

## **TWELFTH & MARION EL SCH**

1200 N 12th St

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The 12th and Marion community will collaborate to ensure our students embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.

## STEERING COMMITTEE

Name	Position	Building/Group
Lauren Poutasse	District Level Leaders	Reading School District
Clara Worrall	Teacher	12th and Marion
Jami Fry	Teacher	12th and Marion
Theresa Diaz	Community Member	Albright College
Elisa Nanna	English as a Second Language Teacher	12th and Marion
Alexandra Kubacki	Teacher	12th and Marion
Michael Phelps	Principal	12th and Marion
Kate Speaks	Education Specialist	12th and Marion
Dr. Samantha Frees	Principal	12th and Marion
Dr. Jennifer Murray	Chief School Administrator	Reading School District
Laura Tjarks	Community Member	Malvern Community Health Services
Doris Taveras	Parent	12th and Marion
Kathleen Evans	Teacher	12th and Marion

Name	Position	Building/Group
Courtney Derstine	Teacher	12th and Marion
Amelia Creamer	Teacher	12th and Marion
Jailene Torres-Alvarado	Parent	12th and Marion

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If teachers have opportunities to frequently collaborate, utilize timely data, and plan accordingly with instructional and intervention practices that are aligned, and evidence-based to meet the academic & non academic needs of each student, then students will be better engaged for relevant and rigorous instruction and achievement will increase.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we align curriculum, assessments, and instruction to PA standards, we will allow for more students to score proficient or advanced on the PSSAs.	Essential Practices 1: Focus on Continuous Improvement of Instruction
We will continue to focus on our multi-tiered system (MTSS) to provide Tier I, II, and III instruction.	Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

Evidence-based Strategy
Multi-tiered Support System

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
PASI for 95% Group	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Scheduling: maximize the number of people (teachers/paras) available for K intervention	2023-07-01 - 2023-08-18	Administration	District Guidelines for Scheduling
Plan & provide PD on PASI and 95% group lessons for K teachers (and 1st & 2nd)	2023-08-01 - 2023-09-30	Reading Specialist	95% Group materials
Preteach Skills 1 & 2 in all Kindergarten rooms to whole group	2023-09-01 - 2023-10-06	Kindergarten Classroom teachers	PA Blueprint for Intervention Lessons
Analyze Benchmark data using new ALO website to determine which students need PASI assessment	2023-09-15 - 2023-10-31	Reading Specialist Classroom teachers Resource teachers	Acadience Learning Online
Test qualifying students on PASI on a 3-week cycle	2023-10-01 - 2024-04-30	Reading Specialist Classroom teachers Resource teachers	95% Group PASI testing materials
Evaluate PASI data after each testing cycle	2023-10-01 - 2024-04-30	Reading Specialist Classroom teachers Resource teachers	Spreadsheet of year-long data
Create new groups for intervention according to new data from benchmark testing and progress monitoring	2023-10-01 - 2024-04-30	Reading Specialist Classroom teachers Resource teachers	Spreadsheet of year-long data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Meet with intervention groups daily (at least 90% of the time once begun)	2023-10-01 - 2024-04-30	Reading Specialist Classroom teachers Resource teachers	Intervention Materials
Compare data progress to SIP goal (quarterly)	2023-10-01 - 2024-04-30	Reading Specialist Classroom teachers Resource teachers SIP team	Data from 95% Group School Improvement Plan
After midyear benchmark testing, consider MTSS referrals for those students not making sufficient progress	2024-01-01 - 2024-01-31	Reading Specialist Classroom teachers Resource teachers	Acadience Report MTSS Documents
Provide Tier 3 intervention for students not making sufficient progress in daily Tier 2 intervention	2024-01-01 - 2024-05-31	Reading Specialist	Intervention Materials
POA will help parents understand the MTSS Process so parents can be a vital part of the intervention.	2023-08-28 - 2024-06-05	POA Reading Specialist	Student Reports Resources for parents to use at home

### Anticipated Outcome

80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.

### Monitoring/Evaluation

Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team

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### Evidence-based Strategy

Aligning curriculum assessments and instruction to PA Standards in Math

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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iReady Math

90% of students will show improved placement on their iReady math assessment.

Math PSSA/Future Ready Index

15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Teachers will receive training on Quality Interactions throughout the 1st semester with a focus on: \*engaging in sustained oral interactions focused on disciplinary ideas and central content-area practices \*engaging students in higher order thinking and facilitating thought-provoking discussions \*incorporating the use of critical thinking skills and applying authentic learning

2023-08-23 -  
2023-11-30

Building  
Administration  
District  
Administration  
District PD  
facilitators

Instructional Framework  
Quality Interactions  
Walkthrough Template  
Quality Interactions One-pager

Walkthroughs will be conducted with a focus on quality interactions for the first semester

2023-08-28 -  
2023-11-30

Administration

Walkthrough Template PA-ETEP

Teachers will receive professional development on creating and

2023-09-01 -

Administration

math manipulatives and kits

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
using Math Toolkits	2023-09-30	Classroom Teachers	according to grade level Boxes for math toolkits
Teachers will receive professional development on interpreting and analyzing results from the math diagnostic to drive instruction	2023-10-01 - 2023-10-31	Administrator Math Liaison	iReady diagnostic data iReady website and resources
Teachers will utilize small group, differentiated instruction to meet the needs of the students based on the diagnostic data	2023-08-28 - 2024-06-05	Classroom teachers Resource teachers Reading Specialists Paraprofessionals	Math centers, computers, IReady Daily Data, Progress monitoring, Math intervention (small groups).
Teachers will monitor data based on the diagnostic assessments held 3 times a year, in addition to the unit/lesson data. This ongoing monitoring of data will allow teachers to make small groups that change based on the data and skill set.	2023-08-28 - 2024-06-05	Classroom teachers Administration	iReady Assessment Data Small Group Instruction Materials
Teachers will receive training on High Expectations for All throughout the 2nd semester with a focus on: *structuring tasks that are robust and supportive that promote student initiative and risk taking *adjusting instruction to address student needs and understanding what scaffolding should look like *using a variety of questioning techniques including open ended questions to promote high-level thinking	2023-11-20 - 2024-04-26	Building Administration District Administration District PD facilitators	Instructional Framework Quality Interactions Walkthrough Template Quality Interactions One-pager



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Walkthroughs will be conducted with a focus on quality interactions and high expectations for the second semester	2023-11-20 - 2024-06-05	Administration	Walkthrough Template PA-ETEP

Anticipated Outcome
15% of students will be proficient or advanced on the math PSSA by the end of the school year.

Monitoring/Evaluation
<p>Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.</p>

Evidence-based Strategy
Collaboratively analyzing math data

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Math	90% of students will show improved placement on their iReady math assessment.
Math PSSA/Future Ready Index	15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a schedule per grade level that will allow for collaborative planning at least 1x per month.	2023-08-28 - 2024-06-05	Administration	Completed master schedule Calendar to show collaborative meetings Working agenda that includes intentional time for math content and instructional practices conversations
Administer the BOY Diagnostic Assessment for iReady	2023-09-01 - 2023-09-30	Classroom teachers Resource teachers	Chromebooks, iReady assessment, data
Analyze the data from the BOY Diagnostic Assessment for iReady in order to create groups for Math Intervention and to guide instructional practices	2023-10-01 - 2023-10-31	Administration Math Liaison	iReady assessment data iReady curriculum iReady Math Kits
Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the BOY Diagnostic Assessment	2023-08-28 - 2023-12-29	Administration	Co-planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners Co-Teaching that Works: Structures and Strategies for Maximizing Student Learning Best Practices in Co-Teaching and Collaboration: The HOW of Co-Teaching Common Planning
Administer the MOY Diagnostic Assessment for iReady	2024-01-01 - 2024-01-31	Classroom teachers Resource	Chromebooks, iReady assessment, data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teachers			
Analyze the data from the MOY Diagnostic Assessment for iReady in order to determine how a child is improving. Also, create groups for Math Intervention and use the data to guide instructional practices	2024-01-01 - 2024-02-29	Administration Math Liaison	iReady assessment data iReady curriculum iReady Math Kits
Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the MOY Diagnostic Assessment	2024-01-01 - 2024-04-30	Administration	Co-planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners Co-Teaching that Works: Structures and Strategies for Maximizing Student Learning Best Practices in Co-Teaching and Collaboration: The HOW of Co-Teaching Common Planning
Administer the EOY Diagnostic Assessment for iReady	2024-05-01 - 2024-05-31	Classroom teachers Resource teachers	Chromebooks, iReady assessment, data
<b>Anticipated Outcome</b>			
90% of students will show improved placement on their iReady math assessment.			

### Monitoring/Evaluation

Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our

results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8. (PASI for 95% Group)	Multi-tiered Support System	Plan & provide PD on PASI and 95% group lessons for K teachers (and 1st & 2nd)	08/01/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8. (PASI for 95% Group)	Multi-tiered	Analyze Benchmark data	09/15/2023
	Support System	using new ALO website to determine which students need PASI assessment	- 10/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive professional development on creating and using Math Toolkits	09/01/2023 - 09/30/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive training on Quality Interactions throughout the 1st semester with a focus on: *engaging in sustained oral interactions focused on disciplinary ideas and central content-area practices *engaging students in higher order thinking and facilitating thought-provoking discussions *incorporating the	08/23/2023 - 11/30/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		use of critical thinking skills and applying authentic learning	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive professional development on interpreting and analyzing results from the math diagnostic to drive instruction	10/01/2023 - 10/31/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive training on High Expectations for All throughout the 2nd semester with a focus on:	11/20/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)		*structuring tasks that are robust and supportive that promote student initiative and risk taking *adjusting instruction to address student needs and understanding what scaffolding should look like *using a variety of questioning	- 04/26/2024

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

techniques  
including open  
ended questions  
to promote high-  
level thinking

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Analyze the data from the BOY Diagnostic	10/01/2023 -
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)		Assessment for iReady in order to create groups for Math Intervention and to guide instructional practices	10/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Analyze the data from the MOY Diagnostic Assessment for iReady in order to determine how a child is improving.	01/01/2024
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)		Also, create groups for Math Intervention and use the data to guide instructional practices	- 02/29/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the BOY Diagnostic Assessment	08/28/2023 - 12/29/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Professional Development will be provided to	01/01/2024 -
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)		ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the MOY Diagnostic Assessment	04/30/2024



## 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

Samantha K Frees

2023-07-18

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

All student groups exceeded the standard demonstrating growth. 12th and Marion's percentage was 88%, the statewide average was 76%, and the Statewide Growth Standard was 70%.

When students were first assessed using the PASI, 14 tested at the lowest skill, 3.1 By April, all of the first graders were working on at least skill 5.5, a gain of 20 skills. 29 students started the year having mastered enough PA skills that they did not require this specific intervention. By the end of the year, 39 students had moved into groups working on phonics, fluency, and/ or comprehension skills. 30 more students needed only to master the highest level of phoneme manipulation skills. This is based on a total of 89 students at the end of the year.

All student groups exceeded the standard demonstrating growth. 12th and Marion's percentage was 100%, the statewide average was 76.2%, and the Statewide Growth Standard was 70%.

Family Engagement Activities have had a standards-based focus. We have included STEM activities, art activities (with a focus on symmetry), and other activities that gets materials into the hands of our parents, students, and community.

### Challenges

According to the 21-22 Future Ready PA Index, our percent proficient or advanced was below the statewide average in ELA, Math, and Science State Assessments.

On the 21-22 Future Ready PA Index for Mathematics Attainment, the "All Student Group" did not meet the interim goal/improved target. The statewide average was 35.7%, while we had 8.8% score proficient or advanced.

On the 21-22 Future Ready PA Index for ELA Attainment, the "All Student Group" did not meet the interim goal/improved target. The statewide average was 54.1%, while we had 19.4% score proficient or advanced.

On the 21-22 Future Ready PA Index, the "All Student Group" did not meet the interim goal/improved target. The statewide average was 35.7%, while we had 8.8% score proficient or advanced. We believe our old math program, as well as our teaching methods, did not prepare students for the PSSA assessment.

According to the 21-22 Future Ready PA Index, our percent proficient or advanced was below the statewide average in ELA, Math, and Science State Assessments. In ELA, 0.0% of our

## Strengths

Implementation of a new math program with better data for analyzing instruction has allowed for 58% of students of students to improve placement (182 students assessed)

58% of students of students to improve placement (182 students assessed)

Our School Counselor has been able to focus on Naviance lessons with our 3rd and 4th grade students.

Receiving monthly and quarterly updates with our Naviance data for career readiness allows us to track student progress and focus on catching up those students that need it.

According to the 21-22 Future Ready PA Index, our percent for regular attendance was 90.9%, which was above the statewide average of 82.2%. Our English Learner and Students with Disabilities subgroups met or exceeded the statewide goal and showed an increase in attendance from the previous year.

On our iReady Diagnostic Growth for English Learners, 53% of English Learners met their Annual Typical Growth. K - 18% made their Annual Typical Growth 1 - 60% made their Annual Typical Growth 2 - 56% made their Annual Typical Growth 3 - 55% made their Annual Typical Growth 4 - 88% made their Annual Typical Growth On our iReady Diagnostic Growth for Special Education, 52% of Special Education students met their Annual Typical Growth K - 27% made their Annual Typical Growth 1 - 47% made

## Challenges

students scored proficient/advanced. We believe that we are just starting to see progress from the 2020 Global Pandemic. it has taken us time to recuperate.

All student group did not meet interim goal/improvement target. 12th and Marion had 41% English Language Growth and Attainment. While it was higher than the statewide average (22.2%), it is below the Statewide Goal of 70.3%. We believe we could do a better job identifying professional learning needs through analysis of a variety of data.

Collaborative planning between regular education teachers, ESL resource teachers, special education teachers, and specialists will allow for all teachers to provide academic-rich lessons with scaffolding and strategies to help ELL and students with disabilities continue to grow.

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

Identify professional learning needs through analysis of a variety of data.

Use multiple professional learning designs to support the learning needs or staffs.

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

## Strengths

their Annual Typical Growth 2 - 50% made their Annual Typical Growth 3 - 46% made their Annual Typical Growth 4 - 83% made their Annual Typical Growth 22% of Special Education Students met their Annual Stretch Growth K - 18% made their Annual Stretch Growth 1 - 32% made their Annual Stretch Growth 2 - 20% made their Annual Stretch Growth 3 - 12% made their Annual Stretch Growth 4 - 33% made their Annual Stretch Growth

On our iReady Diagnostic Growth for English Learners, 58% of students of students improved placement (182 students assessed). K - 38% improved placement 1 - 64% improved placement 2 - 42% improved placement 3 - 59% improved placement 4 - 94% improved placement On the iReady Diagnostic for Special Education (% Students with Improved Placement) 62% of students of students improved placement (94 students assessed) K - 36% improved placement 1 - 63% improved placement 2 - 50% improved placement 3 - 54% improved placement 4 - 100% improved placement

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

## Challenges

Identify and address individual student learning needs.

While there was growth on Acadience for the 2021-2022 school year, it was not significant. In addition, 2nd grade WRC went down -1%, 3rd grade Composite scores went down -10%, and 3rd grade ORF-WRC went down -11%. This year we had instability with staffing due to absences that required students to be split or students to have substitute teachers that impacted learning throughout the school year. Revamping our MTSS system to provide additional interventions and better monitoring will allow for us to catch academic slide quickly. A schedule that allows for our reading specialist to provide more Tier III interventions will also be beneficial.

Students enrolled in our virtual academy were not engaging or completing the Naviance lessons for career readiness. While we tried to catch up those that would come into the building, we were unable to reach the students who did not come in.

While our English Learners are showing growth, they are not meeting the statewide goal/interim targets for ELA and Math.

## Strengths

Fostering a culture of high expectations for success for all students, educators, families, and community members is why we are seeing positive growth goals. All student groups exceeded the standard demonstrating growth. 12th and Marion's percentage was 88%, the statewide average was 76%, and the Statewide Growth Standard was 70%.

When students were first assessed using the PASI, 14 tested at the lowest skill, 3.1 By April, all of the first graders were working on at least skill 5.5, a gain of 20 skills. 29 students started the year having mastered enough PA skills that they did not require this specific intervention. By the end of the year, 39 students had moved into groups working on phonics, fluency, and/ or comprehension skills. 30 more students needed only to master the highest level of phoneme manipulation skills. This is based on a total of 89 students at the end of the year.

Family Engagement Activities have had a standards-based focus. We have included literacy events, book bingos, and other activities that gets materials into the hands of our parents, students, and community. We have been implementing evidence-based strategies to engage families to support learning.

Our ESL resource teachers have been working to provide support for teachers through Professional Development so that ELLs can be more successful in science.

## Challenges

On the 21-22 Future Ready PA Index, the "All Student Group" did not meet the interim goal/improved target. The statewide average was 54.1%, while we had 19.4% score proficient or advanced. We believe, if we use multiple professional learning designs to support the learning needs of staff, we can do better in this category.

While 2019 WIDA ACCESS Data showed gains, most of those gains occurred in Levels 1-3, which means our students who we would like to see exit out of the program are not gaining scale points. Many are staying the same or losing points. Virtual learning created a passive learning environment which did not allow for students to get as much practice as they normally would within the school. Collaborative planning between regular education teachers, ESL resource teachers, special education teachers, and specialists will allow for all teachers to provide academic-rich lessons with scaffolding and strategies to help ELL students continue to grow.

Discipline data shows that 32.4% of all referrals were English-language Learners. With a high number of referrals, we could deduce that ELL students are not engaged in their learning. For the 22-23 school year, 17.1% of all referrals were for our English Learner subgroup. This is a total of 7 referrals. By creating more hands-on and collaborative-based lessons more ELLs could find success. Collaborative planning times with regular education

## Strengths

Family Engagement Activities have had a standards-based focus. We have included STEM activities that gets materials into the hands of our parents, students, and community.

Our English Learner subgroup did not meet the statewide goal/interim target for ELA, Mathematics, or Science but did show an increase in performance from the previous year.

Science has been a hands-on subject area which we believe has led to All student groups met the standard demonstrating growth.

Aligning curriculum, assessments, and instruction to PA standards has made it possible for all student groups exceeded the standard demonstrating growth. 12th and Marion's percentage was 100%, the statewide average was 76.2%, and the Statewide Growth Standard was 70%.

## Challenges

teachers, resource teachers and specialists would allow for appropriate scaffolds, modifications, and strategies to help ELLs have more academic success.

According to the 21-22 Future Ready PA Index, Science Attainment for all students was 51.9%, which was very close to the statewide average of 54.4%. We believe if we continue to provide supports for ELLs and Students with Disabilities, as well as remain hands-on, we will reach the statewide average, as well as the attainment goal.

Our Students with Disabilities subgroup did not meet the statewide goal/interim target for ELA, Math or Science. In ELA and Math, the students are maintaining their performance but not increasing.

Discipline data shows that 63.6% of all suspensions consisted of students with IEPs. In addition, 47.1% of all referrals consisted of students with IEPs. For the 22-23 school year, 22.0% of all referrals were for our Students with Disabilities subgroup. This was a total of 9 referrals. If students with disabilities are being suspended, they are missing days of learning. With a high number of referrals, we could deduce that students with disabilities are not engaged in their learning. Creating more hands-on and collaborative-based lessons could help students with disabilities find more success. Collaborative planning times with regular education teachers, resource teachers and specialists would allow

### Challenges

for teachers to be better prepared to handle behavior incidents and/or cut down on them by providing appropriate accommodations and SDI.

### Most Notable Observations/Patterns

We believe our focus will be supporting our ELL and Student with Disabilities subgroups by developing reading and writing skills. We will continue to work on collaborative planning time and move from an agenda to a working planning time where all teachers will have the chance to plan and help accommodate for all students. While last year we had Support Ed. using much of our building PD time, we plan to use more building data to develop our PD based on staff and student needs. And we will continue to increase parental involvement.

### Challenges

On the 21-22 Future Ready PA Index, the "All Student Group" did not meet the interim goal/improved target. The statewide average was 35.7%, while we had 8.8% score proficient or advanced. We believe our old math program, as well as our teaching methods, did not prepare students for the PSSA assessment.

### Discussion Point

Teachers need to use a more hands-on approach with collaborative thinking, centers, and productive struggle so students will grow academically. Implementing a more consistent multi-tiered support system will help students who are struggling

### Priority for Planning

✓



Challenges	Discussion Point	Priority for Planning
	get the supports and interventions they need.	
Collaborative planning between regular education teachers, ESL resource teachers, special education teachers, and specialists will allow for all teachers to provide academic-rich lessons with scaffolding and strategies to help ELL and students with disabilities continue to grow.	Collaborative planning that has a rolling agenda and norms will help staff work together and stay focused on data and improving instruction for all students, including ELL and students with disabilities. We will move from a set agenda to a working time so that staff can actually plan together.	✓
Use multiple professional learning designs to support the learning needs or staffs.	This is a new step to the school improvement plan which we will be implementing this year.	
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Creating a team and calendar for our multi-tiered system of support will help provide consistency, feedback, and better communication.	
Identify and address individual student learning needs.	Family Engagement Activities will be centered around academic standards as well as strategies	✓

Challenges	Discussion Point	Priority for Planning
	parents can use to assist their students in learning.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Focus on scheduling to allow for more co-planning and co-teaching. Currently there is a lack of clearly which will be solved by a rolling agenda. Collaborative planning should also be defined as sacred collaboration time with all the correct people who work with the students.	
Identify professional learning needs through analysis of a variety of data.	With a more consistent multi-tiered system of supports for academics and behavior, we will be able to address individual student learning needs for tier 1, 2 and 3 instruction.	
All student group did not meet interim goal/improvement target. 12th and Marion had 41% English Language Growth and Attainment. While it was higher than the statewide average (22.2%), it is below the Statewide Goal of 70.3%. We believe we could do a better job identifying professional learning needs through analysis of a variety of data.	Teachers need to use a more hands-on approach with collaborative thinking, centers, and productive struggle so students will grow academically. Implementing a more consistent multi-tiered support system will	

Challenges	Discussion Point	Priority for Planning
	help students who are struggling get the supports and interventions they need.	
While there was growth on Acadience for the 2021-2022 school year, it was not significant. In addition, 2nd grade WRC went down -1%, 3rd grade Composite scores went down -10%, and 3rd grade ORF-WRC went down -11%. This year we had instability with staffing due to absences that required students to be split or students to have substitute teachers that impacted learning throughout the school year. Revamping our MTSS system to provide additional interventions and better monitoring will allow for us to catch academic slide quickly. A schedule that allows for our reading specialist to provide more Tier III interventions will also be beneficial.	We have revamped our MTSS system and feel that we are doing much better providing Tier III interventions.	
According to the 21-22 Future Ready PA Index, Science Attainment for all students was 51.9%, which was very close to the statewide average of 54.4%. We believe if we continue to provide supports for ELLs and Students with Disabilities, as well as remain hands-on, we will reach the statewide average, as well as the attainment goal.	Teachers need to use a more hands-on approach with collaborative thinking, centers, and productive struggle so students will grow academically. Implementing a more consistent multi-tiered support system will help students who are struggling get the supports and interventions they need.	
On the 21-22 Future Ready PA Index, the "All Student Group" did not meet the interim goal/improved target. The statewide average was 54.1%, while we had	We plan to use multiple professional learning designs to	

Challenges	Discussion Point	Priority for Planning
19.4% score proficient or advanced. We believe, if we use multiple professional learning designs to support the learning needs of staff, we can do better in this category.	support the learning needs of staff.	

# ADDENDUM B: ACTION PLAN

## Action Plan: Multi-tiered Support System

Action Steps	Anticipated Start/Completion Date
Scheduling: maximize the number of people (teachers/paras) available for K intervention	07/01/2023 - 08/18/2023
Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.
Material/Resources/Supports Needed	PD Step
District Guidelines for Scheduling	no

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Action Steps	Anticipated Start/Completion Date
Plan & provide PD on PASI and 95% group lessons for K teachers (and 1st & 2nd)	08/01/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.
Material/Resources/Supports Needed	PD Step
95% Group materials	yes

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Action Steps	Anticipated Start/Completion Date
Preteach Skills 1 & 2 in all Kindergarten rooms to whole group	09/01/2023 - 10/06/2023
Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.
Material/Resources/Supports Needed	PD Step
PA Blueprint for Intervention Lessons	no

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

Analyze Benchmark data using new ALO website to determine which students need PASI assessment

09/15/2023 - 10/31/2023

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

Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team

80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.

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

Acadience Learning Online

yes

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Action Steps	Anticipated Start/Completion Date
Test qualifying students on PASI on a 3-week cycle	10/01/2023 - 04/30/2024
Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.
Material/Resources/Supports Needed	PD Step
95% Group PASI testing materials	no
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Action Steps	Anticipated Start/Completion Date
Evaluate PASI data after each testing cycle	10/01/2023 - 04/30/2024
Monitoring/Evaluation	Anticipated Output
<p>Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team</p>	<p>80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.</p>
Material/Resources/Supports Needed	PD Step
Spreadsheet of year-long data	no
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**Action Steps****Anticipated Start/Completion Date**

Create new groups for intervention according to new data from benchmark testing and progress monitoring

10/01/2023 - 04/30/2024

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

Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team

80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.

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

Spreadsheet of year-long data

no

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

Meet with intervention groups daily (at least 90% of the time once begun)

10/01/2023 - 04/30/2024

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

Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team

80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.

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

Intervention Materials

no

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Action Steps	Anticipated Start/Completion Date
Compare data progress to SIP goal (quarterly)	10/01/2023 - 04/30/2024
Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.
Material/Resources/Supports Needed	PD Step
Data from 95% Group School Improvement Plan	no
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**Action Steps****Anticipated Start/Completion Date**

After midyear benchmark testing, consider MTSS referrals for those students not making sufficient progress

01/01/2024 - 01/31/2024

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

Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team

80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.

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

Acadience Report MTSS Documents

no

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Action Steps	Anticipated Start/Completion Date
Provide Tier 3 intervention for students not making sufficient progress in daily Tier 2 intervention	01/01/2024 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.
Material/Resources/Supports Needed	PD Step
Intervention Materials	no

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Action Steps	Anticipated Start/Completion Date
POA will help parents understand the MTSS Process so parents can be a vital part of the intervention.	08/28/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Test qualifying students on PASI on a 3-week cycle with Reading Specialist, Classroom Teachers, and Resource Teachers. Data will be analyzed in order to provide proper support through MTSS. Compare data progress to SIP goal (quarterly) with Reading Specialist, Classroom Teachers, Resource Teachers and SIP team	80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8.

Material/Resources/Supports Needed	PD Step
Student Reports Resources for parents to use at home	no

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**Action Plan: Aligning curriculum assessments and instruction to PA Standards in Math**



Action Steps	Anticipated Start/Completion Date
<p>Teachers will receive training on Quality Interactions throughout the 1st semester with a focus on:</p> <ul style="list-style-type: none"> <li>*engaging in sustained oral interactions focused on disciplinary ideas and central content-area practices</li> <li>*engaging students in higher order thinking and facilitating thought-provoking discussions</li> <li>*incorporating the use of critical thinking skills and applying authentic learning</li> </ul>	08/23/2023 - 11/30/2023
Monitoring/Evaluation	Anticipated Output
<p>Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.</p>	15% of students will be proficient or advanced on the math PSSA by the end of the school year.
Material/Resources/Supports Needed	PD Step
Instructional Framework Quality Interactions Walkthrough Template Quality Interactions One-pager	yes

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

Walkthroughs will be conducted with a focus on quality interactions for the first semester

08/28/2023 - 11/30/2023

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

Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.

15% of students will be proficient or advanced on the math PSSA by the end of the school year.

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

Walkthrough Template PA-ETEP

no

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Action Steps	Anticipated Start/Completion Date
Teachers will receive professional development on creating and using Math Toolkits	09/01/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.	15% of students will be proficient or advanced on the math PSSA by the end of the school year.
Material/Resources/Supports Needed	PD Step
math manipulatives and kits according to grade level Boxes for math toolkits	yes

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Action Steps	Anticipated Start/Completion Date
Teachers will receive professional development on interpreting and analyzing results from the math diagnostic to drive instruction	10/01/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.	15% of students will be proficient or advanced on the math PSSA by the end of the school year.
Material/Resources/Supports Needed	PD Step
iReady diagnostic data iReady website and resources	yes

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Action Steps	Anticipated Start/Completion Date
Teachers will utilize small group, differentiated instruction to meet the needs of the students based on the diagnostic data	08/28/2023 - 06/05/2024
Monitoring/Evaluation	Anticipated Output
Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.	15% of students will be proficient or advanced on the math PSSA by the end of the school year.
Material/Resources/Supports Needed	PD Step
Math centers, computers, IReady Daily Data, Progress monitoring, Math intervention (small groups).	no

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Action Steps	Anticipated Start/Completion Date
Teachers will monitor data based on the diagnostic assessments held 3 times a year, in addition to the unit/lesson data. This ongoing monitoring of data will allow teachers to make small groups that change based on the data and skill set.	08/28/2023 - 06/05/2024
Monitoring/Evaluation	Anticipated Output
Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.	15% of students will be proficient or advanced on the math PSSA by the end of the school year.
Material/Resources/Supports Needed	PD Step
iReady Assessment Data Small Group Instruction Materials	no

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Action Steps	Anticipated Start/Completion Date
<p>Teachers will receive training on High Expectations for All throughout the 2nd semester with a focus on:</p> <ul style="list-style-type: none"> <li>*structuring tasks that are robust and supportive that promote student initiative and risk taking</li> <li>*adjusting instruction to address student needs and understanding what scaffolding should look like</li> <li>*using a variety of questioning techniques including open ended questions to promote high-level thinking</li> </ul>	11/20/2023 - 04/26/2024
Monitoring/Evaluation	Anticipated Output
<p>Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.</p>	15% of students will be proficient or advanced on the math PSSA by the end of the school year.
Material/Resources/Supports Needed	PD Step
Instructional Framework Quality Interactions Walkthrough Template Quality Interactions One-pager	yes
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Action Steps	Anticipated Start/Completion Date
Walkthroughs will be conducted with a focus on quality interactions and high expectations for the second semester	11/20/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Evaluated by classroom teachers and administrators 3x a year through a math diagnostic. Staff will receive professional development on Quality Interactions and High Expectations for All. This plan will be monitored at the end of the year by the Math PSSA and data will be checked by the Future Ready Index.	15% of students will be proficient or advanced on the math PSSA by the end of the school year.

Material/Resources/Supports Needed	PD Step
Walkthrough Template PA-Etep	no

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**Action Plan: Collaboratively analyzing math data**



Action Steps	Anticipated Start/Completion Date
Create a schedule per grade level that will allow for collaborative planning at least 1x per month.	08/28/2023 - 06/05/2024
Monitoring/Evaluation	Anticipated Output
Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
Completed master schedule Calendar to show collaborative meetings Working agenda that includes intentional time for math content and instructional practices conversations	no

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Action Steps	Anticipated Start/Completion Date
Administer the BOY Diagnostic Assessment for iReady	09/01/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
<p>Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.</p>	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
Chromebooks, iReady assessment, data	no

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Action Steps	Anticipated Start/Completion Date
Analyze the data from the BOY Diagnostic Assessment for iReady in order to create groups for Math Intervention and to guide instructional practices	10/01/2023 - 10/31/2023
Monitoring/Evaluation	Anticipated Output
Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
iReady assessment data iReady curriculum iReady Math Kits	yes

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Action Steps	Anticipated Start/Completion Date
Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the BOY Diagnostic Assessment	08/28/2023 - 12/29/2023
Monitoring/Evaluation	Anticipated Output
Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
Co-planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners Co-Teaching that Works: Structures and Strategies for Maximizing Student Learning Best Practices in Co-Teaching and Collaboration: The HOW of Co-Teaching Common Planning	yes
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Action Steps	Anticipated Start/Completion Date
Administer the MOY Diagnostic Assessment for iReady	01/01/2024 - 01/31/2024

Monitoring/Evaluation	Anticipated Output
Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.	90% of students will show improved placement on their iReady math assessment.

Material/Resources/Supports Needed	PD Step
Chromebooks, iReady assessment, data	no

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Action Steps	Anticipated Start/Completion Date
Analyze the data from the MOY Diagnostic Assessment for iReady in order to determine how a child is improving. Also, create groups for Math Intervention and use the data to guide instructional practices	01/01/2024 - 02/29/2024
Monitoring/Evaluation	Anticipated Output
Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
iReady assessment data iReady curriculum iReady Math Kits	yes

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Action Steps	Anticipated Start/Completion Date
Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the MOY Diagnostic Assessment	01/01/2024 - 04/30/2024
Monitoring/Evaluation	Anticipated Output
Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
Co-planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners Co-Teaching that Works: Structures and Strategies for Maximizing Student Learning Best Practices in Co-Teaching and Collaboration: The HOW of Co-Teaching Common Planning	yes
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Action Steps	Anticipated Start/Completion Date
Administer the EOY Diagnostic Assessment for iReady	05/01/2024 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
<p>Students will take the assessment 3 times per year. After each assessment, data will be analyzed to drive instruction and compare our results to our SIP plan. Classroom teachers, Resource teachers, and the SIP team will be part of the analyzation. ESL Resource teachers and homeroom teachers will be part of a collaborative planning process that will promote co-teaching.</p>	90% of students will show improved placement on their iReady math assessment.
Material/Resources/Supports Needed	PD Step
Chromebooks, iReady assessment, data	no
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8. (PASI for 95% Group)	Multi-tiered Support System	Plan & provide PD on PASI and 95% group lessons for K teachers (and 1st & 2nd)	08/01/2023 - 09/30/2023
80% of kindergarten students will move forward 30 skills on the PASI (Tier II Intervention) or achieve at least skill 5.8. (PASI for 95% Group)	Multi-tiered Support System	Analyze Benchmark data using new ALO website to determine which students need PASI assessment	09/15/2023 - 10/31/2023
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive professional development on creating and using Math Toolkits	09/01/2023 - 09/30/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			
90% of students will show improved placement on their iReady math assessment.	Aligning	Teachers will	08/23/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(iReady Math)  15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)	curriculum assessments and instruction to PA Standards in Math	receive training on Quality Interactions throughout the 1st semester with a focus on: *engaging in sustained oral interactions focused on disciplinary ideas and central content-area practices *engaging students in higher order thinking and facilitating thought-provoking discussions *incorporating the use of critical thinking skills and applying authentic learning	- 11/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive professional development on interpreting and analyzing results from the math diagnostic to drive instruction	10/01/2023 - 10/31/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Aligning curriculum assessments and instruction to PA Standards in Math	Teachers will receive training on High Expectations for All throughout the 2nd semester with a focus on: *structuring tasks that are robust and supportive that promote student initiative and risk taking *adjusting instruction to address student	11/20/2023 - 04/26/2024
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		needs and understanding what scaffolding should look like *using a variety of questioning techniques including open ended questions to promote high-level thinking	
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Analyze the data from the BOY Diagnostic Assessment for iReady in order to create groups for Math Intervention and to guide instructional practices	10/01/2023 - 10/31/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing	Analyze the data from the MOY	01/01/2024 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)	math data	Diagnostic Assessment for iReady in order to determine how a child is improving. Also, create groups for Math Intervention and use the data to guide instructional practices	02/29/2024
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the BOY Diagnostic Assessment	08/28/2023 - 12/29/2023
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will show improved placement on their iReady math assessment. (iReady Math)	Collaboratively analyzing math data	Professional Development will be provided to	01/01/2024 - 04/30/2024
15% of students will score Proficient or Advanced on the Math PSSAs according to the Future Ready Index. (Math PSSA/Future Ready Index)		ESL Resource Teachers on co-teaching in order to provide students with the instruction students' need based on the MOY Diagnostic Assessment	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Preparing to administer the PASI Assessment	Kindergarten, 1st, and 2nd grade classroom teachers and resource teachers.	What is the PASI? How do you administer the assessment? Why is it important for your students?

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Anyone receiving the PASI PD will be able to administer the PASI properly.	08/21/2023 - 09/30/2023	Reading Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Analyzing Benchmark Data	Classroom teachers and Resource Teachers	What information can we gain from the PASI assessment? How does the PASI assessment results guide our instruction? What intervention groups will best support the needs of the child (tier 1, tier 2, tier 3 and what materials)?

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers receiving the training will be able to administer the Acadience Benchmark assessment correctly.	08/21/2023 - 09/15/2023	Reading Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	

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Professional Development Step	Audience	Topics of Prof. Dev
Math Toolkits	Classroom teachers and Resource teachers	Math Toolkits for students and how they can assist in student learning and choice.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers attending the training will be able to learn about math toolkits from fellow teachers and receive materials in order to create them.	09/04/2023 - 09/29/2023	Administration 1st Grade Team



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

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in Inclusive Settings

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

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**Professional Development Step****Audience****Topics of Prof. Dev**

Quality Interactions

Classroom teachers and  
Resource teachers

Teachers will receive training on Quality Interactions throughout the 1st semester with a focus on: \*engaging in sustained oral interactions focused on disciplinary ideas and central content-area practices \*engaging students in higher order thinking and facilitating thought-provoking discussions \*incorporating the use of critical thinking skills and applying authentic learning

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

When conducting walkthroughs, administration will see the key elements of quality interactions

08/23/2023 - 11/24/2023

Building Administration District  
Administration District PD facilitators

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

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

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

Teaching Diverse Learners in Inclusive Settings

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**Professional Development Step****Audience****Topics of Prof. Dev**

Analyzing Diagnostic Data in iReady

Classroom teachers and  
resoure teachers

What does student diagnostic data tell us? How should we group students to provide differentiated instruction? What math kits would be beneficial for students? Teachers will monitor data based on the diagnostic assessments held 3 times a year, in addition to the unit/lesson data. This ongoing monitoring of data will allow teachers to make small groups that change based on the data and skill set.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers attending the training will understand how to interpret the data and use it to guide instruction. This will be evident in lesson plans and walkthroughs/observations.	09/01/2023 - 04/26/2024	Administration and math liason

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
High Expectations for All	Classroom and Resource teachers	Teachers will receive training on High Expectations for All throughout the 2nd semester with a focus on: *structuring tasks that are robust and supportive that promote student initiative and risk taking *adjusting instruction to address student needs and understanding what scaffolding should look like *using a variety of questioning techniques including open ended questions to promote high-level thinking

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
When conducting walkthroughs, administration will see the key elements of high expectations	11/20/2023 - 06/05/2024	Building Administration District Administration District PD facilitators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
2b: Establishing a Culture for Learning	
1c: Setting Instructional Outcomes	
3c: Engaging Students in Learning	

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Professional Development Step	Audience	Topics of Prof. Dev
Collaborative Planning for ESL Students	Classroom and Resource teachers	Professional Development will be provided to ESL Resource Teachers on co-teaching in order to provide students with the instruction student's need basked on the BOY Diagnostic Assessment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will participate in collaborative planning and co-teaching will be evident in the classroom during walkthroughs/observations.	08/21/2023 - 06/05/2024	Administration
<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>	
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings	
1a: Demonstrating Knowledge of Content and Pedagogy		
1c: Setting Instructional Outcomes		
1b: Demonstrating Knowledge of Students		
3d: Using Assessment in Instruction		

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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff will be informed of our goals and actions steps for the 2023-2024 school year	Goals for the 2023-2024 School Year Action Steps for the 2023-2024 School Year Professional Development for the 2023-2024 School Year	Presentation/Discussion	Staff	The initial presentation will be made in August 2023. We will continue with refreshers and updates throughout the school year.
Stakeholders will be informed of our goals and action steps for the 2023-2024 school year.	Goals for the 2023-2024 School Year Action Steps for the 2023-2024 School Year Professional Development for the 2023-2024 School Year	Presentation/Discussion	Stakeholders (parents, community partners, etc.)	The initial presentation will be made in September 2023 at our SIP Meeting. We will also present information at our October Coffee with the Principals Meeting. We will then continue with refreshers and updates throughout the school year.

