

## **MILLMONT EL SCH**

400 Summit Avenue

TSI Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

Our school guides all student learners to embrace academics, realize their personal best, and develop their emotional, social, and physical well-being thus creating empowered leaders within the school community, one relationship at a time.

## STEERING COMMITTEE

Name	Position	Building/Group
April Halligan-Rostek	Principal	Millmont Elementary
John Mahoney	Assistant Principal	Millmont Elementary
Elaine Becker	Regular Education (Grade 3)	Millmont Elementary
Lori Snyder	Regular Education (Grade 2)	Millmont Elementary
Louise Disch	Music Education	Millmont Elementary
Valerie Hower	ESL Resource	Millmont Elementary
Robin Scarpaci	Reading Specialist	Millmont Elementary
Cindy Heimbach	Special Education (Autistic Support)	Millmont Elementary
Amy Duff	Special Education (Learning Support)	Millmont Elementary
Kristin Moyer-Ringler	Regular Education (Kindergarten)	Millmont Elementary
Susan Kappenstein	Regular Education (Grade 3)	Millmont Elementary
JuliAnne Kline	Director of Instructional Services & Professional Development	RSD Central Administration
Stacey Hensley	Program Coordinator	RSD Special Education Dept.

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>- Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. - Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. - To provide frequent, timely, and systematic feedback and support on instructional practices.</p>	<p>Essential Practices 4: Foster Quality Professional Learning</p>
<p>- Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>- To provide frequent, timely, and systematic feedback and support on instructional practices.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Collaborative Planning	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Measurable Goal Statement (SMART GOAL) for Priority Two	Millmont Elementary staff will be provided time to meet twenty-four (24) times throughout the 2020-2021 school year for collaborative planning, in order to ensure that instruction is data driven and aligned to meet the needs of all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Data binders will be used to facilitate discussions during collaborative planning times, to streamline data-driven aligned instruction.	2020-08-31 - 2021-06-09	SIP Committee Members	Data binder for all grade levels, resource teachers, and support staff members.
Weekly collaborative planning meetings will be a priority and not disrupted by other scheduled meetings (i.e. IEP meetings will not be held during this time)	2020-08-31 - 2021-06-09	Administration	Pre-organized calendar for staff access.
Clear expectations for group meeting norms will be set at the beginning of each meeting for time management purposes. The meeting agenda found in the data binder will be completed by the professional learning community to keep meetings focused and on topic to provide evidence that the collaboration goals were met.	2020-08-31 - 2021-06-09	SIP Committee Members	Meeting norms outlined and available for all staff.
Vertically aligned teams will meet on a monthly basis for data driven discussions and collaborative planning.	2020-08-31 - 2021-06-09	Administration	Pre-organized vertical teams.

**Anticipated Outcome**

Collaborative planning will take place to ensure that further instruction, driven by the assessments (i.e. SRI, SMI, Acadience, PSSA). Once data is obtained from the assessments

the data can drive discussions among colleagues for further collaboration and aligned instruction.

### Monitoring/Evaluation

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

### Evidence-based Strategy

Assessments to Monitor Instructional Practices

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Measurable Goal Statement (SMART GOAL) for Priority Three	Millmont students will show sufficient growth and/or meet specific goals in the following areas; ELA goal for 2020 is 43.2% proficient or advanced, Math goal for 2020 is 29.8% proficient or advanced and Science goal for 2020 will be to maintain the growth achieved to meet the 2020 goal of 50.6% proficient or advanced.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
There will be a PD (timeline) on the diagnostic assessments that are available, what they measure, who would administer and how the data would be utilized for instructional practices and student growth.	2020-08-31 - 2021-06-09	Administration/ Central Administration	Schedule from Central Administration
Create a building level progress monitoring calendar to ensure fidelity among all grade levels.	2020-08-31 - 2021-06-09	Reading Specialist/ Administration	Program monitoring materials and district guidance

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Weekly grade level teacher collaboration to evaluate data to drive effective classroom instruction. Teachers will display and analyze information on grade level data walls to enable student ownership of their individual progress.	2020-08-31 - 2021-06-09	Administration	Schedule and time given for collaboration

Monthly cross grade level teacher collaboration to evaluate data to drive effective classroom instruction. These meetings will be held in Millmont's Data Room to identify the areas of need.	2020-08-31 - 2021-06-09	Administration/ GLF/ SIP Committee	Meeting location and scheduled meeting time
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**Anticipated Outcome**

Utilizing the district's assessment calendar, Millmont stakeholders will measure student growth and modify instructional practices to meet the needs of all students.

**Monitoring/Evaluation**

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

**Evidence-based Strategy**

Feedback for Instructional Practices

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Measurable Goal	Millmont elementary will establish and finalize a professional

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

Statement (SMART GOAL) for Priority Five

development plan. It will include presentations and instructional expectations that address areas such as questioning techniques, assessment and student engagement. The plan will include topics for scheduled professional development days, the first, second and third Mondays of the month and responsible parties.

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

Teachers will be provided demonstrations of instructional strategies and professional development of research based strategies based on walk-through data. Include in Monday's professional development plan/topics.

2020-08-31 -  
2021-06-09

Administration

Professional development opportunities

Utilize learning walk-through templates to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.

2020-08-31 -  
2021-06-09

Administration/  
SIP Committee/  
Teaching Staff

Walk-through template

QR codes will be created for each teacher to provide feedback on peer observations. Each QR code will be displayed in the classroom window for easy accessibility.

2020-08-31 -  
2021-06-09

SIP  
Committee/SYSOP

QR Codes

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Teachers will analyze SMI and SRI data to determine student growth based on best instructional practices.	2020-08-31 - 2021-06-09	Teaching Staff	Assessment Data
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**Anticipated Outcome**

Utilize an established system of accountability for walkthroughs/peer collaboration to build sustainable capacity for all staff members.

**Monitoring/Evaluation**

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Millmont Elementary staff will be provided time to meet twenty-four (24) times throughout the 2020-2021 school year for collaborative planning, in order to ensure that instruction is data driven and aligned to meet the needs of all students. (Measurable Goal Statement (SMART GOAL) for Priority Two)	Collaborative Planning	Data binders will be used to facilitate discussions during collaborative planning times, to streamline data-driven aligned instruction.	08/31/2020 - 06/09/2021

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Millmont elementary will establish and finalize a professional development plan. It will include presentations and instructional expectations that address areas such as questioning techniques, assessment and student engagement. The plan will include topics for scheduled professional development days, the first, second and third Mondays of the month and responsible parties. (Measurable Goal Statement (SMART GOAL) for Priority Five)</p>	<p>Feedback for Instructional Practices</p>	<p>Teachers will be provided demonstrations of instructional strategies and professional development of research based strategies based on walk-through data. Include in Monday's professional development plan/topics.</p>	<p>08/31/2020 - 06/09/2021</p>

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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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School Board Minutes or Affirmation Statement

2020-09-01;

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

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Superintendent/Chief Executive Officer

Dr. Khalid Mumin

2020-08-31

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School Improvement  
Facilitator Signature

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Building Principal Signature

April Halligan-Rostek

2020-08-31

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

All student groups exceeded the standard demonstrating growth in English Language Arts and Mathematics.

We exceeded expectations for college and career measures.

50% of the Hispanic subgroup met the target in science and showed growth.

Hispanic subgroup is progressing in math and meeting the academic target.

Under state assessment measures, each subgroup is showing growth.

The White subgroup increased from 2017-2018 at 45.5% to 50.0% in 2018-2019 SY.

The Hispanic subgroup increased from 2017-2018 at 25.9% to 31.6% in 2018-2019 SY.

The Economically Disadvantaged subgroup increased from 2017-2018 at 28.3% to 32.5% in 2018-2019 SY.

The English Learner subgroup increased from 2017-2018 at 23.1% to 27.1% in 2018-2019 SY.

The Hispanic subgroup increased from 2017-2018 at 14.6% to 22.6% in 2018-2019 SY.

The White subgroup increased from 2017-2018 at 33.3% to 40.9% in 2018-2019 SY.

The Economically Disadvantaged subgroup increased from 2017-2018 at

### Challenges

All groups did not meet the interim goal/improvement target.

ELLs did not meet interim goals/improvement target in ELA growth and attainment.

All students did not meet the target of proficiency in ELA or math.

Students with disabilities, although tracking upward, are significantly behind as an overall subgroup in ELA, math, and science.

Attendance measures need to remain consistent throughout the school year.

Although the school-wide ELA data was 32.6% for 2018-2019 SY, the statewide average was 62.1%.

Although the school-wide ELA data was 32.6% for 2018-2019 SY, the goal was not met at 39.4%.

The Black subgroup decreased from 2017-2018 at 33.3% to 26.5% in 2018-2019 SY.

Although the school-wide Math data was 24.2% for 2018-2019 SY, the statewide average was 45.2%.

Although the school-wide Math data was 24.2% for 2018-2019 SY, the goal was not met at 25.6%.

The Black subgroup decreased from 2017-2018 at 33.3% to 22.9% in 2018-2019 SY.

## Strengths

18.7% to 24.0% in 2018-2019 SY.

The Hispanic subgroup increased from 2017-2018 at 40.3% to 50.0% in 2018-2019 SY.

The Economically Disadvantaged subgroup increased from 2017-2018 at 39.8% to 52.0% in 2018-2019 SY.

The Student with Disabilities subgroup increased from 2017-2018 at 16.7% to 22.5% in 2018-2019 SY.

The school-wide Science data was 52.4% for 2018-2019 SY, the goal was met and exceeded at 47.3%.

The Hispanic subgroup increased from 2017-2018 at 91.7% to 100.0% in 2018-2019 SY.

The Economically Disadvantaged subgroup increased from 2017-2018 at 90.2% to 100.0% in 2018-2019 SY.

The Student with Disabilities subgroup increased from 2017-2018 at 74.2% to 100.0% in 2018-2019 SY.

The school-wide Career Readiness data was 100.0% for 2018-2019 SY, the statewide average was 89.8%.

The Hispanic subgroup progressed in Math and met the target goal.

Students with Disabilities (for Science) did not meet the target, however, the subgroup did show growth.

Regarding ELA PVASS, Hispanic and Economically Disadvantaged subgroups are exceeding their targets.

## Challenges

Although the school-wide Science data was 52.4% for 2018-2019 SY, the statewide average was 66.0%.

Although the school-wide Science data was 52.4% for 2018-2019 SY, the data is well below the statewide goal for 2030 of 83.0%.

Although the school-wide Career Readiness data was 100.0% for 2018-2019 SY, maintaining the high level of expectation and rigor may be a challenge during our current academic platform.

In ELL English Language Growth and Attainment, Students with Disabilities did not meet the target and did not make any growth.

In ELL, Students with Disabilities and Economically Disadvantaged are making growth but not meeting the growth target for ELA and Math.

ELL data based on WIDA Assessment shows a decline in all student subgroups.

The Black subgroup is not progressing in Math or ELA.

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

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

Provide frequent, timely, and systematic feedback and support on instructional practices.



**Strengths**

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

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

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

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**Most Notable Observations/Patterns**

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

All groups did not meet the interim goal/improvement target.

ELLs did not meet interim goals/improvement target in ELA growth and attainment.

Although the school-wide ELA data was 32.6% for 2018-2019 SY, the statewide average was 62.1%.

Although there was growth made, we did not make the amount of growth required by the state for ELA for the 2018-2019 SY.



Although the school-wide Math data was 24.2% for 2018-2019 SY, the statewide average was 45.2%.

Although there was growth made, we did not make the amount of growth required by the state for Math for the 2018-2019 SY.



Although the school-wide Science data was 52.4% for 2018-2019 SY, the statewide average was 66.0%.

Although there was growth made, we did not make the amount of growth required by the state for Science for the 2018-2019 SY.



## ADDENDUM B: ACTION PLAN

### Action Plan: Collaborative Planning

Action Steps	Anticipated Start/Completion Date
Data binders will be used to facilitate discussions during collaborative planning times, to streamline data-driven aligned instruction.	08/31/2020 - 06/09/2021

Monitoring/Evaluation	Anticipated Output
This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.	Collaborative planning will take place to ensure that further instruction, driven by the assessments (i.e. SRI, SMI, Acadience, PSSA). Once data is obtained from the assessments the data can drive discussions among colleagues for further collaboration and aligned instruction.

Material/Resources/Supports Needed	PD Step
Data binder for all grade levels, resource teachers, and support staff members.	yes

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

Weekly collaborative planning meetings will be a priority and not disrupted by other scheduled meetings (i.e. IEP meetings will not be held during this time)

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Collaborative planning will take place to ensure that further instruction, driven by the assessments (i.e. SRI, SMI, Acadience, PSSA). Once data is obtained from the assessments the data can drive discussions among colleagues for further collaboration and aligned instruction.

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

Pre-organized calendar for staff access.

yes



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

Clear expectations for group meeting norms will be set at the beginning of each meeting for time management purposes. The meeting agenda found in the data binder will be completed by the professional learning community to keep meetings focused and on topic to provide evidence that the collaboration goals were met.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Collaborative planning will take place to ensure that further instruction, driven by the assessments (i.e. SRI, SMI, Acadience, PSSA). Once data is obtained from the assessments the data can drive discussions among colleagues for further collaboration and aligned instruction.

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

Meeting norms outlined and available for all staff.

yes



**Action Steps**

**Anticipated Start/Completion Date**

Vertically aligned teams will meet on a monthly basis for data driven discussions and collaborative planning.

08/31/2020 - 06/09/2021

**Monitoring/Evaluation**

**Anticipated Output**

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Collaborative planning will take place to ensure that further instruction, driven by the assessments (i.e. SRI, SMI, Acadience, PSSA). Once data is obtained from the assessments the data can drive discussions among colleagues for further collaboration and aligned instruction.

**Material/Resources/Supports Needed**

**PD Step**

Pre-organized vertical teams.

yes

**Action Plan: Assessments to Monitor Instructional Practices**

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

There will be a PD (timeline) on the diagnostic assessments that are available, what they measure, who would administer and how the data would be utilized for instructional practices and student growth.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilizing the district’s assessment calendar, Millmont stakeholders will measure student growth and modify instructional practices to meet the needs of all students.

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

Schedule from Central Administration

yes

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

Create a building level progress monitoring calendar to ensure fidelity among all grade levels.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilizing the district’s assessment calendar, Millmont stakeholders will measure student growth and modify instructional practices to meet the needs of all students.

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

Program monitoring materials and district guidance

yes

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

Weekly grade level teacher collaboration to evaluate data to drive effective classroom instruction. Teachers will display and analyze information on grade level data walls to enable student ownership of their individual progress.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilizing the district’s assessment calendar, Millmont stakeholders will measure student growth and modify instructional practices to meet the needs of all students.

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

Schedule and time given for collaboration

yes

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

Monthly cross grade level teacher collaboration to evaluate data to drive effective classroom instruction. These meetings will be held in Millmont’s Data Room to identify the areas of need.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilizing the district’s assessment calendar, Millmont stakeholders will measure student growth and modify instructional practices to meet the needs of all students.

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

Meeting location and scheduled meeting time

yes



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## Action Plan: Feedback for Instructional Practices

Action Steps	Anticipated Start/Completion Date
Teachers will be provided demonstrations of instructional strategies and professional development of research based strategies based on walk-through data. Include in Monday's professional development plan/topics.	08/31/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.	Utilize an established system of accountability for walkthroughs/peer collaboration to build sustainable capacity for all staff members.
Material/Resources/Supports Needed	PD Step
Professional development opportunities	yes

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

Utilize learning walk-through templates to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilize an established system of accountability for walkthroughs/peer collaboration to build sustainable capacity for all staff members.

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

Walk-through template

yes

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

QR codes will be created for each teacher to provide feedback on peer observations. Each QR code will be displayed in the classroom window for easy accessibility.

08/31/2020 - 06/09/2021

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

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilize an established system of accountability for walkthroughs/peer collaboration to build sustainable capacity for all staff members.

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

QR Codes

yes

**Action Steps**

**Anticipated Start/Completion Date**

Teachers will analyze SMI and SRI data to determine student growth based on best instructional practices.

08/31/2020 - 06/09/2021

**Monitoring/Evaluation**

**Anticipated Output**

This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.

Utilize an established system of accountability for walkthroughs/peer collaboration to build sustainable capacity for all staff members.

**Material/Resources/Supports Needed**

**PD Step**

Assessment Data

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Millmont Elementary staff will be provided time to meet twenty-four (24) times throughout the 2020-2021 school year for collaborative planning, in order to ensure that instruction is data driven and aligned to meet the needs of all students. (Measurable Goal Statement (SMART GOAL) for Priority Two)	Collaborative Planning	Data binders will be used to facilitate discussions during collaborative planning times, to streamline data-driven aligned instruction.	08/31/2020 - 06/09/2021
Millmont Elementary staff will be provided time to meet twenty-four (24) times throughout the 2020-2021 school year for collaborative planning, in order to ensure that instruction is data driven and aligned to meet the needs of all students. (Measurable Goal Statement (SMART GOAL) for Priority Two)	Collaborative Planning	Weekly collaborative planning meetings will be a priority and not disrupted by other scheduled meetings (i.e. IEP meetings will not be held during this time)	08/31/2020 - 06/09/2021
Millmont Elementary staff will be provided time to meet twenty-four (24) times throughout the 2020-2021 school year for collaborative planning, in order to ensure that instruction is data driven and aligned to meet the needs of all students. (Measurable Goal Statement (SMART GOAL) for Priority Two)	Collaborative Planning	Clear expectations for group meeting norms will be set at the beginning of each meeting for time management purposes. The meeting agenda found in the data binder will be completed by the professional learning community to	08/31/2020 - 06/09/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		keep meetings focused and on topic to provide evidence that the collaboration goals were met.	
Millmont Elementary staff will be provided time to meet twenty-four (24) times throughout the 2020-2021 school year for collaborative planning, in order to ensure that instruction is data driven and aligned to meet the needs of all students. (Measurable Goal Statement (SMART GOAL) for Priority Two)	Collaborative Planning	Vertically aligned teams will meet on a monthly basis for data driven discussions and collaborative planning.	08/31/2020 - 06/09/2021
Millmont students will show sufficient growth and/or meet specific goals in the following areas; ELA goal for 2020 is 43.2% proficient or advanced, Math goal for 2020 is 29.8% proficient or advanced and Science goal for 2020 will be to maintain the growth achieved to meet the 2020 goal of 50.6% proficient or advanced. (Measurable Goal Statement (SMART GOAL) for Priority Three)	Assessments to Monitor Instructional Practices	There will be a PD (timeline) on the diagnostic assessments that are available, what they measure, who would administer and how the data would be utilized for instructional practices and student growth.	08/31/2020 - 06/09/2021
Millmont students will show sufficient growth and/or meet specific goals in the following areas; ELA goal for 2020 is 43.2% proficient or advanced, Math goal for 2020 is 29.8% proficient or advanced and Science goal for 2020 will be to maintain the growth achieved to meet the 2020 goal of 50.6% proficient or advanced. (Measurable Goal Statement (SMART GOAL) for Priority Three)	Assessments to Monitor Instructional Practices	Create a building level progress monitoring calendar to ensure fidelity among all grade levels.	08/31/2020 - 06/09/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Millmont students will show sufficient growth and/or meet specific goals in the following areas; ELA goal for 2020 is 43.2% proficient or advanced, Math goal for 2020 is 29.8% proficient or advanced and Science goal for 2020 will be to maintain the growth achieved to meet the 2020 goal of 50.6% proficient or advanced. (Measurable Goal Statement (SMART GOAL) for Priority Three)</p>	<p>Assessments to Monitor Instructional Practices</p>	<p>Weekly grade level teacher collaboration to evaluate data to drive effective classroom instruction. Teachers will display and analyze information on grade level data walls to enable student ownership of their individual progress.</p>	<p>08/31/2020 - 06/09/2021</p>
<p>Millmont students will show sufficient growth and/or meet specific goals in the following areas; ELA goal for 2020 is 43.2% proficient or advanced, Math goal for 2020 is 29.8% proficient or advanced and Science goal for 2020 will be to maintain the growth achieved to meet the 2020 goal of 50.6% proficient or advanced. (Measurable Goal Statement (SMART GOAL) for Priority Three)</p>	<p>Assessments to Monitor Instructional Practices</p>	<p>Monthly cross grade level teacher collaboration to evaluate data to drive effective classroom instruction. These meetings will be held in Millmont's Data Room to identify the areas of need.</p>	<p>08/31/2020 - 06/09/2021</p>
<p>Millmont elementary will establish and finalize a professional development plan. It will include presentations and instructional expectations that address areas such as questioning techniques, assessment and student engagement.</p>	<p>Feedback for Instructional Practices</p>	<p>Teachers will be provided demonstrations of instructional strategies and professional</p>	<p>08/31/2020 - 06/09/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The plan will include topics for scheduled professional development days, the first, second and third Mondays of the month and responsible parties. (Measurable Goal Statement (SMART GOAL) for Priority Five)</p>		<p>development of research based strategies based on walk-through data. Include in Monday's professional development plan/topics.</p>	
<p>Millmont elementary will establish and finalize a professional development plan. It will include presentations and instructional expectations that address areas such as questioning techniques, assessment and student engagement. The plan will include topics for scheduled professional development days, the first, second and third Mondays of the month and responsible parties. (Measurable Goal Statement (SMART GOAL) for Priority Five)</p>	<p>Feedback for Instructional Practices</p>	<p>Utilize learning walk-through templates to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.</p>	<p>08/31/2020 - 06/09/2021</p>
<p>Millmont elementary will establish and finalize a professional development plan. It will include presentations and instructional expectations that address areas such as questioning techniques, assessment and student engagement. The plan will include topics for scheduled professional development days, the first, second and third Mondays of the month and responsible parties. (Measurable Goal Statement (SMART GOAL) for Priority Five)</p>	<p>Feedback for Instructional Practices</p>	<p>QR codes will be created for each teacher to provide feedback on peer observations. Each QR code will be displayed in the classroom window for easy accessibility.</p>	<p>08/31/2020 - 06/09/2021</p>
<p>Millmont elementary will establish and finalize a professional development plan. It will include presentations and</p>	<p>Feedback for Instructional Practices</p>	<p>Teachers will analyze SMI and SRI data to</p>	<p>08/31/2020 - 06/09/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>instructional expectations that address areas such as questioning techniques, assessment and student engagement. The plan will include topics for scheduled professional development days, the first, second and third Mondays of the month and responsible parties. (Measurable Goal Statement (SMART GOAL) for Priority Five)</p>		determine student growth based on best instructional practices.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Collaborative Planning: Engage Instructional Teams in Assessing and Monitoring Student Proficiency	Teaching Staff	Data Driven Instruction and Data Interpretation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration, SIP Committee, Central Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Collaborative Planning: Engage Instructional Teams in Assessing and Monitoring Student Proficiency	Teaching Staff	Data Driven Instruction and Data Interpretation

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration

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

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

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Collaborative Planning: Engage Instructional Teams in Assessing and Monitoring Student Proficiency	Teaching Staff	Data Driven Instruction and Data Interpretation

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration, SIP Committee

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

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

4d: Participating in a Professional Community

Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Collaborative Planning: Engage Instructional Teams in Assessing and Monitoring Student Proficiency	Teaching Staff	Data Driven Instruction and Data Interpretation

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Assessments to Monitor Instructional Practices: Next Steps	Teaching Staff	Assessment Planning

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration, Central Administration

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Assessments to Monitor Instructional Practices: Next Steps	Teaching Staff	Assessment Planning

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Assessments to Monitor Instructional Practices: Next Steps	Teaching Staff	Data Interpretation

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration, GLF

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Assessments to Monitor Instructional Practices: Next Steps	Teaching Staff	Data Interpretation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Differentiated Instruction and small group development	08/31/2020 - 06/09/2021	Administration, SIP Committee, GLF

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Feedback for Instructional Practices	Teaching Staff	Research-based Instructional Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walk-through Data	08/31/2020 - 06/09/2021	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Feedback for Instructional Practices	Teaching Staff	Research-based Instructional Strategies

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walk-through Data	08/31/2020 - 06/09/2021	Administration

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

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

4e: Growing and Developing Professionally  
 1e: Designing Coherent Instruction  
 4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Feedback for Instructional Practices	Teaching Staff	Technology to Support Instructional Practice Feedback

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walk-through Data	08/31/2020 - 06/09/2021	Administration, SIP Committee

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

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

1e: Designing Coherent Instruction  
 4a: Reflecting on Teaching  
 4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Feedback for Instructional Practices	Teaching Staff	Research-based Instructional Strategies & Data Interpretation

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walk-through Data and assessment data	08/31/2020 - 06/09/2021	Administration, SIP Committee

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting
4b: Maintaining Accurate Records	
1c: Setting Instructional Outcomes	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Publication of School Improvement Plan	School Improvement Plan	website	Stakeholders	After approval

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