

GOODE SCH

251 N Broad St

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

A.D. Goode Vision Statement: Empowering students to apply knowledge to unleash endless possibilities A.D. Goode Mission Statement: At Alexander D. Goode, students are empowered to acquire, demonstrate and value knowledge in an academically rich environment that focuses on the whole child and core beliefs of dignity, excellence, and wellness. A.D. Goode Purpose Statement At Goode, we prove to the larger York community what is possible for our scholars. At our school, we are guiding Goode PK-8 to the greatness that is demonstrated through our commitment to each student to achieve their highest aspirations to continue to commit to a community as a citizen that continues to progressively grow while honoring the past to drive towards a new future. AS a school, we believe strongly that adults are responsible for using data to make decisions to serve our students and leverage the talents of our staff through mindfulness and high expectations for everyone. We believe in the importance of equity of voice across all levels of our stakeholders illustrates our commitment to achieving Greatness at Goode.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Michael Thew	UVA Shepherd	Consultant
Jeanne Lippy	Teacher	A.D. Goode
Deb Ethers	Parent Liaison	Parent
Dr. LeTrecia Gloster	Assistant Superintendent	Central Administration
Steve Patrick	Supervisor of Data & Assessment	Central Administration
Angela Ashley	District Level Leaders	Central Administration
Kelly Koerner	Principal	A.D. Goode
Georgina Garnett	Community Member	Community
Katherine Nigra	Teacher	A.D. Goode
Jessica Keesey	Teacher	A.D. Goode
Jessica Hoover	Teacher	A.D. Goode

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Mathematics
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	English Language Arts
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	English Language Arts Mathematics
The school leadership team will align and target resources, materials, instructional programs, intervention programs, technology programs, necessary staffing, and other purchases as needed based on implementation of the Title I School Improvement Plan.	Essential Practices 2: Empower Leadership School climate and culture
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Data Driven Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

EP 3 DDI Students with Disabilities ELA

The percentage of students with disabilities who will achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 8%

EP 3 DDI EL Math

The percentage of EL students who will achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 7%.

EP 3 DDI Students with Disabilities Math

The percentage of students with disabilities who will achieve proficiency on the Math PSSA during the 2021-2022 school year will increase by at least 8%.

Mathematics All Students

The percentage of all students that will achieve proficiency on the PSSAs Math during the 2022-2023 school year will increase by at least 8%.

EP 9: Align Title I Funds with SIPs

School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community.

All Students ELA

The percentage of all students that will achieve proficiency on the PSSAs Reading during the 2022-2023 school year will increase by at least 8%.

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze Data Sources	2022-08-30 - 2022-09-17	Administrative Team Leadership Team	Previous Acadience Data Formative Assessments Resources used to support the goals in this professional learning plan will be purchased with Title I funds.
Action Plans	2022-09-13 - 2022-10-01	Instructional Leadership Team	Alignment between data cycles and action planning Resources used to support the goals in this professional learning plan will be purchased with Title I funds.
Data Cycle Feedback Cycle One	2022-09-30 - 2023-01-16	Administrative Team	Feedback from the first cycle to be included in the second cycle Resources used to support the goals in this professional learning plan will be purchased with Title I funds.

Anticipated Outcome

Teachers and principals can articulate areas of need based on a clear data cycle and student learning outcomes. All stakeholders will make strategic decisions that are evident in their instructional practices and increase student learning.

Monitoring/Evaluation

100% of teachers engaged in collaboration meeting notes include analysis of student work and reteach plan based on guided questions pre and post-COVID (data sources include: IXL, online engagement, Illuminate, and social-emotional needs) Review data meetings to ensure that meetings focus on aligning assessments to instructional practices, reflect on student outcomes, and analyze plans to support student areas of need Teams utilize a common action plan during data meetings, create reteaching plans and establish common protocols for observation follow up Teams provide feedback about the protocols used and adjustments made for the second data cycle beginning during the second quarter.

Evidence-based Strategy

Observation Feedback Cycles

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

EP 3 DDI Students with Disabilities ELA

The percentage of students with disabilities who will achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 8%

EP 3 DDI EL Math

The percentage of EL students who will achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 7%.

EP 3 DDI Students with Disabilities Math

The percentage of students with disabilities who will achieve proficiency on the Math PSSA during the 2021-2022 school year will increase by at least 8%.

School Climate & Culture

At least 80% of all teachers will score at least proficient in Domain 2 across four classroom observations with a specific focus on social-emotional needs and equity.

Mathematics All Students

The percentage of all students that will achieve proficiency on the PSSAs Math during the 2022-2023 school year will increase by at least 8%.

EP 9: Align Title I Funds with SIPs

School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community.

All Students ELA

The percentage of all students that will achieve proficiency on the PSSAs Reading during the 2022-2023 school year will increase by at least 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Observation Feedback	2022-10-07 - 2023-06-02	Administrative Team	Lesson Plan Student Exit Tickets Resources used to support the goals in this professional learning plan will be purchased with Title I funds.

Anticipated Outcome

A school-wide understanding of best practices for addressing the needs of English Language Learners and Students with Individualized Education Plans, direct instruction, a common language for unpacking standards, and standards aligned to whole group instruction is evident in classroom instruction

Monitoring/Evaluation

100% of teachers receive actionable feedback 100% of teachers utilize exit tickets to show evidence of student learning with specific focus on student subgroups Evidence of data meeting action plan in lesson plan and evidence in classroom instruction All educators can articulate what students should know and do with the aligning standard All educators have posted lesson plans that include formative assessments or assignments aligned to a standard All educators have tailored instruction for the needs of all students All teachers create at least two action plans Outline specific areas of need for student subgroups

Evidence-based Strategy

Student & Family Engagement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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School Climate & Culture At least 80% of all teachers will score at least proficient in Domain 2 across four classroom observations with a specific focus on social-emotional needs and equity.

EP 9: Align Title I Funds with SIPs School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Cyclical Social Emotional Communication & Strategies	2022-08-31 - 2023-06-02	Student Services Team PBIS Team	Mindfulness Strategies Social Emotional Resources Resources used to support the goals in this professional learning plan will be purchased with Title I funds.
Observation Feedback	2022-08-31 - 2023-06-02	Administrative Team	Social Emotional Classroom Look-For Instructional Supplies for Social and Emotional Resources used to support the goals in this professional learning plan will be purchased with Title I funds.

Anticipated Outcome

School-wide, consistent expectations for all students across all grade levels and demographics. Students' needs, emotionally and intellectually, are addressed first to create an environment where students are loved, cared for, and respected. Special consideration will also be included in light of COVID-19 and civil rights in our country.

Monitoring/Evaluation

Live School Points entered with fidelity (in respect to time and incentive) with a 20% increase from the previous school year 100% of

educators complete the Culture and Climate survey At least 80% completion rate for Culture and Climate survey by students and families
Evidence of at least one social-emotional strategy in the lesson plan and evidence in classroom instruction daily All stakeholders have
feedback reflected in vision, mission & core beliefs

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students with disabilities who will achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 8% (EP 3 DDI Students with Disabilities ELA)	Data Driven Instruction	Analyze Data Sources	08/30/2022 - 09/17/2022
The percentage of EL students who will achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 7%. (EP 3 DDI EL Math)			
The percentage of students with disabilities who will achieve proficiency on the Math PSSA during the 2021-2022 school year will increase by at least 8%. (EP 3 DDI Students with Disabilities Math)			
The percentage of all students that will achieve proficiency on the PSSAs Math during the 2022-2023 school year will increase by at least 8%. (Mathematics All Students)			
School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community. (EP 9: Align Title I Funds with SIPs)			
The percentage of all students that will achieve proficiency on the PSSAs Reading during the 2022-2023 school year will increase by at least 8%. (All Students ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 80% of all teachers will score at least proficient in Domain 2 across four classroom observations with a specific focus on social-emotional needs and equity. (School Climate & Culture)</p>	Student & Family Engagement	Cyclical Social Emotional Communication & Strategies	08/31/2022 - 06/02/2023
<p>School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community. (EP 9: Align Title I Funds with SIPs)</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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Kelly Koerner

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Collectively shape the vision for continuous improvement of teaching and learning

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

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

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

Identify professional learning needs through analysis of a variety of data

Academic Growth in English Language Arts is evident across all student groups and are improving from the previous year.

Academic Growth in Math is evident across all student groups.

Academic Growth in Science is evident across all student groups and are improving from the previous year.

Challenges

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

Proficiency in ELA, Math and Science do not meet statewide or interim goals, with more strategic support needs for students with disabilities in math and reading

For Percent English Language Growth, all student groups' growth do not meet goal and trending downward with 23.9% EL growth and attainment

The All Student Group did not meet its 2019 ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Goode Future Ready Interim Targets)

Grades 4, 7, & 8 maintained student growth over the previous year, while grade 5 made significant growth & grade 6 lost ground in the area of student growth. (PVAAS School Value-Added)

All PSSA tested grades have three or more core anchors where students scored 40% or less in those anchors; based on raw scores. (2019 PSSA Building Level Anchor Breakdown)

The All Student Group did not meet its 2019 ESSA target for the

Strengths

The All Student Group is trending upward in regard to students that are PRO/ADV. (FRPAI & Goode Future Ready Interim Targets)

The All Student Group exceeded its growth from the previous year, and growth is trending upward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Grades 4-8 maintained or exceeded their growth from the previous school year. (PVAAS School Value-Added)

The All Student Group is trending upward in regard to students that are PRO/ADV. (FRPAI & Goode Future Ready Interim Targets)

Grades 4-6 & 8 maintained or exceeded their growth from the previous school year, while grade 7 lost ground in the area of student growth. (PVAAS School Launchpad)

Grades 5 & 8 increased student growth over the previous year. Grades 4 & 6 maintained student growth from the previous year, while grade 7 lost ground in the area of student growth. (PVAAS School Value-Added)

The All Student Group is trending upward in regard to students that are PRO/ADV. (FRPAI & Goode Future Ready Interim Targets)

The All Student Group exceeded its growth from the previous

Challenges

number of students reaching the PRO/ADV categories. (FRPAI & Goode Future Ready Interim Targets)

The All Student Group shows evidence that it exceeded the growth goal but growth is trending downward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Grades 4-6 & 8 maintained or exceeded their growth from the previous school year, while grade 7 lost ground in the area of student growth. (PVAAS School Launchpad) Grades 5 & 8 increased student growth over the previous year. Grades 4 & 6 maintained student growth from the previous year, while grade 7 lost ground in the area of student growth. (PVAAS School Value-Added)

All PSSA tested grades have three or more core anchors where students scored 33% or less in those anchors; based on raw scores. (2019 PSSA Building Level Anchor Breakdown)

The All Student Group did not meet its 2019 ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Goode Future Ready Interim Targets)

Grade 4 lost ground in the area of growth from the previous school year while grade 8 made significant growth. (PVAAS School Value-Added)

Strengths

year, and growth is trending upward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Grade 4 lost ground in the area of growth from the previous school year while grade 8 made significant growth. (PVAAS School Value-Added)

Grade 4 maintained the same category of growth from the previous year, while grade 8 gained ground in the area of student growth. (PVAAS School Value-Added)

A single point of contact is utilized to manage and complete ESSA evidence

Teachers are aware of timeline implemented to complete ESSA evidence

Students with disabilities are meeting or exceeding growth goals in ELA and showing progress from previous school year

Students with disabilities are meeting or exceeding growth goals in Math and showing progress from previous school year

Students who are learning English are meeting or exceeding growth goals in ELA and showing progress from previous school year

Students who are learning English are meeting or exceeding

Challenges

Grade 4 maintained the same category of growth from the previous year, while grade 8 gained ground in the area of student growth. (PVAAS School Value-Added)

Each PSSA tested grade had three or more core anchors where students scored 33% or less in those anchors; based on raw scores. (2019 PSSA Building Level Anchor Breakdown)

Developing a system to collect evidence for students who may not be present during the initial ESSA evidence completion and collection

Increasing engagement with multiple stakeholders to broaden understanding of ESSA evidence

Students with disabilities are not meeting proficiency goals in ELA and are not showing progress from previous school year

Students with disabilities are not meeting proficiency goals in Math and are not showing progress from previous school year

Students who are learning English are not meeting proficiency goals in ELA and are not showing progress from previous school year

Students who are learning English are not meeting proficiency goals in Math and are not showing progress from previous school

Strengths

growth goals in Math and showing progress from previous school year

Collectively shape the vision for continuous improvement of teaching and learning

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

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

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

Identify professional learning needs through analysis of a variety of data

Challenges

year

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

Use multiple professional learning designs to support the learning needs of staff

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

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Most Notable Observations/Patterns

The most important challenges are to increase the proficiency rates in ELA, Math and Science. There is also significant work to be accomplished with improving the proficiency rates for the student subgroups of English Language Learner and Students with Disabilities which did not meet state targets and have lower rates than other subgroups.

Challenges

Discussion Point

Priority for Planning

Proficiency in ELA, Math and Science do not meet statewide or interim goals, with more strategic support needs for students with disabilities in math and reading

All stakeholders do not systematically use established protocols to analyze appropriate data for informing decisions for improving learning.

For Percent English Language Growth, all student groups' growth do not meet goal and trending downward with 23.9% EL growth and attainment

All stakeholders do not systematically use established protocols to analyze appropriate data for informing decisions for improving learning.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Limited systematic process for alignment of Title I plan and school budget.

Students with disabilities are not meeting proficiency goals in ELA and are not showing progress from previous school year

All stakeholders do not systematically use established protocols to analyze appropriate data for informing decisions for improving learning.

Students with disabilities are not meeting proficiency goals in Math and are not showing progress from previous school year

All stakeholders do not systematically use established protocols to analyze appropriate data for

Challenges	Discussion Point	Priority for Planning
	informing decisions for improving learning.	
Students who are learning English are not meeting proficiency goals in ELA and are not showing progress from previous school year	All stakeholders do not systematically use established protocols to analyze appropriate data for informing decisions for improving learning.	
Students who are learning English are not meeting proficiency goals in Math and are not showing progress from previous school year	All stakeholders do not systematically use established protocols to analyze appropriate data for informing decisions for improving learning.	

ADDENDUM B: ACTION PLAN

Action Plan: Data Driven Instruction

Action Steps	Anticipated Start/Completion Date
Analyze Data Sources	08/30/2022 - 09/17/2022
Monitoring/Evaluation	Anticipated Output
<p>100% of teachers engaged in collaboration meeting notes include analysis of student work and reteach plan based on guided questions pre and post-COVID (data sources include: IXL, online engagement, Illuminate, and social-emotional needs) Review data meetings to ensure that meetings focus on aligning assessments to instructional practices, reflect on student outcomes, and analyze plans to support student areas of need Teams utilize a common action plan during data meetings, create reteaching plans and establish common protocols for observation follow up Teams provide feedback about the protocols used and adjustments made for the second data cycle beginning during the second quarter.</p>	<p>Teachers and principals can articulate areas of need based on a clear data cycle and student learning outcomes. All stakeholders will make strategic decisions that are evident in their instructional practices and increase student learning.</p>
Material/Resources/Supports Needed	PD Step
<p>Previous Acadience Data Formative Assessments Resources used to support the goals in this professional learning plan will be purchased with Title I funds.</p>	<p>yes</p>



Action Steps	Anticipated Start/Completion Date
Action Plans	09/13/2022 - 10/01/2022
Monitoring/Evaluation	Anticipated Output
<p>100% of teachers engaged in collaboration meeting notes include analysis of student work and reteach plan based on guided questions pre and post-COVID (data sources include: IXL, online engagement, Illuminate, and social-emotional needs) Review data meetings to ensure that meetings focus on aligning assessments to instructional practices, reflect on student outcomes, and analyze plans to support student areas of need Teams utilize a common action plan during data meetings, create reteaching plans and establish common protocols for observation follow up Teams provide feedback about the protocols used and adjustments made for the second data cycle beginning during the second quarter.</p>	<p>Teachers and principals can articulate areas of need based on a clear data cycle and student learning outcomes. All stakeholders will make strategic decisions that are evident in their instructional practices and increase student learning.</p>
Material/Resources/Supports Needed	PD Step
<p>Alignment between data cycles and action planning Resources used to support the goals in this professional learning plan will be purchased with Title I funds.</p>	no



Action Steps**Anticipated Start/Completion Date**

Data Cycle Feedback Cycle One

09/30/2022 - 01/16/2023

Monitoring/Evaluation**Anticipated Output**

100% of teachers engaged in collaboration meeting notes include analysis of student work and reteach plan based on guided questions pre and post-COVID (data sources include: IXL, online engagement, Illuminate, and social-emotional needs) Review data meetings to ensure that meetings focus on aligning assessments to instructional practices, reflect on student outcomes, and analyze plans to support student areas of need Teams utilize a common action plan during data meetings, create reteaching plans and establish common protocols for observation follow up Teams provide feedback about the protocols used and adjustments made for the second data cycle beginning during the second quarter.

Teachers and principals can articulate areas of need based on a clear data cycle and student learning outcomes. All stakeholders will make strategic decisions that are evident in their instructional practices and increase student learning.

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

Feedback from the first cycle to be included in the second cycle Resources used to support the goals in this professional learning plan will be purchased with Title I funds.

no



Action Plan: Observation Feedback Cycles

Action Steps**Anticipated Start/Completion Date**

Observation Feedback

10/07/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

100% of teachers receive actionable feedback 100% of teachers utilize exit tickets to show evidence of student learning with specific focus on student subgroups Evidence of data meeting action plan in lesson plan and evidence in classroom instruction All educators can articulate what students should know and do with the aligning standard All educators have posted lesson plans that include formative assessments or assignments aligned to a standard All educators have tailored instruction for the needs of all students All teachers create at least two action plans Outline specific areas of need for student subgroups

A school-wide understanding of best practices for addressing the needs of English Language Learners and Students with Individualized Education Plans, direct instruction, a common language for unpacking standards, and standards aligned to whole group instruction is evident in classroom instruction

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

Lesson Plan Student Exit Tickets Resources used to support the goals in this professional learning plan will be purchased with Title I funds.

no



Action Plan: Student & Family Engagement

Action Steps	Anticipated Start/Completion Date
Cyclical Social Emotional Communication & Strategies	08/31/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Live School Points entered with fidelity (in respect to time and incentive) with a 20% increase from the previous school year 100% of educators complete the Culture and Climate survey At least 80% completion rate for Culture and Climate survey by students and families Evidence of at least one social-emotional strategy in the lesson plan and evidence in classroom instruction daily All stakeholders have feedback reflected in vision, mission & core beliefs	School-wide, consistent expectations for all students across all grade levels and demographics. Students' needs, emotionally and intellectually, are addressed first to create an environment where students are loved, cared for, and respected. Special consideration will also be included in light of COVID-19 and civil rights in our country.
Material/Resources/Supports Needed	PD Step
Mindfulness Strategies Social Emotional Resources Resources used to support the goals in this professional learning plan will be purchased with Title I funds.	yes

Action Steps**Anticipated Start/Completion Date**

Observation Feedback

08/31/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Live School Points entered with fidelity (in respect to time and incentive) with a 20% increase from the previous school year 100% of educators complete the Culture and Climate survey At least 80% completion rate for Culture and Climate survey by students and families Evidence of at least one social-emotional strategy in the lesson plan and evidence in classroom instruction daily All stakeholders have feedback reflected in vision, mission & core beliefs

School-wide, consistent expectations for all students across all grade levels and demographics. Students' needs, emotionally and intellectually, are addressed first to create an environment where students are loved, cared for, and respected. Special consideration will also be included in light of COVID-19 and civil rights in our country.

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

Social Emotional Classroom Look-For Instructional Supplies for Social and Emotional Resources used to support the goals in this professional learning plan will be purchased with Title I funds.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The percentage of students with disabilities who will achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 8% (EP 3 DDI Students with Disabilities ELA)</p>	Data Driven Instruction	Analyze Data Sources	08/30/2022 - 09/17/2022
<p>The percentage of EL students who will achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 7%. (EP 3 DDI EL Math)</p>			
<p>The percentage of students with disabilities who will achieve proficiency on the Math PSSA during the 2021-2022 school year will increase by at least 8%. (EP 3 DDI Students with Disabilities Math)</p>			
<p>The percentage of all students that will achieve proficiency on the PSSAs Math during the 2022-2023 school year will increase by at least 8%. (Mathematics All Students)</p>			
<p>School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community. (EP 9: Align Title I Funds with SIPs)</p>			
<p>The percentage of all students that will achieve proficiency on the PSSAs Reading during the 2022-2023 school year will increase by at least 8%. (All Students ELA)</p>			
<p>At least 80% of all teachers will score at least proficient in Domain 2 across four classroom observations with a specific focus on social-emotional needs and equity.</p>	Student & Family	Cyclical Social Emotional	08/31/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>(School Climate & Culture)</p> <p>School level Title I budgets will be fully expended by June 30, 2023 to address equitable allocation of resources related to programmatic, human, and fiscal capital resources aligned with the school improvement plans and the needs of the school community. (EP 9: Align Title I Funds with SIPs)</p>	Engagement	Communication & Strategies	06/02/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis	All Teachers	Data-Driven Instruction (As outlined by Bambrick) Technology that supports data collection & analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Common Action Plan	08/15/2022 - 08/31/2022	Kelly Koerner Karen Smallwood

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

1f: Designing Student Assessments

4a: Reflecting on Teaching

Professional Development Step

Audience

Topics of Prof. Dev

Standard Analysis

All teachers

Unpacking standards into what students should know and do with the aligning standard Understanding formative assessments or assignments aligned to a standard Tailored instruction for the needs of all students, including students with IEP, English language learners and historically underserved populations Integration of technology to meet instructional standards

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Standards mapping Differentiated approaches to teaching and assessment are outlined in lesson planning Differentiation and Small Group Instruction included in classroom instruction daily

09/19/2022 - 06/02/2023

Kelly Koerner Karen Smallwood

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Social Emotional Learning

All Staff

Mindfulness, social-emotional strategies used with adults and students Race equity, diversity, and inclusion practices in education

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

LiveSchool used with fidelity with 20% increase from previous school year Evidence of at least one social emotional strategy present in lesson plan and evidence in classroom daily

08/30/2022 - 06/02/2023

Student Services Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

3a: Communicating with Students

2d: Managing Student Behavior



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

