

HANNAH PENN

415 E Boundary Ave

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Mission Statement: Hannah Penn K-8 is a culturally diverse community which comprehensively prepares students for future endeavors. Hannah Penn will equip the whole child by meeting the social-emotional and physical needs to enable students to be effective learners and contributing members of their community. Utilizing rigorous data-driven instruction and the integrated standards-based curriculum, Hannah Penn K-8 will meet the needs of students through intentional teaching while challenging and supporting their personal growth. Vision Statement: Hannah Penn K-8 will meet the needs of the whole child by providing a safe, caring and rigorous educational environment that promotes a culture of PRIDE and academic excellence.

STEERING COMMITTEE

Name	Position	Building/Group
Brandon Hufnagel	Principal	Hannah Penn
Steve Patrick	Supervisor of Data & Assessment	YCSD
Kate Grafton	Teacher	Hannah Penn
Rhonda Wastler	Teacher	Hannah Penn
Kennard Davis	Parent	Hannah Penn
Dr. LeTrecia Gloster	Assistant Superintendent	YCSD
Dr. Lori E. Bowman	District Level Leaders	YCSD
Erica Johnson	Community Member	Family first
Ellie Puhalla	Teacher	YCSD
Atara Leamon	Teacher	YCSD
Shawn Cleaver	Teacher	YCSD
Ruth Smith	Paraprofessional	YCSD
Chrissy Leik	Teacher	YCSD

Name

Position

Building/Group

Jamiel Josey

Teacher

YCSD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Talent management	School climate and culture
Building a Culture for Learning	Parent and family engagement Early Literacy Social emotional learning
EP 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Essential Practices 2: Empower Leadership
Targeted and Focused Instruction	Mathematics English Language Arts Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
PLC structure and fidelity

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

EP 4: Individual Instructional Needs (Math)

Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels.

EP 4: Individual Learning Needs (ELA)

Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels.

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

100% of the staff will implement effective PLC blocks at minimum twice per week.

2022-08-18 -
2023-06-02

B. Hufnagel,
Principal

PD for PLC supported by Title 1 Coaching for teachers
Supported by Title 1 Title 1 Funding will be used to support PD
Staff surveys for PLC implementation

Schedule PLC at least 2 times per week

2022-08-04 -
2022-09-15

Principal

Material supported by Title 1 funds

Anticipated Outcome

Effective PLC will lead to improved small group instruction and focused lessons on student needs

Monitoring/Evaluation

Staff from ILT will serve as coaches to support the growth of PLC which will be supported by Title 1 Funds.

Evidence-based Strategy

Small Group Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EP 4: Individual Instructional Needs (Math)	Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels.
EP 4: Individual Learning Needs (ELA)	Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels.
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
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
100% of the staff will effectively collect and analyze data, as well as establish action plans that monitor the alignment with student growth models.	2022-08-18 - 2023-06-02	B Hufnagel	-Create a data collection feedback document. -District Assessment guidelines and timelines (shared and reviewed) -Professional Development on student data collection and analysis. -Professional development on systematic, targeted, flexible, small group instruction. - Funding for interventionists Resources will be supported utilizing Title 1 funds

100% of the staff will implement effective, targeted, flexible small group instruction.	2022-08-18 - 2023-06-02	B Hufnagel	-District Assessment guidelines and timelines (shared and reviewed) Title 1 Funding to support additional classroom teachers. -Professional Development on student data collection and analysis. Teacher and student resources supported by Title 1 funding for effective implementation. -Professional development on systematic, targeted, flexible, small group instruction. -Funds for PLC and coaching for small group instruction and communication supported by Title 1 funds
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Anticipated Outcome

Monitoring/Evaluation



Evidence-based Strategy

Instructional techniques and structures

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EP 4: Individual Instructional Needs (Math)	Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels.
EP 4: Individual Learning Needs (ELA)	Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels.
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
100% of the staff will implement an instructional environment that models and monitors for rigor and engagement.	2022-08-18 - 2023-06-02	B Hufnagel	-Professional development on rigor and rigorous instruction -Professional development on engagement and culture for learning -Data collection for attendance, discipline, IXL, Common Assessments, and Common interim assessments. Data platforms and student software to be supported by Title 1 funding including PBIS/SES platforms to support Social and Emotional Learning (IE: Live School, IXL, and other needed programs)

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of Positive Action curriculum, PBIS implementation framework, Live School, and restorative practices in response to discipline	2022-08-15 - 2023-07-04	Brandon Hufnagel	Title 1 funds support any professional development and supplemental materials needed to implement restorative practices with fidelity and substitutes for PD opportunities supported by Title 1 Funds.
Monthly PBIS/Positive Action/Restorative Practices Data Meetings	2022-08-15 - 2023-07-04	Tyler Hoffman/Social Worker	Title 1 funds support any professional development and supplemental materials needed to implement restorative practices with fidelity and substitutes for PD opportunities supported by Title 1 Funds.

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

First 10 Initiatives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
First 10 Initiatives	Hannah Penn PreK-2 First 10 Implementation Team will increase early literacy foundational skills by 40% over the baseline data as measured by District Common Assessments for English Language Arts (Acadience, Foundations, PELI, etc.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of Pre-K/ K SEL Play Centers	2022-08-15 - 2023-07-04	David Jacobson	Materials to support the development of SEL Play Centers and substitutes for PD opportunities supported by Title 1 Funds.
Monthly 1st 10 Kindergarten SEL Play Centers	2022-08-15 - 2023-07-04		Title 1 Funds to support PD/Coverage and professional learning books.
Development of Community Library to assist with early literacy skills	2022-08-15 - 2023-07-04	First 10 Committee	Title 1 funds to support the opening of the library for student/parent use.
Pre-K and Kindergarten	2022-09-15 -	David	Resource materials to develop/implement lessons and events to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborations and Community-Engaging Play and Learns	2023-07-04	Jacobson	support Pre-K and K collaboration and Community-Engaging Play and Learns and substitutes for PD opportunities supported by Title 1 Funds.
Monthly 1st 10 Pre-K and Kindergarten Collaborations and Community-Engaging Play and Learns	2022-08-15 - 2023-07-04	David Jacobson	Title 1 Funds to support PD/Coverage and professional learning books.

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy
Parent/ Family

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building a Culture for Learning, Together	Hannah Penn student attendance will increase by 12% as measured by the Future Ready Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize a monthly newsletter for families	2022-08-04 - 2022-08-31	ILT/Principal/AP	Electronic communication platform to support newsletter creation and delivery. IE: SMORE
Family/Community Events	2022-08-15 - 2023-07-01	ILT/Family Engagement Team/principal/AP	Resources to support family engagement and participation in school events supported by Title 1 Funds
Frequent teacher/school parent communication (2 Positive calls)	-	Administration/Teachers	Student agendas for daily communication home to families are supported by Title 1 Funds.

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Instructional Needs (Math))</p>	<p>PLC structure and fidelity</p>	<p>100% of the staff will implement effective PLC blocks at minimum twice per week.</p>	<p>08/18/2022 - 06/02/2023</p>
<p>Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Learning Needs (ELA))</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>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Instructional Needs (Math))</p>	<p>Small Group Instruction</p>	<p>100% of the staff will effectively collect and analyze data, as well as establish action plans that monitor the alignment with student growth models.</p>	<p>08/18/2022 - 06/02/2023</p>
<p>Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Learning Needs (ELA))</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>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Instructional Needs (Math))</p>	<p>Instructional techniques and structures</p>	<p>100% of the staff will implement an instructional environment that monitors for rigor and engagement.</p>	<p>08/18/2022 - 06/02/2023</p>
<p>Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Learning Needs (ELA))</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>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Restorative Practices	Implementation of Positive Action curriculum, PBIS implementation framework, Live School, and restorative practices in response to discipline	08/15/2022 - 07/04/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hannah Penn PreK-2 First 10 Implementation Team will increase early literacy foundational skills by 40% over the baseline data as measured by District Common Assessments for English Language Arts (Acadience, Foundations, PELI, etc.) (First 10 Initiatives)	First 10 Initiatives	Development of Pre-K/ K SEL Play Centers	08/15/2022 - 07/04/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hannah Penn student attendance will increase by 12% as measured by the Future Ready Index. (Building a Culture for Learning, Together)	Parent/ Family	Frequent teacher/school parent communication (2 Positive calls)	01/01/0001 - 01/01/0001

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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The All Student Group met the standard for PA Academic Growth, and growth is trending upward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Grades 4, 6 and 8 showed significant evidence they exceeded the standard for PA Academic growth, while grade 5 showed moderate evidence that it did not meet the standard for PA Academic Growth and grade 7 showed moderate evidence. (PVAAS School Value-Added)

Grades 4 & 5 met the standard for PA Academic growth, grades 6 & 7 showed significant evidence that it exceeded the standard for PA Academic Growth, and grade 8 showed moderate evidence that they met the standard for PA Academic Growth. (PVAAS School Value-Added)

Grade 6 gained ground in the areas of student growth over the previous year. Grade 8 lost ground in the area of student growth and all others remained the same. (PVAAS School Value-Added)

Our focus on reading and writing will help students understand science concepts easier.

Each PSSA tested grade had three or more core anchors where

Challenges

Grades 4, 6 and 8 showed significant evidence they exceeded the standard for PA Academic growth, while grade 5 showed moderate evidence that it did not meet the standard for PA Academic Growth and grade 7 showed moderate evidence. (PVAAS School Value-Added)

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

Grades 4, 6 and 8 showed significant evidence they exceeded the standard for PA Academic growth, while grade 5 showed moderate evidence that it did not meet the standard for PA Academic Growth and grade 7 showed moderate evidence. (PVAAS School Value-Added)

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

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

Science curriculum and high science expectations have not been in place

Strengths

students scored 33% or less in those anchors; based on raw scores. (2019 PSSA Building Level Anchor Breakdown)

Teachers that care about student success.

PLC that use data to drive instruction

Structured PLC

Retention of staff

Focus on Data Driven Instruction

ELA GROWTH

Math Growth

MTSS

Leadership Capacity among staff

Aligned curriculum

Challenges

Staff are unfamiliar how to deliver effective science instruction

Student Attendance - Irregular attd in our EL and Special Education populations

Large number of students in Self Contained Classrooms not being exposed to grade level core content

Lack of use of small group instruction in all and classrooms

All culture of respect and rapport is not evident in all classes

Classroom management needs support in some classrooms

Improving instructional challenges

Using data to support the needs of our students in Special Education and ELL

student attendance

Student, Community and staff Culture

K-8 - Essential Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Essential Practice 4: Identify and address individual student

Challenges

learning needs

EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

EP 4: Identify and address individual student learning needs

Improve student, community and staff culture

EP 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

K-8 ELA and Math student growth and proficiency

Most Notable Observations/Patterns

The team noted that improving instructional practices that included data analysis, coaching and feedback would assist in moving the school forward.

Challenges

Discussion Point

Priority for Planning

K-8 - Essential Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Specific plans for reteaching content

Essential Practice 4: Identify and address individual student learning needs

TSI Designations:
ELL and SWD

Improving instructional challenges

EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

EP 4: Identify and address individual student learning needs

EP 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Title I Budget
Alignment

Student Attendance - Irregular attd in our EL and Special Education populations

Transportation issues
and health concerns

Large number of students in Self Contained Classrooms not being exposed to grade level core content

Lack of resources to
expose the students

Lack of use of small group instruction in all and classrooms

All culture of respect and rapport is not evident in all classes

Classroom management needs support in some classrooms

Student, Community and staff Culture

Student and Families

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

Improve student, community and staff culture

Staff Culture

K-8 ELA and Math student growth and proficiency

ADDENDUM B: ACTION PLAN

Action Plan: PLC structure and fidelity

Action Steps	Anticipated Start/Completion Date
100% of the staff will implement effective PLC blocks at minimum twice per week.	08/18/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Staff from ILT will serve as coaches to support the growth of PLC which will be supported by Title 1 Funds.	Effective PLC will lead to improved small group instruction and focused lessons on student needs
Material/Resources/Supports Needed	PD Step
PD for PLC supported by Title 1 Coaching for teachers Supported by Title 1 Title 1 Funding will be used to support PD Staff surveys for PLC implementation	yes

Action Steps**Anticipated Start/Completion Date**

Schedule PLC at least 2 times per week

08/04/2022 - 09/15/2022

Monitoring/Evaluation**Anticipated Output**

Staff from ILT will serve as coaches to support the growth of PLC which will be supported by Title 1 Funds.

Effective PLC will lead to improved small group instruction and focused lessons on student needs

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

Material supported by Title 1 funds

no

Action Plan: Small Group Instruction

Action Steps**Anticipated Start/Completion Date**

100% of the staff will effectively collect and analyze data, as well as establish action plans that monitor the alignment with student growth models.

08/18/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD
Step**

-Create a data collection feedback document. -District Assessment guidelines and timelines (shared and reviewed) -Professional Development on student data collection and analysis. -Professional development on systematic, targeted, flexible, small group instruction. -Funding for interventionists Resources will be supported utilizing Title 1 funds

yes



Action Steps**Anticipated Start/Completion Date**

100% of the staff will implement effective, targeted, flexible small group instruction.

08/18/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

-District Assessment guidelines and timelines (shared and reviewed) Title 1 Funding to support additional classroom teachers. - Professional Development on student data collection and analysis. Teacher and student resources supported by Title 1 funding for effective implementation. -Professional development on systematic, targeted, flexible, small group instruction. -Funds for PLC and coaching for small group instruction and communication supported by Title 1 funds

no

Action Plan: Instructional techniques and structures

Action Steps	Anticipated Start/Completion Date
100% of the staff will implement an instructional environment that models and monitors for rigor and engagement.	08/18/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
-Professional development on rigor and rigorous instruction -Professional development on engagement and culture for learning - Data collection for attendance, discipline, IXL, Common Assessments, and Common interim assessments. Data platforms and student software to be supported by Title 1 funding including PBIS/SES platforms to support Social and Emotional Learning (IE: Live School, IXL, and other needed programs)	yes

Action Plan: Restorative Practices

Action Steps**Anticipated Start/Completion Date**

Implementation of Positive Action curriculum, PBIS implementation framework, Live School, and restorative practices in response to discipline

08/15/2022 - 07/04/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD
Step**

Title 1 funds support any professional development and supplemental materials needed to implement restorative practices with fidelity and substitutes for PD opportunities supported by Title 1 Funds.

yes



Action Steps**Anticipated Start/Completion Date**

Monthly PBIS/Positive Action/Restorative Practices
Data Meetings

08/15/2022 - 07/04/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD
Step**

Title 1 funds support any professional development and supplemental materials needed to implement restorative practices with fidelity and substitutes for PD opportunities supported by Title 1 Funds.

no

Action Plan: First 10 Initiatives

Action Steps	Anticipated Start/Completion Date
Development of Pre-K/ K SEL Play Centers	08/15/2022 - 07/04/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
Materials to support the development of SEL Play Centers and substitutes for PD opportunities supported by Title 1 Funds.	yes

Action Steps	Anticipated Start/Completion Date
Monthly 1st 10 Kindergarten SEL Play Centers	08/15/2022 - 07/04/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
Title 1 Funds to support PD/Coverage and professional learning books.	no

Action Steps**Anticipated Start/Completion Date**

Development of Community Library to assist with early literacy skills

08/15/2022 - 07/04/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Title 1 funds to support the opening of the library for student/parent use.

no

Action Steps**Anticipated Start/Completion Date**

Pre-K and Kindergarten Collaborations and
Community-Engaging Play and Learns

09/15/2022 - 07/04/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD
Step**

Resource materials to develop/implement lessons and events to support Pre-K and K collaboration and Community-Engaging Play and Learns and substitutes for PD opportunities supported by Title 1 Funds.

no

Action Steps

Anticipated Start/Completion Date

Monthly 1st 10 Pre-K and Kindergarten Collaborations and Community-Engaging Play and Learns

08/15/2022 - 07/04/2023

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Title 1 Funds to support PD/Coverage and professional learning books.

no

Action Plan: Parent/ Family

Action Steps**Anticipated Start/Completion Date**

Utilize a monthly newsletter for families

08/04/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Electronic communication platform to support newsletter creation and delivery. IE: SMORE

no

Action Steps**Anticipated Start/Completion Date**

Family/Community Events

08/15/2022 - 07/01/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Resources to support family engagement and participation in school events supported by Title 1 Funds

no

Action Steps**Anticipated Start/Completion Date**

Frequent teacher/school parent communication (2
Positive calls)

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Student agendas for daily communication home to families are supported by Title 1 Funds.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Instructional Needs (Math))</p> <p>Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Learning Needs (ELA))</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>PLC structure and fidelity</p>	<p>100% of the staff will implement effective PLC blocks at minimum twice per week.</p>	<p>08/18/2022 - 06/02/2023</p>
<p>Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Instructional Needs (Math))</p> <p>Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased</p>	<p>Small Group Instruction</p>	<p>100% of the staff will effectively collect and analyze data, as well as establish action plans that monitor the</p>	<p>08/18/2022 - 06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Learning Needs (ELA))</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>alignment with student growth models.</p>	
<p>Hannah Penn will increase proficiencies in Math by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Instructional Needs (Math))</p>	<p>Instructional techniques and structures</p>	<p>100% of the staff will implement an instructional environment that models and monitors for rigor and engagement.</p>	<p>08/18/2022 - 06/02/2023</p>
<p>Hannah Penn will increase proficiencies in ELA by 10% proficiency or 5 % over the previous years data; through rigor, data driven differentiated instruction, increased student engagement, and focused PLCs as measured by PSSA data in all tested grade levels. (EP 4: Individual Learning Needs (ELA))</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>Restorative Practices</p>	<p>Implementation of Positive Action curriculum, PBIS</p>	<p>08/15/2022 - 07/04/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		implementation framework, Live School, and restorative practices in response to discipline	
Hannah Penn PreK-2 First 10 Implementation Team will increase early literacy foundational skills by 40% over the baseline data as measured by District Common Assessments for English Language Arts (Acadience, Foundations, PELI, etc.) (First 10 Intiatives)	First 10 Iniatives	Development of Pre-K/ K SEL Play Centers	08/15/2022 - 07/04/2023
Hannah Penn student attendance will increase by 12% as measured by the Future Ready Index. (Building a Culture for Learning, Together)	Parent/ Family	Frequent teacher/school parent communication (2 Positive calls)	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLC Structure and Data Anaylisis	Teachers	PLC, Data, Equity, Small Group instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective PLC, Individualized student learning plans, Improved assessment results	08/15/2022 - 07/01/2023	Principal/AP/MTSS/ILT

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Learning Strategies	Teachers and Staff	Instructional techniques, structure, PLC, Data, Equity, Small Group instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Individualized student learning plans, Improved assessment results, Improved student engagement, Rigorous lesson planning	08/15/2022 - 07/04/2023	B. Hufnagel

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	Teachers and Staff and Students	Implementation of Positive Action curriculum, PBIS implementation framework, Live School, and restorative practices in response to discipline

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Restorative practices evident during walkthroughs and in reduction of discipline referrals and subsequent actions.	08/15/2022 - 07/04/2023	B. Hufnagel, Tyler Hoffman, Loran Miller

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

4a: Reflecting on Teaching

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

