Core Team	reading data; data warehouse systems; intervention programs;
assessments / data collection: Benchmark testing three times a year; Progress Monitoring schedule (monthly for on-level; bi-monthly for students performing below grade level)	-	Admin; Reading Specialist; Classroom Teachers	assessment materials; data warehouse system to enter PMing data;
train teachers on utilizing OnHands data warehouse in order to access historical student data for instructional decision making and identification of gaps and patterns	2023-10-16 - 2023-11-10	admin	OnHands data warehouse system;
Refer students to Student Support Team for Tier 2 and Tier 3 interventions based on poor student performance and achievement data in reading, math, or both. (Formerly known as MTSS and SAP)	2023-10-02 - 2024-05-31	Reading Specialist, School Counselor, Admin	Student Support Team materials (Manual, process, staff, referrals, agendas,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			notes); student achievement data; student progress monitoring data

determine a common language for grading and common understanding of expectations for providing grades and communicating performance accurately (High Expectations for All)	2023-08-21 - 2024-06-05	admin; classroom teachers	
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co-teaching opportunities to support ESL and IEP populations based on data and individual needs;	2023-09-04 - 2024-06-05	admin to ensure opportunities in schedule; teachers to ensure collaboration and communication;	master schedule;
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Anticipated Outcome
improved student growth and achievement data

Monitoring/Evaluation
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)

Evidence-based Strategy

Professional Learning Communities

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Acadience Pathways to Progress Goal

80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark

iReady Growth Goal

80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool.

Sub-Group (students with disabilities and EL) Goal

EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

PLCs in the form of grade level teams that include ESL, Spec Ed, Rdg Spec, and homeroom teachers - will meet one time a month to plan together with a focus on Questioning or Total Experience Learning. (High Quality Interactions)

2023-09-01 -
2024-05-31

teachers; admin available to support or to drop in however this time will be teacher led

curriculum materials; grade level standards;

Anticipated Outcome

collaboration among colleagues to increase the effectiveness of instruction; increased growth and achievement scores;

Monitoring/Evaluation

admin will monitor agenda completion following each meeting; admin and teachers will provide input into the effectiveness of the PLC for its intended purpose

Evidence-based Strategy

iReady

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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iReady Growth Goal

80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool.

Sub-Group (students with disabilities and EL) Goal

EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Students will complete 30-45 mins per week on the Individual Pathways component of iReady. Reports will be turned in each week by teachers.

2023-09-08 -
2024-06-05

administration;
teachers

iReady platform; student
chromebooks;

Reward / incentive system for students meetings their minutes AND passing skills (connect through PBIS incentives)

2023-09-08 -
2024-06-05

PBIS incentive
team;
classroom

items for incentives
(tangible and non-tangible);
iReady reports; printed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		teachers; admin	certificates
use iReady data to influence instructional groups (Diagnostic Data, Instructional Groupings, Weekly Reports); professional development and support in how to use read the reports and use them most effectively	2023-08-21 - 2024-06-05	admin; classroom teachers	iReady platform and reports; time allocated to support teachers in understanding reports;

Anticipated Outcome
improved achievement and growth in math; effective and efficient use of the iReady resource to support teacher and student performance;

Monitoring/Evaluation
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, etc.); admin will collect and review iReady reports by classroom, grade, and school;

Evidence-based Strategy
Targeted Professional Development

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Sub-Group (students with disabilities and EL) Goal	EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Focused on Questioning and Discussion - reciprocal, sustained, extended (Quality Interactions)	2023-08-21 - 2024-06-05	admin w/ support from teacher leaders	
Focused on data bases that support IEP and EL students by providing teachers with information on their needs and services (Eschool, ELLevation, etc.)	2023-08-21 - 2024-06-05	admin; ESL and IEP teachers	
Focused on Total Experience Learning to provide teachers with instruction on best practices and strategies to engage learners (High Quality Interactions and High Expectations for All)	2023-08-21 - 2024-06-05	admin; district level admin;	

Anticipated Outcome

increased student achievement; improved student growth; improved teacher engagement, efficiency, time management, and collaboration;

Monitoring/Evaluation

walkthroughs; observations; PD agendas and sign-in sheets;

Evidence-based Strategy

Communities in Schools

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Parent Engagement Goal	80% of parents will attend 1 or more instructionally focused events at 10th and Penn and 40% will attend 2 or more instructionally focused events at 10th and Penn
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Community Partnerships Goal	At least 4 events supported and attended by 4 different Community Partnerships
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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PTC - Parent Teacher Community group - facilitated by CIS, will meet monthly to collaborate on current events, situations, and opportunities for stakeholder involvement in school. This will involve SIP input from	2023-09-25 - 2024-05-27	CIS; admin; Parent Involvement	agendas; light refreshments for each meeting; invitations;
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the group of stakeholders that are part of PTC (parents and community)		teacher committee members	
CIS case management to support individual families and students referred either through Student Support Team or home-life situations that would benefit from this type of support with an additional focus on school attendance	2023-08-28 - 2024-08-18	CIS staff; admin; Student Support Team; Social Worker; School Counselor	referrals for individuals to CIS
Resource Fair for families involving community agencies that are able to provide help and support to the families	2023-09-25 - 2024-05-15	CIS, School Nurse, School Counselor, Social Worker, Admin	community contacts and resources; dates for the resource fairs (minimum of 2)
Anticipated Outcome			
increase in the number of community organizations supporting 10P families; increase in the number of families receiving supports from CIS and community agencies; increase in student attendance and performance due to the additional family supports			
Monitoring/Evaluation			
agendas; sign-in sheets; calendar / invitations / flyers;			

Evidence-based Strategy

Building Connections with Stakeholders

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Parent Engagement Goal 80% of parents will attend 1 or more instructionally focused events at 10th and Penn and 40% will attend 2 or more instructionally focused events at 10th and Penn

Community Partnerships Goal At least 4 events supported and attended by 4 different Community Partnerships

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Parent Surveys to ascertain needs, interests, best times for meetings / events, effectiveness of home-school connections, etc. BOY and EOY surveys will be given.

2023-09-01 -
2024-05-31

POA, CIS,
Admin;

Google Form surveys;
translation for surveys;
technology support for
families through school
staff

Support for Parents with gaining clearances to support school events become partners in the school; stations set up during Open House and other times when parents are on-site for school-wide events

2023-08-21 -
2024-05-31

admin; POA;
office staff;

clearance process
information; technology to
support parent applications
(through main office);

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
monthly instructionally focused opportunities for parents to engage in school including but not limited to: classroom visits during instructional time; open house; conferences; WIDA event; PSSA event; Equity event; PBIS event;	2023-08-21 - 2024-05-31	admin; classroom / dept teachers; school committees;	agendas; topics for each event; sign in sheets;
Classroom visits - 3 times a year - connected to curriculum and instruction to support teaching families instructional strategies they can use at home with students to support learning	2023-10-02 - 2024-05-24	grade level teachers with support from resource teachers; admin;	invitations; topics for families; sign in sheets;
Anticipated Outcome			
increased participation and engagement of families in instructional events and school events; in turn there will be an increase in student engagement and academic performance and growth			
Monitoring/Evaluation			
sign in sheets; invitations / flyers; admin attending events;			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Using Student Achievement Data to Support Instructional Decision Making	train teachers on utilizing OnHands data warehouse in order to access historical student data for instructional decision making and identification of gaps and patterns	10/16/2023 - 11/10/2023
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			

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80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)	iReady	use iReady data to influence instructional groups (Diagnostic Data, Instructional Groupings, Weekly Reports); professional development and support in how to use read the reports and use them most effectively	08/21/2023 - 06/05/2024
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Targeted Professional Development	Focused on Questioning and Discussion - reciprocal, sustained, extended (Quality Interactions)	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Targeted Professional Development	Focused on data bases that support IEP and EL students by providing teachers with information on their needs and services (Eschool, ELLevation, etc.)	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Targeted Professional Development	Focused on Total Experience Learning to provide teachers with instruction on best practices and strategies to engage learners (High Quality Interactions and High Expectations for All)	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			

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	Rowbee'C Kasisky	2023-07-13
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Future Ready Index State Assessment Measures - Growth: the all students group MET the standard growth in ELA and EXCEEDED the standard growth in Math

Future Ready Index on Track Measures: All student group met the performance standard for regular attendance

FRI State Assessment Measures - PVAAS: In Math PVAAS, the EL group exceeded growth expectations at a percentage higher than all other groups (97)

Acadience - Composite Scores by cohort - Kinder to 1st; 1st to 2nd; 3rd to 4th: These cohorts increased their percentage of AAB students from the first EOY data point to the next EOY data point.

The Prof or Adv % increased from 2021-22 to 2022-23 on Science PSSA

10th and Penn students are completing their Career Readiness Indicators with fidelity

Challenges

Future Ready Index State Assessment Measures - Pro or Adv on State Assessments: The All student group did not meet the goal in ELA, Math, or Science

FRI State Assessment Measures - Pro / Adv on PA State Assessments: Both the EL and Students with Disabilities sub groups did not meet the interim or goal targets on ELA, Math, or Science

iReady: 40% of students met Typical Growth for the 22-23 SY (this includes District RVA students as they were connected to 10P data)

Acadience - 2nd and 3rd grade Composite Scores: 2nd and 3rd grade saw decreased % in benchmark students from MOY to EOY with 2nd grade decreasing % in benchmark also from BOY to MOY

Acadience - Composite scores by cohort 2nd to 3rd grade: This cohort decreased their percentage of AAB students from the first EOY data point to the next EOY data point and increased their percentage of WBB students

Strengths

The percentage of students in the entering level for the 2022 administration of WIDA decreased across each grade level. (i.e- 4th lower than 3rd, which is lower than 2nd, etc.)

10th and Penn exceeded the statewide average for English Language Growth and Attainment by more than double.

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

Implement a multi-tiered system of supports for academics and behavior

FRI State Assessment Measures - PVAAS: Students with disabilities and EL sub groups met or exceeded the interim target in ELA and Math for PVAAS

Future Ready Index On Track Measures - Growth and Attainment: exceeded the statewide average for English Language Growth and Attainment by more than double

iReady: All 3rd grade classes had 100+% for their Median Progress to Annual Typical Growth and had 70+% for their Median Progress to Annual Stretch Growth

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

Challenges

31% were Prof or Adv on PSSA preliminary 2022-23 data

absentees and transient students have greater difficulty meeting the Naviance expectation

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

Implement evidence-based strategies to engage families to support learning

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

4th grade Career Readiness completion was trending lower across the school year than 3rd grade completion

Acadience: All grades Kinder through 4th ended the year with 63% or more of their students below benchmark. (K= 61%; 1st=73%; 2nd=70%; 3rd=69%, 4th=63%)

74% of students made growth from beg-year to mid-year (37/50)

Strengths

MI: 74% of special education students made growth from BOY to EOY

3rd grade completing Naviance lessons with at a high completion rate (99-100% throughout the SY)

The Below Basic % decreased from 2021-22 to 2022-23 on Science PSSA

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Future Ready Index State Assessment Measures - Pro or Adv on State Assessments: The All student group did not meet the goal in ELA, Math, or Science

FRI State Assessment Measures - Pro / Adv on PA State Assessments: Both the EL and Students with Disabilities sub groups did not meet the interim or goal targets on



Challenges	Discussion Point	Priority for Planning
ELA, Math, or Science		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	current use of variety of assessments for Reading however diagnostic is still lacking in this category. not a variety of assessments for math that are teacher-friendly and data rich.	✓
Implement evidence-based strategies to engage families to support learning	would like to bring more people in to support students - one-on-one to support; to get community buy-in; relationship with a local business was really working this year and we hope to continue it	✓
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	started PTC. difficulty in recruiting numbers to attend even with varied times attempted along with personal invitations and incentives.	✓
Acadience: All grades Kinder through 4th ended the year with 63% or more of their students below benchmark. (K= 61%; 1st=73%; 2nd=70%; 3rd=69%, 4th=63%)		

ADDENDUM B: ACTION PLAN

Action Plan: Using Student Achievement Data to Support Instructional Decision Making

Action Steps	Anticipated Start/Completion Date
Grade level teams that include ESL, Spec Ed, Rdg Spec, and homeroom teachers - will meet one time a month to utilize reading data (benchmark, progress monitoring, and teacher collected) to make instruction decisions on Tier 1 and Tier 2 instruction occurring in the classroom.	09/01/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)	improved student growth and achievement data
Material/Resources/Supports Needed	PD Step
reading benchmark data; progress monitoring data; classroom assessment data;	no

Action Steps	Anticipated Start/Completion Date
Grade level teams that include ESL, Spec Ed, and homeroom teachers - will meet one time a month to utilize math data (benchmark, student pathway, and teacher collected) to make instruction decisions on Tier 1 and Tier 2 instruction occurring in the classroom.	09/01/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)	improved student growth and achievement data
Material/Resources/Supports Needed	PD Step
math benchmark data; math growth data; student individual pathways data; iReady platform;	no

Action Steps	Anticipated Start/Completion Date
Reading Intervention: Walk-to intervention 5x a week designed to focus on the needs of students identified through data (Acadience or 95%)	10/02/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)	improved student growth and achievement data
Material/Resources/Supports Needed	PD Step
reading data; data warehouse systems; intervention programs;	no

Action Steps	Anticipated Start/Completion Date
assessments / data collection: Benchmark testing three times a year; Progress Monitoring schedule (monthly for on-level; bi-monthly for students performing below grade level)	01/01/0001 - 01/01/0001
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)	improved student growth and achievement data
Material/Resources/Supports Needed	PD Step
assessment materials; data warehouse system to enter PMing data;	no

Action Steps	Anticipated Start/Completion Date
train teachers on utilizing OnHands data warehouse in order to access historical student data for instructional decision making and identification of gaps and patterns	10/16/2023 - 11/10/2023
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)	improved student growth and achievement data
Material/Resources/Supports Needed	PD Step
OnHands data warehouse system;	yes

Action Steps		Anticipated Start/Completion Date	
Refer students to Student Support Team for Tier 2 and Tier 3 interventions based on poor student performance and achievement data in reading, math, or both. (Formerly known as MTSS and SAP)		10/02/2023 - 05/31/2024	
Monitoring/Evaluation		Anticipated Output	
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)		improved student growth and achievement data	
Material/Resources/Supports Needed			PD Step
Student Support Team materials (Manual, process, staff, referrals, agendas, notes); student achievement data; student progress monitoring data			no

Action Steps**Anticipated Start/Completion Date**

determine a common language for grading and common understanding of expectations for providing grades and communicating performance accurately (High Expectations for All)

08/21/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)

improved student growth and achievement data

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

yes

Action Steps**Anticipated Start/Completion Date**

co-teaching opportunities to support ESL and IEP populations based on data and individual needs;

09/04/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, progress monitoring weekly / bi-weekly, etc.)

improved student growth and achievement data

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

master schedule;

no

Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
PLCs in the form of grade level teams that include ESL, Spec Ed, Rdg Spec, and homeroom teachers - will meet one time a month to plan together with a focus on Questioning or Total Experience Learning. (High Quality Interactions)	09/01/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
admin will monitor agenda completion following each meeting; admin and teachers will provide input into the effectiveness of the PLC for its intended purpose	collaboration among colleagues to increase the effectiveness of instruction; increased growth and achievement scores;
Material/Resources/Supports Needed	PD Step
curriculum materials; grade level standards;	

Action Plan: iReady

Action Steps	Anticipated Start/Completion Date
Students will complete 30-45 mins per week on the Individual Pathways component of iReady. Reports will be turned in each week by teachers.	09/08/2023 - 06/05/2024
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, etc.); admin will collect and review iReady reports by classroom, grade, and school;	improved achievement and growth in math; effective and efficient use of the iReady resource to support teacher and student performance;
Material/Resources/Supports Needed	PD Step
iReady platform; student chromebooks;	no

Action Steps	Anticipated Start/Completion Date
Reward / incentive system for students meetings their minutes AND passing skills (connect through PBIS incentives)	09/08/2023 - 06/05/2024
Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, etc.); admin will collect and review iReady reports by classroom, grade, and school;	improved achievement and growth in math; effective and efficient use of the iReady resource to support teacher and student performance;
Material/Resources/Supports Needed	PD Step
items for incentives (tangible and non-tangible); iReady reports; printed certificates	no

Action Steps	Anticipated Start/Completion Date
use iReady data to influence instructional groups (Diagnostic Data, Instructional Groupings, Weekly Reports); professional development and support in how to use read the reports and use them most effectively	08/21/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
admin / teachers will monitor progress continually (daily, informally, formally, benchmarks, etc.); admin will collect and review iReady reports by classroom, grade, and school;	improved achievement and growth in math; effective and efficient use of the iReady resource to support teacher and student performance;

Material/Resources/Supports Needed	PD Step
iReady platform and reports; time allocated to support teachers in understanding reports;	yes

Action Plan: Targeted Professional Development

Action Steps

Anticipated Start/Completion Date

Focused on Questioning and Discussion - reciprocal, sustained, extended (Quality Interactions)

08/21/2023 - 06/05/2024

Monitoring/Evaluation

Anticipated Output

walkthroughs; observations; PD agendas and sign-in sheets;

increased student achievement; improved student growth; improved teacher engagement, efficiency, time management, and collaboration;

Material/Resources/Supports Needed

PD Step

yes

Action Steps**Anticipated Start/Completion Date**

Focused on data bases that support IEP and EL students by providing teachers with information on their needs and services (Eschool, ELLevation, etc.)

08/21/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

walkthroughs; observations; PD agendas and sign-in sheets;

increased student achievement; improved student growth; improved teacher engagement, efficiency, time management, and collaboration;

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

yes

Action Steps	Anticipated Start/Completion Date
<p>Focused on Total Experience Learning to provide teachers with instruction on best practices and strategies to engage learners (High Quality Interactions and High Expectations for All)</p>	<p>08/21/2023 - 06/05/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>walkthroughs; observations; PD agendas and sign-in sheets;</p>	<p>increased student achievement; improved student growth; improved teacher engagement, efficiency, time management, and collaboration;</p>
Material/Resources/Supports Needed	PD Step
	<p>yes</p>

Action Plan: Communities in Schools

Action Steps	Anticipated Start/Completion Date
PTC - Parent Teacher Community group - facilitated by CIS, will meet monthly to collaborate on current events, situations, and opportunities for stakeholder involvement in school. This will involve SIP input from the group of stakeholders that are part of PTC (parents and community)	09/25/2023 - 05/27/2024
Monitoring/Evaluation	Anticipated Output
agendas; sign-in sheets; calendar / invitations / flyers;	increase in the number of community organizations supporting 10P families; increase in the number of families receiving supports from CIS and community agencies; increase in student attendance and performance due to the additional family supports
Material/Resources/Supports Needed	PD Step
agendas; light refreshments for each meeting; invitations;	no

Action Steps	Anticipated Start/Completion Date
CIS case management to support individual families and students referred either through Student Support Team or home-life situations that would benefit from this type of support with an additional focus on school attendance	08/28/2023 - 08/18/2024
Monitoring/Evaluation	Anticipated Output
agendas; sign-in sheets; calendar / invitations / flyers;	increase in the number of community organizations supporting 10P families; increase in the number of families receiving supports from CIS and community agencies; increase in student attendance and performance due to the additional family supports
Material/Resources/Supports Needed	PD Step
referrals for individuals to CIS	no

Action Steps	Anticipated Start/Completion Date
Resource Fair for families involving community agencies that are able to provide help and support to the families	09/25/2023 - 05/15/2024

Monitoring/Evaluation	Anticipated Output
agendas; sign-in sheets; calendar / invitations / flyers;	increase in the number of community organizations supporting 10P families; increase in the number of families receiving supports from CIS and community agencies; increase in student attendance and performance due to the additional family supports

Material/Resources/Supports Needed	PD Step
community contacts and resources; dates for the resource fairs (minimum of 2)	no

Action Plan: Building Connections with Stakeholders

Action Steps	Anticipated Start/Completion Date
Parent Surveys to ascertain needs, interests, best times for meetings / events, effectiveness of home-school connections, etc. BOY and EOY surveys will be given.	09/01/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
sign in sheets; invitations / flyers; admin attending events;	increased participation and engagement of families in instructional events and school events; in turn there will be an increase in student engagement and academic performance and growth
Material/Resources/Supports Needed	PD Step
Google Form surveys; translation for surveys; technology support for families through school staff	no

Action Steps	Anticipated Start/Completion Date
Support for Parents with gaining clearances to support school events become partners in the school; stations set up during Open House and other times when parents are on-site for school-wide events	08/21/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
sign in sheets; invitations / flyers; admin attending events;	increased participation and engagement of families in instructional events and school events; in turn there will be an increase in student engagement and academic performance and growth
Material/Resources/Supports Needed	PD Step
clearance process information; technology to support parent applications (through main office);	no

Action Steps**Anticipated Start/Completion Date**

monthly instructionally focused opportunities for parents to engage in school including but not limited to: classroom visits during instructional time; open house; conferences; WIDA event; PSSA event; Equity event; PBIS event;

08/21/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

sign in sheets; invitations / flyers; admin attending events;

increased participation and engagement of families in instructional events and school events; in turn there will be an increase in student engagement and academic performance and growth

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

agendas; topics for each event; sign in sheets;

no

Action Steps	Anticipated Start/Completion Date
Classroom visits - 3 times a year - connected to curriculum and instruction to support teaching families instructional strategies they can use at home with students to support learning	10/02/2023 - 05/24/2024
Monitoring/Evaluation	Anticipated Output
sign in sheets; invitations / flyers; admin attending events;	increased participation and engagement of families in instructional events and school events; in turn there will be an increase in student engagement and academic performance and growth
Material/Resources/Supports Needed	PD Step
invitations; topics for families; sign in sheets;	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Using Student Achievement Data to Support Instructional Decision Making	train teachers on utilizing OnHands data warehouse in order to access historical student data for instructional decision making and identification of gaps and patterns	10/16/2023 - 11/10/2023
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Using Student Achievement Data to Support Instructional Decision Making	determine a common language for grading and common understanding of expectations for providing grades and communicating performance	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		accurately (High Expectations for All)	
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)	iReady	use iReady data to influence instructional groups (Diagnostic Data, Instructional Groupings, Weekly Reports); professional development and support in how to use read the reports and use them most effectively	08/21/2023 - 06/05/2024
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Targeted Professional Development	Focused on Questioning and Discussion - reciprocal, sustained, extended (Quality Interactions)	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Targeted Professional Development	Focused on data bases that support IEP and EL students by providing teachers with information on their needs and services (Eschool, ELLevation, etc.)	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			
80% of students will make Typical or better growth on the Pathways of Progress in Acadience by EOY Benchmark (Acadience Pathways to Progress Goal)	Targeted Professional Development	Focused on Total Experience Learning to provide teachers with instruction on best practices and strategies to engage learners (High Quality Interactions and High Expectations for All)	08/21/2023 - 06/05/2024
80% of students will make "Typical Growth" from BOY to EOY using the iReady assessment tool. (iReady Growth Goal)			
EL and Spec Ed subgroup data will mirror regular education data by following the same trends and achievement levels. By EOY, 80% or more of students with disabilities and EL subgroups will minimally make Typical or better growth by EOY benchmarks (Acadience and iReady) (Sub-Group (students with disabilities and EL) Goal)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
understanding and utilizing the various data basis and technology resources for student data and information	all teachers (classroom, resource, specialists)	OnHands, iReady, Elevation, Eschool, IEP Plus (or replacement program), new Acadience system; accessing student information, goals, supports,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
increased used of the systems; increased knowledge of student background, data, and other relevant information for instructional planning;	08/21/2023 - 05/31/2024	admin; staff associated with each data systems (Spec Ed, ESL, Reading, etc.)

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

Professional Development Step	Audience	Topics of Prof. Dev
creating instructional experiences for students to fully engage in and experience learning to create meaning	all teachers	creating effective questions for using higher order thinking and discussion to engage students in extended, reciprocal, and sustained conversation with peers; creating opportunities for total experience learning for students;

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
students engaging in sustained, reciprocal and extended discussions as observed in walkthroughs and observations; total experience learning occurring in classrooms as observed in walkthroughs and observations;	08/20/2023 - 06/05/2024	admin

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
creating common language for appropriate expectations and grading	all teachers	expectations translating to grades; accurate grade reporting for students in Tier 2 and Tier 3 of Student Support Team; grading expectations for ESL and IEP students;

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
consistent grading practices in place across classrooms and grade levels to communicate accurate grades	08/21/2023 - 06/05/2024	admin
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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