

## **MAIN STREET SCH**

704 Main St

ATSI Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The staff of Main Street Elementary School will work to ensure that all students achieve at high academic levels by willingly and professionally using innovative approaches to teaching and by meeting the needs of all students based on individual performance. We will realize our mission if we are successful at living our values every day. Our values are teamwork, determination, excellence, integrity, joy, and accountability. These values are the basis for everything we do at Main Street and describe how students, staff, and families will act in our school community to ROAR,(Respect, On Task, Act Safely, Responsibility), with Tiger Pride.

## STEERING COMMITTEE

Name	Position	Building/Group
David Shuster	Technology Teacher Leader	Main Street School
Latoya Jones	Parent	Main Street School
Brenda Shaw	Community Partner	Main Street School
Jermane Miller	Counselor	Main Street School
Tammy Cox-Cottman	Other	Main Street Elementary
J'Me McLaughlin	Education Specialist	Main Street Elementary
Kimberly Rugerri	Education Specialist	Main Street Elementary
JoanRay Dougherty	Education Specialist	Main Street Elementary
Darnell Medley	Principal	Main Street Elementary
Carlena Parker	District Level Leaders	CUSD- curriculum
Khalid Sutton	District Level Leaders	CUSD- curriculum
Craig Parkinson	Chief School Administrator	CUSD Superintendent
Margaret Santoro	Education Specialist	Special Education Coordinator

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we implement evidence-based reading and phonics instruction with fidelity in K-5 classrooms and receive professional learning in best practices, then students can meet individual growth goals in i-Ready.	English Language Arts
If we implement a consistent mathematics block structure and work to make abstract math more concrete for students then student achievement data will increase.	Mathematics
If the school continues to use a systematic Positive Behavior Intervention System (PBIS) that is implemented with fidelity and we develop a thoughtful attendance reward system, then attendance will improve and social-emotional growth for all students will be realized.	Regular Attendance
If we implement strategies to support students with disabilities in the regular education classroom and develop a better data system for students with disabilities then achievement data for students with disabilities will increase in ELA, mathematics/algebra, and science/biology.	Other Other

## ACTION PLAN AND STEPS

### Evidence-based Strategy

i-Ready: <https://www.evidenceforpa.org/strategies/i-ready>

### Measurable Goals

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Math Success	By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra.
Reading Success	By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature.
Students with Disabilities - ELA	By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature.
Students with Disabilities - Math	By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Create a master schedule to include PLC time for each grade level to meet every week.	2023-07-01 - 2023-07-15	Scheduling Team Approved by Principal Medley	Master Schedule
Adopt a PLC structure to be used by each grade level's weekly PLC meetings	2023-07-01 - 2023-07-15	Building Administrator Instructional Support Teacher Leader Reading	Professional Development support is needed for building leaders to build a solid PLC

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Specialist Math Interventionist	Structure for teachers.
Share PLC structure and model with each PLC team	2023-08-28 - 2023-09-08	Instructional Support Teacher Leader Reading Specialist Math Interventionist	PLC Structure
Attend initial PLC meetings to ensure fidelity and answer questions from each team	2023-08-28 - 2023-10-02	Instructional Support Teacher Leader Reading Specialist Math Interventionist	PLC Structure
Communicate with teachers to set up i-Ready for each student for math and ELA	2023-08-28 - 2023-09-15	Instructional Support Teacher Leader Reading Specialist Math Interventionist	i-Ready administrator module
Administer benchmark assessment in reading and math for i-Ready	2023-09-01 - 2023-09-30	Instructional Support Teacher Leader Math Interventionist Reading Specialist Classroom Teachers	i-Ready log-ins and passwords
Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement in small-group instruction for math and reading	2023-09-01 - 2023-09-30	Instructional Support Teacher Leader (Lead) Each PLC Team	I-Ready Presenter would view the data needed for data analysis. i-Ready Data for each

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			teacher
Administer Quarter 2 assessment in reading and math for i-Ready.	2023-12-01 - 2024-01-15	Instructional Support Teacher Leader Each PLC Team	i-Ready data for each teacher
Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement in small-group instruction for math and reading	2024-01-01 - 2024-01-31	Each PLC Team Instructional Support Teacher Leader	i-Ready data for each teacher
Select a deficient standard from the Q2 assessment to pretest, instruct, and post-test to show improvement on the identified Q2 standard for math and reading	2024-01-15 - 2024-03-30	Each PLC Team selects a different standard Instructional Support Teacher Leader	i-Ready data, pretest, materials to teach standard, post-test
Administer quarter 3 assessment for math and reading	2024-03-15 - 2024-03-30	Classroom Teachers	Post-Test for Quarter 3
Analyze data from Q3 assessment in PLC and develop data-based decisions to implement in small-group instruction in math and reading	2024-03-18 - 2024-04-05	Each PLC Team Instructional Support Teacher Leader	Post-Test data for quarter 3
Administer Quarter 4 assessment in reading and math for i-Ready.	2024-06-01 - 2024-06-10	PLC Team Instructional Support Teacher Leader	i-Ready Data
Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement	2024-06-01 - 2024-06-10	PLC Teams Instructional Support Teacher Leader	i-Ready data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
in small-group instruction for math and reading			
Retain the Math Interventionist to build capacity among students	2023-07-01 - 2023-08-11	Human Resources Building Administrator	
Provide Math Interventionist with a supplemental math program for instruction.	2023-07-01 - 2023-08-18	Building Principal	Materials needs
Schedules will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in Math.	2023-07-03 - 2023-08-18	Building Administrator Instructional Coach	
Adopt a Tier 2 and Tier 3 monitoring tool for Math.	2023-07-03 - 2023-08-18	Math Specialist Special Education Educator	A program has to be purchased for the special education students.
Teachers will receive one-to-one support in iReady as needed to support the students in their classroom.	2023-09-05 - 2024-06-30	Instructional Support Teacher Leader	i-Ready access
Create and communicate expectations for Unique assessments for all special education teachers	2023-08-07 - 2023-10-31	Santoro	Unique materials
Provide professional learning for special education teachers on Unique's benchmark system	2023-08-07 - 2023-10-31	DCIU Consultant	Unique Platform
Dibels professional learning for all special education teachers	2023-08-07 - 2023-10-31	DCIU Consultant OR CUSD	Dibels training materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional learning for general education teachers on inclusive practices	2023-08-07 - 2023-12-22	Santoro DCIU Consultant	Professional learning materials
Structured literacy training for teachers of students with learning disabilities.	-	Santoro DCIU Consultant	Professional Learning Material

### Anticipated Outcome

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

### Monitoring/Evaluation

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

### Evidence-based Strategy

Positive Behavioral Intervention and Supports: <https://www.pbis.org/> PBIS

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	By June 30, 2024, 70% of students will demonstrate regular attendance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Over the summer, seek out parents to provide updated demographic and contact information and virtual/brick and mortar information for next year.	2023-07-01 - 2023-09-01	Social Worker School Counselor Secretary Building Administrator	Data Gathering Tool
Design and Implement a protocol or flow chart for effectively communicating daily attendance issues with families in an automated form with a specific branch for special education students	2023-09-05 - 2024-06-28	Administrator Classroom Teachers Santoro School Counselors Social Worker Climate Staff	Administrators Classroom Teacher - Call Log for Parent Communication Climate Staff
Improve team-wide communication so that information is instantly shared across personnel (principal, counselors and climate) with student absences.	2023-09-05 - 2024-06-28	Building Administrator Secretary Classroom Teacher Social Worker or School Counselor Climate Staff	Data Gathering and sharing tools
Updated the PBIS program to provide new and engaging opportunities	2023-09-05 - 2023-10-31	Building Administrator PBIS Lead	funds, time for planning and preparation
Create a calendar for benchmark assessments for the special education department.	2023-08-01 - 2023-08-31	Santoro Special Education Coordinator - Primary	Calendar Benchmark dates
Purchase agenda books for each student grades 1-5 to allow for better home-school communication.	2023-08-01 - 2023-08-30	Medley	agenda books Title I funding
Develop school-wide standards and structures around	2023-08-01 -	Leadership team	Agenda books

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
using agenda books with fidelity and communication plan	2023-09-29		
Bring in a speaker for parents regarding issues for today's students: texting, social media, growing in your body	2023-09-04 - 2023-10-31	Medley	Title I Funds \$1000

### Anticipated Outcome

Regular attendance will increase.

### Monitoring/Evaluation

Regular Attendance Reports

### Evidence-based Strategy

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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Quarterly Recognition Ceremonies will be held for students who receive perfect attendance.	2023-09-05 - 2023-10-31	Building Administrator PBIS Lead	Incentives, funds Classroom Teachers
After the 2nd Diagnostic in iReady Reading, students who reach their typical growth goal will be recognized for their achievement.	2024-01-02 - 2024-01-31	Building Administrator Reading Specialist	iReady Data
After the 2nd Diagnostic in iReady Math, students who reach their typical growth goal will be recognized for their achievement.	2024-01-02 - 2024-01-31	Building Administrator Math	iReady Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After the 3rd Diagnostic in iReady Math, students who reach their typical growth goal will be recognized for their achievement.	2024-05-01 - 2024-05-30	Interventionist Building Administrator Math Interventionist	iReady Data
After the 2nd Diagnostic in iReady Math, students who reach their typical growth goal will be recognized for their achievement.	2024-05-01 - 2024-05-30	Building Administrator Reading Specialist	iReady Data
Provide support and professional learning on providing social skills instruction	2023-09-05 - 2023-12-22	Santoro DCIU Consultant	Professional Learning Social skills instruction curriculum

**Anticipated Outcome**  
 Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

**Monitoring/Evaluation**  
 PBIS Team Agendas Regular Attendance Reports I-Ready Data

**Evidence-based Strategy**

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Retain the Instructional Coach for ELA to build capacity among teachers.	2023-07-01 - 2023-08-31	Human Resources Building Administrator	Instructional Coach will keep A-TSI Goals moving forward; facilitates PLC, presents data in a meaningful way and coaches teachers
Organize and maintain intervention materials that match student needs.	2023-07-01 - 2023-09-30	Instructional Coach Reading Specialist Math Interventionist	Intervention Materials Needed
Extend intervention opportunity for lower level readers	2023-10-02 - 2024-03-29	DCIU Consultant Reading Specialist	Reading Intervention Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will received additional training and support in Foundations through the DCIU.	2023-08-28 - 2023-09-15	DCIU Consultant Reading Specialist Instructional Coach	Foundations Materials
Create a schedule that provides all students with the same 90-minute reading block in grades K-5.	2023-07-03 - 2023-08-31	Building Principal Instructional Coach Reading Specialist	Scheduling Tools
Conduct walkthroughs on a quarterly basis to determine fidelity in the implementation of selected strategies and need for additional support	2023-10-02 - 2023-12-31	Building Principal	Walkthrough Documents
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly meetings with the leadership team.	2023-07-03 - 2024-06-30	A-TSI Leadership Team	scheduled time
Schedules will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in ELA.	2023-07-03 - 2023-08-18	Building Principal Instructional Coach Reading Specialist	
Retain the Reading Specialist to build capacity among students	2023-07-01 - 2023-09-30	Human Resources Building Principal	
Adopt a Special Education monitoring tool for Reading.	2023-07-03 - 2023-08-18	Special Education Lead	A special education program is needed to monitor students monthly.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.	2023-08-30 - 2023-12-15	Building Administrator Instructional Support Teacher Leader Reading Specialist DCIU Coach ELA Teachers - Grades 4 & 5	DCIU Coaching, PSSA Prep books
Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students's grade level.	2024-01-03 - 2024-05-30	Building Administrator Instructional Support Teacher Leader	DCIU Coach

**Anticipated Outcome**

PSSA data in ELA will increase

**Monitoring/Evaluation**

Foundations Trackers TDA Monitoring Tool PLC Agendas



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>By June 30, 2024, 50% of special education students</p>			

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<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Dibels                      professional learning for all                      special education teachers</p>	<p>08/07/2023                      -                      10/31/2023</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students</p>			

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Professional learning for general education teachers on inclusive practices</p>	<p>08/07/2023 - 12/22/2023</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students</p>			

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Structured literacy training for teachers of students with learning disabilities.</p>	<p>01/01/0001            -            01/01/0001</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>Positive Behavioral Intervention and Supports: <a href="https://www.pbis.org/">https://www.pbis.org/</a> PBIS</p>	<p>Provide support and professional learning on providing social skills instruction</p>	<p>09/05/2023 - 12/22/2023</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 70% of students will demonstrate regular attendance. (Regular Attendance)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State</p>			

**Measurable Goals**

**Action Plan Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Assessments in Mathematics/Algebra. (Students with Disabilities - Math)

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practiceguide/8</a></p>	<p>Extend intervention opportunity for lower level readers</p>	<p>10/02/2023 - 03/29/2024</p>
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practiceguide/8</a></p>	<p>Teachers will receive additional training and support in Foundations through the DCIU.</p>	<p>08/28/2023 - 09/15/2023</p>
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practiceguide/8</a></p>	<p>Adopt a Special Education monitoring tool for Reading.</p>	<p>07/03/2023 - 08/18/2023</p>
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p> <p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practiceguide/8</a></p>	<p>Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.</p>	<p>08/30/2023 - 12/15/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p> <p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practicewshttps://ies.ed.gov/ncee/wwc/practiceguide/8</a></p>	<p>Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students's grade level.</p>	<p>01/03/2024 - 05/30/2024</p>

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The percentage of students scoring proficient or advanced in English/Language Arts and Literature on the Pennsylvania State Assessments increased from 13.9% to 18.8%.

The percentage of students scoring proficient or advanced in Mathematics/Algebra on the Pennsylvania State Assessments increased from 2.8% to 13.3%.

School-wide Intervention sessions - Teachers have 30 minutes day to use for interventions sessions to target students individual needs.

DIBELS performance has increased 27% in Kindergarten and 14% in Second grade. Performance stayed the same 43% in First Grade in at or above grade level.

Consistent implementation of the Into Reading curriculum - Teachers at Main Street have had the initial start up training for Into Reading and two more additional follow-up training sessions.

Academic Growth in English Language Arts and Literature - 18.8% of students scored proficient or advanced on the PSSA Testing which is up 4.9% from the previous two years.

### Challenges

The percentage of students scoring proficient or advanced on science/biology Pennsylvania state assessments decreased from 24.3% to 23.8%.

The percentage of regular attendance is 52.8%.

18.8% of students are proficient or advanced in English Language Arts/Literature. 3.1% of students are advanced in English Language Arts/Literature.

13.3% of students are proficient or advanced in mathematics/algebra. 0.8% of students are advanced in mathematics/algebra.

Consistent usage of the critical thinking component of the Envisions math program - Critical thinking and reasoning allows students to think about how they utilize their discipline of mathematical skills (i.e., they think about their method of thinking). Metacognition helps students to recognize that math is logical reasoning on solutions to problems.

Utilize writing in mathematics through math journaling - Math journals allow students to communicate their ideas and thoughts about math. It gives them independence, helps them refine their

## Strengths

New Science Core Program (Elevate) introduced - A new program was introduced at the beginning of the school year. Teacher received new program materials.

I-Ready Core Program in Place - Students are using this iReady Math platform for 15 minutes daily for intervention instruction.

Envisions Core Math Program in Place - Consistent implementation of the Envisions math program

Students have completed 100% of the assignments due in Naviance.

Students are engaged in academic competitions that highlight the school in a positive way, such as Heritage Bowl, Frederick Douglas Oratorical competition, etc.

Inclusionary practices of all students within the general education program with academic supports

Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.

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

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

## Challenges

thinking, and gives them the opportunity to see their growth and work through Productive Struggle. Productive struggle is the process of effortful learning that develops grit and creative problem solving.

Consistent monitoring of student usage and performance in I-Ready- Students will use the platform for 15 minutes day to increase their performance in Math. Teachers will use data to inform small group instruction.

Consistent student usage and individual performance in i-Ready - Students will use the platform for 15 minutes day to increase their performance in Reading. Teachers will use the data to drive instruction for small group instruction.

Small Group Instruction - Will provide flexible and differentiated learning based on real-time data from the iReady Data System Reports.

No written document articulating the school-wide model of instruction is in place. - Curriculum maps for the Science Program are currently being developed.

Regular student attendance impacts our ability to provide students with college and career instruction

Lack of professional development in career education instruction.

## Strengths

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

Implement evidence-based strategies to engage families to support learning

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Ongoing Professional Development for Science - Teacher received on-going professional development on the Science Program throughout the school year.

Math Interventionist- The Math Interventist works with 4-5 students in grades 2-4 for 30 minutes throughout the school day .

Student Science Labs - The new program allowed for hands-on science experiments with each unit of study.

## Challenges

Identify professional learning needs through analysis of a variety of data

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

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

Small Group Instruction - Will provide flexible and differentiated learning based on real-time data from the iReady Data System Reports.

Identify and address individual student learning needs

Increasing the English Language Growth and Attainment in our English Language Learners

Foundations Implementations - Teachers will receive coaching to improve their implementation and validity of the program.

Inconsistent data collection on individual students learning needs and or weaknesses - Data will be collected and analyzed in iReady weekly during PLC Session. Also, teachers will be trained in owning their own data.

Student attendance in all student groups must be regularly monitored

### Challenges

Need to create a continuum based on individual student need

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### Most Notable Observations/Patterns

The most notable observations are the desire to address student's individual needs in a strategic and effective manner. Teachers have requested additional support in addressing students overwhelming weaknesses.

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Challenges	Discussion Point	Priority for Planning
The percentage of regular attendance is 52.8%.	CUSD tracks ADA and ADM, not regular attendance	✓
Identify and address individual student learning needs	Students with Disabilities will have the same opportunities to access all school curriculum materials and/or resources.	✓
Consistent student usage and individual performance in i-Ready - Students will use the platform for 15 minutes day to increase their performance in Reading. Teachers will use the data to drive instruction for small group instruction.	Fidelity in the program as it is used across all grade levels.	
Foundations Implementations - Teachers will receive coaching to improve their implementation and validity of the program.	Fidelity in the program as it is used across all grade levels.	
18.8% of students are proficient or advanced in English Language Arts/Literature. 3.1% of students are advanced in English Language Arts/Literature.	Teachers are not implementing ELA programming with fidelity.	✓
13.3% of students are proficient or advanced in mathematics/algebra. 0.8% of students are advanced in mathematics/algebra.	Teachers are not implementing math programming with fidelity.	✓

## ADDENDUM B: ACTION PLAN

Action Plan: i-Ready: <https://www.evidenceforpa.org/strategies/i-ready>

Action Steps	Anticipated Start/Completion Date
Create a master schedule to include PLC time for each grade level to meet every week.	07/01/2023 - 07/15/2023

  

Monitoring/Evaluation	Anticipated Output
PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning	English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

  

Material/Resources/Supports Needed	PD Step
Master Schedule	no

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

Adopt a PLC structure to be used by each grade level's weekly PLC meetings

07/01/2023 - 07/15/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Professional Development support is needed for building leaders to build a solid PLC Structure for teachers.

yes



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

Share PLC structure and model with each PLC team

08/28/2023 - 09/08/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

PLC Structure

no



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

Attend initial PLC meetings to ensure fidelity and answer questions from each team

08/28/2023 - 10/02/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

PLC Structure

no



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

Communicate with teachers to set up i-Ready for each student for math and ELA

08/28/2023 - 09/15/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready administrator module

no



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

Administer benchmark assessment in reading and math for i-Ready

09/01/2023 - 09/30/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready log-ins and passwords

no



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

Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement in small-group instruction for math and reading

09/01/2023 - 09/30/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

I-Ready Presenter would view the data needed for data analysis. i-Ready Data for each teacher

yes



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

Administer Quarter 2 assessment in reading and math for i-Ready.

12/01/2023 - 01/15/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready data for each teacher

no



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

Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement in small-group instruction for math and reading

01/01/2024 - 01/31/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready data for each teacher

no



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

Select a deficient standard from the Q2 assessment to pretest, instruct, and post-test to show improvement on the identified Q2 standard for math and reading

01/15/2024 - 03/30/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready data, pretest, materials to teach standard, post-test

no



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

Administer quarter 3 assessment for math and reading

03/15/2024 - 03/30/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Post-Test for Quarter 3

no



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

Analyze data from Q3 assessment in PLC and develop data-based decisions to implement in small-group instruction in math and reading

03/18/2024 - 04/05/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Post-Test data for quater 3

no



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

Administer Quarter 4 assessment in reading and math for i-Ready.

06/01/2024 - 06/10/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready Data

no



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

Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement in small-group instruction for math and reading

06/01/2024 - 06/10/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready data

no



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

Retain the Math Interventionist to build capacity among students

07/01/2023 - 08/11/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

no



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

Provide Math Interventionist with a supplemental math program for instruction.

07/01/2023 - 08/18/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Materials needs

no



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

Schedules will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in Math.

07/03/2023 - 08/18/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

no



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

Adopt a Tier 2 and Tier 3 monitoring tool for Math.

07/03/2023 - 08/18/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

A program has to be purchased for the special education students.

yes



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

Teachers will receive one-to-one support in iReady as needed to support the students in their classroom.

09/05/2023 - 06/30/2024

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

i-Ready access

yes



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

Create and communicate expectations for Unique assessments for all special education teachers

08/07/2023 - 10/31/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Unique materials

yes



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

Provide professional learning for special education teachers on Unique's benchmark system

08/07/2023 - 10/31/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Unique Platform

yes



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

Dibels professional learning for all special education teachers

08/07/2023 - 10/31/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Dibels training materials

yes



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

Professional learning for general education teachers on inclusive practices

08/07/2023 - 12/22/2023

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Professional learning materials

yes



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

Structured literacy training for teachers of students with learning disabilities.

01/01/0001 - 01/01/0001

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

PLC Agendas I-Ready Data Walkthrough data indicating implementation of professional learning

English Language Arts/Literature and Mathematics/Algebra achievement will increase. Achievement data for students with disabilities will increase in both English Language Arts/Literature and Mathematics/Algebra Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Professional Learning Material

yes

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**Action Plan: Positive Behavioral Intervention and Supports: <https://www.pbis.org/> PBIS**

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

Over the summer, seek out parents to provide updated demographic and contact information and virtual/brick and mortar information for next year.

07/01/2023 - 09/01/2023

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

Regular Attendance Reports

Regular attendance will increase.

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

Data Gathering Tool

no



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

Design and Implement a protocol or flow chart for effectively communicating daily attendance issues with families in an automated form with a specific branch for special education students

09/05/2023 - 06/28/2024

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

Regular Attendance Reports

Regular attendance will increase.

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

Administrators Classroom Teacher - Call Log for Parent Communication Climate Staff

no



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

Improve team-wide communication so that information is instantly shared across personnel (principal, counselors and climate) with student absences.

09/05/2023 - 06/28/2024

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

Regular Attendance Reports

Regular attendance will increase.

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

Data Gathering and sharing tools

no



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

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Updated the PBIS program to provide new and engaging opportunities

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09/05/2023 - 10/31/2023

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

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Regular Attendance Reports

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Regular attendance will increase.

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

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funds, time for planning and preparation

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no

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

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Create a calendar for benchmark assessments for the special education department.

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08/01/2023 - 08/31/2023

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

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Regular Attendance Reports

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Regular attendance will increase.

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

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Calendar Benchmark dates

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no

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

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Purchase agenda books for each student grades 1-5 to allow for better home-school communication.

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08/01/2023 - 08/30/2023

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

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Regular Attendance Reports

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Regular attendance will increase.

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

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agenda books Title I funding

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

Develop school-wide standards and structures around using agenda books with fidelity and communication plan

08/01/2023 - 09/29/2023

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

Regular Attendance Reports

Regular attendance will increase.

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

Agenda books

no



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

Bring in a speaker for parents regarding issues for today's students: texting, social media, growing in your body

09/04/2023 - 10/31/2023

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

Regular Attendance Reports

Regular attendance will increase.

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

Title I Funds \$1000

no

**Action Plan: Positive Behavioral Intervention and Supports: <https://www.pbis.org/> PBIS**

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

Quarterly Recognition Ceremonies will be held for students who receive perfect attendance.

09/05/2023 - 10/31/2023

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

PBIS Team Agendas Regular Attendance Reports I-Ready Data

Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Incentives, funds Classroom Teachers

no



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

After the 2nd Diagnostic in iReady Reading, students who reach their typical growth goal will be recognized for their achievement.

01/02/2024 - 01/31/2024

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

PBIS Team Agendas Regular Attendance Reports I-Ready Data

Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

iReady Data

no



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

After the 2nd Diagnostic in iReady Math, students who reach their typical growth goal will be recognized for their achievement.

01/02/2024 - 01/31/2024

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

PBIS Team Agendas Regular Attendance Reports I-Ready Data

Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

iReady Data

no



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

After the 3rd Diagnostic in iReady Math, students who reach their typical growth goal will be recognized for their achievement.

05/01/2024 - 05/30/2024

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

PBIS Team Agendas Regular Attendance Reports I-Ready Data

Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

iReady Data

no



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

After the 2nd Diagnostic in iReady Math, students who reach their typical growth goal will be recognized for their achievement.

05/01/2024 - 05/30/2024

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

PBIS Team Agendas Regular Attendance Reports I-Ready Data

Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

iReady Data

no



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

Provide support and professional learning on providing social skills instruction

09/05/2023 - 12/22/2023

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

PBIS Team Agendas Regular Attendance Reports I-Ready Data

Regular attendance will increase. English Language Arts/Literature and Mathematics/Algebra achievement will increase. Students with disability's achievement will increase in both English Language Arts/Literature and Mathematics/Algebra.

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

Professional Learning Social skills instruction curriculum

yes

**Action Plan: Improving Adolescent Literacy - Effective Classroom and Intervention Practices**<https://ies.ed.gov/ncee/wwc/practiceguide/8>

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

Retain the Instructional Coach for ELA to build capacity among teachers.

07/01/2023 - 08/31/2023

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

Instructional Coach will keep A-TSI Goals moving forward; facilitates PLC, presents data in a meaning way and coaches teachers

no



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

Organize and maintain intervention materials that match student needs.

07/01/2023 - 09/30/2023

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

Intervention Materials Needed

no



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

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Extend intervention opportunity for lower level readers

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10/02/2023 - 03/29/2024

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

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Fundations Trackers TDA Monitoring Tool PLC Agendas

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PSSA data in ELA will increase

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

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Reading Intervention Materials

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yes

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

Teachers will received additional training and support in Foundations through the DCIU.

08/28/2023 - 09/15/2023

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

Foundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

Foundations Materials

yes



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

Create a schedule that provides all students with the same 90-minute reading block in grades K-5.

07/03/2023 - 08/31/2023

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

Scheduling Tools

no



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

Conduct walkthroughs on a quarterly basis to determine fidelity in the implementation of selected strategies and need for additional support

10/02/2023 - 12/31/2023

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

Walkthrough Documents

no



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

The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly meetings with the leadership team.

07/03/2023 - 06/30/2024

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

scheduled time

no



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

Schedules will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in ELA.

07/03/2023 - 08/18/2023

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

no



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

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Retain the Reading Specialist to build capacity among students

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07/01/2023 - 09/30/2023

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

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Fundations Trackers TDA Monitoring Tool PLC Agendas

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PSSA data in ELA will increase

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

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no

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

Adopt a Special Education monitoring tool for Reading.

07/03/2023 - 08/18/2023

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

Fundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

A special education program is needed to monitor students monthly.

yes



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

Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.

08/30/2023 - 12/15/2023

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

Foundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

DCIU Coaching, PSSA Prep books

yes



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

Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students's grade level.

01/03/2024 - 05/30/2024

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

Foundations Trackers TDA Monitoring Tool PLC Agendas

PSSA data in ELA will increase

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

DCIU Coach

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Adopt a PLC structure to be used by each grade level's weekly PLC meetings</p>	<p>07/01/2023 - 07/15/2023</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p> <p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)</p>			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p> <p>By June 30th, 2024, 75% of students will</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Analyze data from i-Ready benchmark assessment in PLC and develop data-based decisions to implement in small-group instruction for</p>	<p>09/01/2023 - 09/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>		math and reading	
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			
By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)	i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a>	Adopt a Tier 2 and Tier 3 monitoring tool for Math.	07/03/2023 - 08/18/2023
By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)			
By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p> <p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)</p>			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p> <p>By June 30th, 2024, 75% of students will</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Teachers will receive one-to-one support in iReady as needed to support the students in their classroom.</p>	<p>09/05/2023 - 06/30/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Create and communicate expectations for Unique assessments for all special education teachers</p>	<p>08/07/2023 - 10/31/2023</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>	<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)</p>		
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p> <p>By June 30th, 2024, 75% of students will</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Provide professional learning for special education teachers on Unique's benchmark system</p>	<p>08/07/2023 - 10/31/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Dibels professional learning for all special education teachers</p>	<p>08/07/2023 - 10/31/2023</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p> <p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)</p>			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p> <p>By June 30th, 2024, 75% of students will</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Professional learning for general education teachers on inclusive practices</p>	<p>08/07/2023 - 12/22/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Assessments in Mathematics/Algebra. (Students with Disabilities - Math)			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p>	<p>i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Structured literacy training for teachers of students with learning disabilities.</p>	<p>01/01/0001 - 01/01/0001</p>
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>	<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)</p>		
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in Mathematics as predicted in their iReady scores. By June 30, 2024, 18% of students will score proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. (Math Success)</p> <p>By June 30th, 2024, 75% of students will</p>	<p>Positive Behavioral Intervention and Supports: <a href="https://www.pbis.org/">https://www.pbis.org/</a> PBIS</p>	<p>Provide support and professional learning on providing social skills instruction</p>	<p>09/05/2023 - 12/22/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>			
<p>By June 30, 2024, 70% of students will demonstrate regular attendance. (Regular Attendance)</p>			
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30, 2024, 50% of special education students will meet or exceed their individual typical growth in Mathematics/Algebra as</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>measured by a change in their iReady scores. By June 30, 2024, 29.1% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in Mathematics/Algebra. (Students with Disabilities - Math)</p>			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practicewshttps://ies.ed.gov/ncee/wwc/practiceguide/8</a></p>	<p>Extend intervention opportunity for lower level readers</p>	<p>10/02/2023 - 03/29/2024</p>
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities -</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ELA)			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practice</a> <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">https://ies.ed.gov/ncee/wwc/practiceguide/8</a></p>	<p>Teachers will receive additional training and support in Foundations through the DCIU.</p>	<p>08/28/2023 - 09/15/2023</p>
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practice</a> <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">https://ies.ed.gov/ncee/wwc/practiceguide/8</a></p>	<p>Adopt a Special Education monitoring tool for</p>	<p>07/03/2023 - 08/18/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>		Reading.	
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>			
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practicewshhttps://ies.ed.gov/ncee/wwc/practiceguide/8</a></p>	<p>Increase teacher capacity to scaffold Text Dependent Analysis questions,</p>	<p>08/30/2023 - 12/15/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>English Language Arts/Literature. (Reading Success)</p> <p>By June 30, 2024, 50% of students with disabilities will meet or exceed their individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)</p>		<p>including the reading elements students are expected to analyze, the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.</p>	
<p>By June 30th, 2024, 75% of students will meet or exceed their individual typical growth target in ELA as predicted in their iReady scores. By June 30, 2024, 24% of students will score proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. (Reading Success)</p>	<p>Improving Adolescent Literacy - Effective Classroom and Intervention  <a href="https://ies.ed.gov/ncee/wwc/practiceguide/8">Practicewshhttps://ies.ed.gov/ncee/wwc/practiceguide/8</a></p>	<p>Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information</p>	<p>01/03/2024 - 05/30/2024</p>
<p>By June 30, 2024, 50% of students with disabilities will meet or exceed their</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
individual typical growth in ELA as measured by a change in their iReady scores. By June 30, 2024, 25.7% of students with disabilities will score proficient or advanced on the Pennsylvania State Assessments in English Language Arts/Literature. (Students with Disabilities - ELA)		describing the task, and an expectation to use evidence from the text while building reading stamina at the students's grade level.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Learning Communities (PLCs) 101 Beginners Course	Building Leadership	What is a Professional Learning Community? Why are Professional Learning Communities important? How do Professional Learning Communities help teachers and students? Who participates in Professional Learning Communities? When do Professional Learning Communities meet?

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PLC topics for the school year will be developed. PLC schedule will be made. Classroom Teachers will be assigned to PLC groups.	07/03/2023 - 09/29/2023	DCIU Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
Professional Learning Communities (PLCs)	Classroom Teacher	The importance of using you iReady Data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data Driven Instruction Data Driven Planning Small Group Instruction	10/02/2023 - 05/31/2024	Building Principal Instruction Support Teacher Leader Math Inventionist Reading Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Fundations Revisit	K- 3 Grade Teachers	General Administration of Program Lesson Planning & Structure Usage of Data

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Data Driven Instruction	08/28/2023 - 12/22/2023	DCIU Consultant Instructional Support Teacher Leader Reading Specialist

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Text Dependent Analysis (TDAs) Refresher	3rd - 5th Grade Teacher	Text Dependent Analysis Reading Elements Using Text Evidence

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

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Students have built reading stamina at their instructional level.

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10/02/2023 - 05/31/2024

DCIU Consultant

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

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4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Meeting Review	Overview of the Plan for Approval	In-person	Board members and community members	August 15, 2023 - August 30, 2023
Share the school improvement plan with staff members	Overview of the Plan and roles for staff	In-person	All Staff	August 29, 2023 - September 30, 2023
Share the school improvement plan with parents/guardians	Overview of the plan and impact on parents/families	In-person	All parents/guardians invited	September 4, 2023 - October 31, 2023
Bi-weekly leadership meetings to discuss the completion of action steps and further implementation	Discussion of completed action steps and planning for further implementation of the plan	In-person	Leadership Team	September 4, 2023 - June 14, 2023
Quarterly principal meetings with the principal and district administration	Updates on school improvement plan implementation	In-person	Principal and district administration	September 4, 2023 - June 14, 2024

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