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

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

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<tr>
<th>Priority Statement</th>
<th>Outcome Category</th>
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<tr>
<td>- 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.</td>
<td>Essential Practices 4: Foster Quality Professional Learning</td>
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<td>- Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.</td>
<td>Essential Practices 1: Focus on Continuous Improvement of Instruction</td>
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<td>- To provide frequent, timely, and systematic feedback and support on instructional practices.</td>
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## ACTION PLAN AND STEPS

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<th>Collaborative Planning</th>
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<tr>
<td><strong>Measurable Goals</strong></td>
<td></td>
</tr>
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<td><strong>Measurable Goal Statement (Smart Goal)</strong></td>
</tr>
<tr>
<td>Measurable Goal Statement (SMART GOAL) for Priority Two</td>
<td>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.</td>
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### 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**

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<tr>
<td>Measurable Goal Statement (SMART GOAL) for Priority Three</td>
<td>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.</td>
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<th>Action Step</th>
<th>Anticipated Start/Completion</th>
<th>Lead Person/Position</th>
<th>Materials/Resources/Supports Needed</th>
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<tr>
<td>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.</td>
<td>2020-08-31 - 2021-06-09</td>
<td>Administration/ Central Administration</td>
<td>Schedule from Central Administration</td>
</tr>
<tr>
<td>Create a building level progress monitoring calendar to ensure fidelity among all grade levels.</td>
<td>2020-08-31 - 2021-06-09</td>
<td>Reading Specialist/ Administration</td>
<td>Program monitoring materials and district guidance</td>
</tr>
</tbody>
</table>
### 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

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<tr>
<td>Measurable Goal</td>
<td>Millmont elementary will establish and finalize a professional</td>
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</tbody>
</table>
**Goal Nickname**  
Statement (SMART GOAL) for Priority Five Development Plan.

**Measurable Goal Statement (Smart Goal)**
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.

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<tr>
<td>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.</td>
<td>2020-08-31 - 2021-06-09</td>
<td>Administration</td>
<td>Professional development opportunities</td>
</tr>
<tr>
<td>Utilize learning walk-through templates to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.</td>
<td>2020-08-31 - 2021-06-09</td>
<td>Administration/SIP Committee/Teaching Staff</td>
<td>Walk-through template</td>
</tr>
<tr>
<td>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.</td>
<td>2020-08-31 - 2021-06-09</td>
<td>SIP Committee/SY SOP</td>
<td>QR Codes</td>
</tr>
<tr>
<td>Action Step</td>
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<td>Teachers will analyze SMI and SRI data to determine student growth based on best instructional practices.</td>
<td>2020-08-31 - 2021-06-09</td>
<td>Teaching Staff</td>
<td>Assessment Data</td>
</tr>
</tbody>
</table>

**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:

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<td>Collaborative Planning</td>
<td>Data binders will be used to facilitate discussions during collaborative planning times, to streamline data-driven aligned instruction.</td>
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<td>Collaborative Planning</td>
<td>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)</td>
<td>08/31/2020-06/09/2021</td>
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<td>Collaborative Planning</td>
<td>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.</td>
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<td>Collaborative Planning</td>
<td>Vertically aligned teams will meet on a monthly basis for data driven discussions and collaborative planning.</td>
<td>08/31/2020 - 06/09/2021</td>
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<td>Assessments to Monitor Instructional Practices</td>
<td>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.</td>
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<td>Assessments to Monitor Instructional Practices</td>
<td>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.</td>
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<td>Teachers will analyze SMI and SRI data to determine student growth based on best instructional practices.</td>
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APPROVALS & SIGNATURES

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.

School Board Minutes or Affirmation Statement 2020-09-01;

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

Superintendent/Chief Executive Officer Dr. Khalid Mumin 2020-08-31
School Improvement
Facilitator Signature

Building Principal Signature  April Halligan-Rostek  2020-08-31
### 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**

<table>
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<tbody>
<tr>
<td>Partner with local businesses, community organizations, and other agencies to meet the needs of the school.</td>
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<th>Leadership Capacity</th>
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<td>Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</td>
</tr>
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<td>Implement an evidence-based system of school-wide positive behavior interventions and supports.</td>
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</table>

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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

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.</td>
<td>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.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
<th>PD Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data binder for all grade levels, resource teachers, and support staff members.</td>
<td>yes</td>
</tr>
</tbody>
</table>
### Action Steps

<table>
<thead>
<tr>
<th></th>
<th>Anticipated Start/Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>08/31/2020 - 06/09/2021</td>
</tr>
</tbody>
</table>

### Monitoring/Evaluation

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### Material/Resources/Supports Needed

<table>
<thead>
<tr>
<th></th>
<th>PD Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-organized calendar for staff access.</td>
<td>yes</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>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.</td>
<td>08/31/2020 - 06/09/2021</td>
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<tr>
<th>Material/Resources/Supports Needed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Meeting norms outlined and available for all staff.</td>
<td>yes</td>
</tr>
</tbody>
</table>
### Action Steps

| Vertically aligned teams will meet on a monthly basis for data driven discussions and collaborative planning. | 08/31/2020 - 06/09/2021 |

### Monitoring/Evaluation

| 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

| Pre-organized vertical teams. | yes |

---

**Action Plan: Assessments to Monitor Instructional Practices**
<table>
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<tr>
<th><strong>Action Steps</strong></th>
<th><strong>Anticipated Start/Completion Date</strong></th>
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<tbody>
<tr>
<td>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.</td>
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<tbody>
<tr>
<td>This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.</td>
<td>Utilizing the district’s assessment calendar, Millmont stakeholders will measure student growth and modify instructional practices to meet the needs of all students.</td>
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<thead>
<tr>
<th><strong>Material/Resources/Supports Needed</strong></th>
<th><strong>PD Step</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule from Central Administration</td>
<td>yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action Steps</strong></th>
<th><strong>Anticipated Start/Completion Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a building level progress monitoring calendar to ensure fidelity among all grade levels.</td>
<td><strong>08/31/2020 - 06/09/2021</strong></td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Program monitoring materials and district guidance</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
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<td>------------------</td>
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<tr>
<td>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.</td>
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<th><strong>PD Step</strong></th>
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</thead>
<tbody>
<tr>
<td>Schedule and time given for collaboration</td>
<td>yes</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>Action Steps</strong></th>
<th><strong>Anticipated Start/Completion Date</strong></th>
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<tbody>
<tr>
<td>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.</td>
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</thead>
<tbody>
<tr>
<td>Meeting location and scheduled meeting time</td>
<td>yes</td>
</tr>
</tbody>
</table>
### Action Plan: Feedback for Instructional Practices

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Anticipated Start/Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>08/31/2020 - 06/09/2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>This Action Plan will be monitored quarterly by the School Improvement Committee for fidelity and implementation.</td>
<td>Utilize an established system of accountability for walkthroughs/peer collaboration to build sustainable capacity for all staff members.</td>
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<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
<th>PD Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development opportunities</td>
<td>yes</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Utilize learning walk-through templates to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.</td>
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<tbody>
<tr>
<td>Walk-through template</td>
<td>yes</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>08/31/2020 - 06/09/2021</td>
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<tbody>
<tr>
<td>QR Codes</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
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<tr>
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<td>-------------------------------------</td>
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<tr>
<td>Teachers will analyze SMI and SRI data to determine student growth based on best instructional practices.</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment Data</td>
<td>yes</td>
</tr>
</tbody>
</table>
### ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Collaborative Planning</td>
<td>Data binders will be used to facilitate discussions during collaborative planning times, to streamline data-driven aligned instruction.</td>
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<td>Professional Development Step</td>
<td>Anticipated Timeline</td>
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<td>Collaborative Planning</td>
<td>Vertically aligned teams will meet on a monthly basis for data driven discussions and collaborative planning.</td>
<td>08/31/2020 - 06/09/2021</td>
</tr>
<tr>
<td>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)</td>
<td>Assessments to Monitor Instructional Practices</td>
<td>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.</td>
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<td>Assessments to Monitor Instructional Practices</td>
<td>Create a building level progress monitoring calendar to ensure fidelity among all grade levels.</td>
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</tr>
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<td>Professional Development Step</td>
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<td>08/31/2020 - 06/09/2021</td>
</tr>
<tr>
<td>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.</td>
<td>Feedback for Instructional Practices</td>
<td>Teachers will be provided demonstrations of instructional strategies and professional education.</td>
<td>08/31/2020 - 06/09/2021</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
<td>Professional Development Step</td>
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<td>----------------------</td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td>development of research based strategies based on walk-through data. Include in Monday’s professional development plan/topics.</td>
<td></td>
</tr>
<tr>
<td>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)</td>
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### Measurable Goals

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>determine student growth based on best instructional practices.</td>
<td></td>
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</tbody>
</table>

### Instructional Expectations

- 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.

### Professional Development Plans

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

<table>
<thead>
<tr>
<th>Evidence of Learning</th>
<th>Anticipated Timeframe</th>
<th>Lead Person/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction and small group development</td>
<td>08/31/2020 - 06/09/2021</td>
<td>Administration, SIP Committee, Central Administration</td>
</tr>
</tbody>
</table>

### 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
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<td>Teaching Diverse Learners in an Inclusive Setting</td>
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**Danielson Framework Component Met in this Plan:**

This Step meets the Requirements of State

**Required Trainings:**

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

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

This Step meets the Requirements of State

**Required Trainings:**

3d: Using Assessment in Instruction

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

- 4d: Participating in a Professional Community
- 1b: Demonstrating Knowledge of Students

**Required Trainings:**

- 4d: Participating in a Professional Community
- 1c: Setting Instructional Outcomes

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

- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes

**Required Trainings:**

- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes

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

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

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

- Teaching Diverse Learners in an Inclusive Setting

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

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

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

- Teaching Diverse Learners in an Inclusive Setting
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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

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