

## **PERSEUS HOUSE CS OF EXCELLENCE**

1511 Peach Street

CSI School Plan | 2023 - 2024

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### **MISSION STATEMENT**

The mission of the Perseus House Charter School of Excellence is to provide a variety of educational opportunities to foster academic excellence through partnerships with families, community and school. We provide programs and services to facilitate intellectual growth and enable students to become independent, responsible and employable citizens. The PHCSE is committed to ongoing school improvement.

### **VISION STATEMENT**

The overarching vision of the Perseus House Charter School of Excellence is to provide students with an individualized learning plan with the necessary curriculum areas that include a focus on reading, mathematics, and writing that will enable students to be successful in the 21st century. The PHCSE is committed to ongoing school improvement among internal and external stakeholders.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

The students at PHCSE are expected to maintain a safe, small, learning environment. They are expected to put forth best efforts to accomplish academic success. Students should be active learners when engaged in their Zone of Proximal Development relative to instruction. All students are expected to practice skills taught in evidenced based programming to enhance their social emotional well-being. Each student is expected to find their potential and create a pathway to actualize post-secondary options. All students are expected to adhere to the policies that support the holistic academic and pro-social design.

### **STAFF**

The staff at PHCSE are expected to maintain a safe, small learning environment. They are expected to put forth best efforts to accomplish instructional goals and deliver PDE academic standards. Staff must design instruction that meets students in their Proximal Zone of Development. Staff are expected to model and practice skills taught that enhance professional relationships and encourage a collaborative approach with students.

### **ADMINISTRATION**

The administration at PHCSE are expected to maintain and foster a safe, small learning environment. They are expected to be instructional leaders and adhere to best practices, PDE standards, PHCSE Policy and professional responsibilities. The administration is expected to utilize data to inform decision making in the best interest of our students. The expectation to sustain the climate and culture supports the mission, vision and values in a transparent manner is critical to their function. All administrators are expected to maintain the small school approach, which includes an understanding and relationship with their students and families.

### **PARENTS**

The parents at PHCSE are expected to be a partner and collaborator in the education of their children. They are expected to be engaged in the learning and behaviors their students present to ensure progress in both areas. Parents are to remain informed via the communication

methods afforded to them, including and not limited to the student grade book, school website, parent conferences, Parent Advisory Board, school events, phone and email conversation, and individual meetings.

## **COMMUNITY**

The PHCSE community is expected to communicate their ideas, concerns, feedback and general comments as warranted. They are encouraged to communicate or provide opportunities to support our students, as example in our workforce development program or our relationships with our faith-based partners. They are expected to hold our system accountable to the standards PHCSE students will face after graduation.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Renee Gordon	Administrator	PHCSE
Chris Primavere	Administrator	PHCSE
Dan Hanas	Administrator	PHCSE
Dan Mastrian	Administrator	PHCSE
Asa McCullum	Administrator	PHCSE
Chris Fortin	Administrator	PHCSE
Sandy Wygant	Parent	Parent
Dr. Thomas Fortin	Board Member	PHCSE
Thomas Arrington	Student	PHCSE Student
Justin Gomes	Teacher	PHCSE Teacher
Carly Rowe	Community Member	Community Member
Nicole Milano	Teacher	PHCSE Teacher
Nichole Szczechowski	Other	PHCSE Instructional Coach

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Leslie Soltis	Education Specialist	PHCSE Math Coach
Azelynne Mitchell	Student	PHCSE Student

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

If we develop a robust, comprehensive system of differentiated job-embedded supports for teachers, then teachers will gain the skills and efficacy needed to provide equitable and engaging learning experiences and supports, AND (as a result) students will become more self-aware and engaged in the learning process.

Essential Practices 4:  
Foster Quality  
Professional Learning

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If we provide instruction on unpacking “thinking” tasks in ELA and Math AND use scaffolding strategies to foster comprehension at grade-level, then learners will master prerequisite skills and strengthen their abilities to interpret/comprehend, communicate, and persevere to solve ELA and Math grade level “thinking” tasks.

Essential Practices 1:  
Focus on Continuous  
Improvement of  
Instruction

If we provide instruction on unpacking “thinking” tasks in ELA and Math AND use scaffolding strategies to foster comprehension at grade-level, then learners will master prerequisite skills and strengthen their abilities to interpret/comprehend, communicate, and persevere to solve ELA and Math grade level “thinking” tasks.

Essential Practices 1:  
Focus on Continuous  
Improvement of  
Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, ([https://ies.ed.gov/ncee/wwc/Practice Guide/29](https://ies.ed.gov/ncee/wwc/Practice%20Guide/29) - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Inventory & Classroom Based Assessment and Student Use of Strategies	By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct professional development for teachers, instructional coaches, and principals on goals aligned to the CSI Plan.	2023-08-16 - 2023-10-31	District Leaders	Training Resources from IU#5
At the beginning of the academic year, students will establish baseline scores using Reading Inventory.	2023-08-28 - 2023-09-29	District Leaders, Principals, Teachers	Reading Inventory/Documentation
The instructional coach will provide targeted supports to teachers in the use of the IES practice guide ELA strategies, including modeling, co-teaching, and additional resources.	2023-10-02 - 2024-06-07	Instructional Coaches	Coaching Framework and resources; Coaching binder, IU5 mentoring support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct professional development for teachers, instructional coach, and principals on explicit instruction in comprehension-building practices, fluency building activities, and close reading.	2023-10-02 - 2024-02-29	District Leaders	IU5 content support We already have the resources we need so no supports are needed for this action step.
After each monthly curriculum meeting, building principals will reflect on impact of monthly curriculum meetings on student learning data and will utilize feedback to adjust plans for future meetings.	2023-11-15 - 2024-06-07	Principals	Agendas, Meeting Minutes, Data We already have the resources we need so no supports are needed for this action step.
Team from PHCSE will attend the PDE SAS Conference to learn instructional strategies and best practices to be applied to classrooms	2023-12-01 - 2023-12-29	CAO	SAS Materials
School leaders will engage in on going (weekly and daily) observations and formal and informal visits in classrooms, followed by the provision of constructive feedback to educators.	2023-08-28 - 2024-06-07	District Leaders, Principals	Frontline, Danielson Framework
ELA teachers will implement a journaling routine after assessment windows to track progress and review goals.	2023-08-28 - 2024-06-03	Instructional Coach, Principals, ELA Teachers	Data notebooks, journaling examples
Review/audit ELA curriculum, including Read 180, and research Voyager-Sopris programs (Language!, Rewards)	2023-11-01 - 2024-05-01	CAO, Lead Principal, ELA Curriculum Lead	SIF and IU5 Literacy TaC Support; Voyager-Sopris samples & materials



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review options (ORF, MAZE) and adopt a literacy universal screener.	2023-08-01 - 2023-10-31	Lead Principal Instructional Coach	SIF and IU5 Literacy TaC support; screener samples
Coach ELA teachers to implement partner reading/paragraph shrinking intervention in grades 6-8	2023-11-01 - 2024-01-31	Lead Principal, Principal Instructional Coach	SIF and IU5 Literacy TaC support; folders, text examples
Administer EOY Reading Inventory and analyze results	2024-04-15 - 2023-06-15	Principals, Teachers	RI software
Collect and analyze data from partner reading/paragraph shrinking classwide intervention at the Q2 monitoring routine.	2024-01-01 - 2024-01-31	Instructional Coach	Screener and anecdotal teacher notes
Conduct professional development for teachers and principals on goals aligned to the CSI Plan with use of the SMART boards for student engagement, technology-building skills, strategies for on grade level instruction, and overall executive functioning skills.	2023-08-02 - 2024-01-31	Educational Tech Coach	Smart Board, training materials
Use of in classroom Chromebooks that will be utilized and stored in Chromebook carts as part of readiness for learning and to establish routines and protocols in all classrooms as part of executive functioning and self-management.	2023-08-28 - 2023-09-28	Teachers, Educational Tech Coach	carts, educational tech coach tracking

### Anticipated Outcome

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

### Monitoring/Evaluation

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

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### Evidence-based Strategy

Assist students in monitoring and reflecting on the problem-solving process (<https://ies.ed.gov/ncee/wwc/PracticeGuide/16> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<https://ies.ed.gov/ncee/wwc/PracticeGuide/2> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<https://ies.ed.gov/ncee/wwc/PracticeGuide/2> Tier 3).

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Inventory & Classroom Based Assessment and Student Use of Strategies	By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct profession development for teachers, instructional coaches, and principals on goals aligned to CSI plan.	2023-08-16 - 2023-10-31	District leaders	IU5 training resources and presenters
At the beginning of the academic year, students will establish baseline scores using Math Inventory.	2023-08-28 - 2023-10-01	District leaders, Principals	Math Inventory/Documentation We already have the resources we need so no supports are needed for the action step.
Monthly data meetings to focus on teachers' classroom formative assessment data (RI, MI, CDTs, CBAs, Rocket Math, UPS Check).	2023-08-28 - 2024-06-07	District Leaders, Principals, Teachers	Agendas, Meeting Minutes, Data Protocols, Data We already have the resources we need so no supports are needed for this action step
After each monthly curriculum meeting, building principals will reflect on impact of monthly curriculum meetings on student learning data and will utilize feedback to adjust plans for future meetings.	2023-08-28 - 2024-06-07	Principals, Teachers	Agendas, Meeting Minutes, Data We already have the resources we need so no supports are needed for this action step.
Conduct professional development on IES Math Practice Guide strategies: monitoring and reflecting on the problem-solving process using UPS Check, integration of math fact fluency interventions, and instruction on solving word problems that is based on common underlying structures.	2023-10-02 - 2024-02-29	District leaders	Presenters and training resources from IU5, UPS Check templates, and Rocket Math

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Instructional coaches receive on going, targeting, monthly support and mentoring.	2023-08-28 - 2024-06-07	Coaches	IU5 coaching We already have the resources we need so no supports are needed for this action step
The instructional coach will provide targeted supports to teachers in the use of the IES practice guide Math strategies, including modeling, co-teaching, and additional resources.	2023-10-02 - 2024-06-07	Math Instructional Coach	Coaching framework and resources; IU5 mentoring and support
Team from PHCSE will attend the PDE SAS Conference to learn instructional strategies and best practices to be applied to classrooms	2023-12-01 - 2024-02-02	CAO	SAS Materials
During Q3 and Q4 monthly curriculum meetings, school leaders will collaborate with educators in order to provide feedback on strengths and areas for growth aligned to Math IES Practice Guide strategies.	2024-02-02 - 2024-05-31	Principals, Teachers	Teacher-principal meeting agenda, Frontline, lesson plans, UPS Check templates, training resources from IU5.
School leaders will engage in on going (weekly and daily) observations and formal and informal visits in classrooms, followed by the provision of constructive feedback to educators.	2023-08-28 - 2024-06-07	Principals	Walk Throughs, Frontline data
Instructional coaching tools, resources, and framework will be updated and revised to reflect the focus on Math IES practice guide strategies.	2023-08-28 - 2023-10-31	Instructional Coaches	IU5 ongoing coaching We already have the resources we need so no supports are needed for this action step

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
During Q2 monthly teacher-principal meetings, school leaders will collaborate with educators to provide feedback on strengths and areas for growth and focus aligned to Math IES Practice Guide.	2023-11-03 - 2024-03-08	Principals, Teachers	Frontline data, Teacher-Principal meeting agenda and minutes
The use of UPScheck templates in math classes 6-12 will be implemented.	2023-08-28 - 2024-06-07	Principals, Math Coach, Teachers	UPScheck templates
The Math Instructional Coach will provide ongoing, targeted, pull-out intervention services to students.	2023-08-28 - 2024-06-07	Math Coach	Coaching template
Conduct professional development for administrators on new math curriculum Math In Focus.	2023-08-04 - 2023-10-13	Lead Principal Math Coach	Math In Focus materials and curriculum
Conduct professional development for math teachers on new math curriculum Math In Focus.	2023-10-30 - 2024-01-05	Lead Principal Math Coach	Math In Focus materials and curriculum
Provide follow up coaching support and PLC support with Math In Focus.	2024-01-22 - 2024-03-01	Principals, Teachers, Math Coach	Math In Focus materials and curriculum
Reflection by teachers, principals, and coach on the implementation of Math In Focus during curriculum meetings.	2024-03-04 - 2024-06-03	Principals, Teachers, Math Coach	Math In Focus materials and curriculum, agenda, meeting minutes
Conduct professional development for teachers and principals on goals	2023-08-02 -	Educational	SMART Board, Training

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
aligned to the CSI Plan with use of the SMART boards to supporting the coaching model and PLC plan. SMART boards are a part of the explicit instruction plan for math with UPS Check, graphing, grouping strategies, using the boards for student engagement, organizing concepts, and overall learning tied to thinking moves.	2024-01-31	Tech Coach	Materials
Routines and protocols for self-management and strategies to support executive functioning skills to meet student needs will be a part of the classroom Chromebook cart plan to support readiness for learning.	2023-08-04 - 2024-01-05	Educational Tech Coach, Teachers, Admin	Carts, sign in and out sheets, routines and protocols framework

**Anticipated Outcome**

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

**Monitoring/Evaluation**

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

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**Evidence-based Strategy**

Differentiated Professional Development

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Panorama Educator Survey

By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results.

Frontline Walkthroughs

By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Creation of 2-year Induction Plan Committee.

2023-07-07 -  
2023-10-31

Lead Principal

Induction Binder

Administer the Data Diagnostic Survey to all teachers

2023-08-14 -  
2023-09-01

CAO

PDE Data Survey, SIF supports

Analysis of Data Diagnostic Survey results to occur during Q1 Monitoring Routine

2023-10-01 -  
2023-10-31

CAO

PDE Data Survey Results from Hanover Research; SIF supports

Review the structure of monthly principal/teacher meetings and update as needed to align with measurable goals 3 & 4.

2023-07-01 -  
2023-09-01

Lead Principal

Agenda template

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a list of possible teacher PD goals aligned to priority outcomes.	2023-07-01 - 2023-09-01	District Admin. team	
Implementation of shared coaching model to include all content areas as well as Educational Technology Coaching.	2023-08-28 - 2024-06-07	Coaches	Coaching binder, IU5 support
Ensure that strategies associated with teacher goals are included on walkthrough forms that will be used to collect quarterly data.	2023-08-01 - 2023-10-01	Lead Principal	Frontline
School leaders will work with teachers to develop individualized learning plans to measure progress and goal attainment.	2023-08-28 - 2023-10-15	Principals	Individualized learning plans, meeting agenda, student data, data notebooks
Conduct professional development on the individualized learning plans to measure progress and goal attainment.	2023-08-28 - 2023-11-30	District Leaders	Individualized learning plans, student data, data notebooks, IU5
Coaches to review teachers goals during initial coaching cycles and set up strategy binders.	2023-08-28 - 2023-11-30	Coaches	Coaching resources, IU5 support, coaching binder
Gather Check and Connect team to review plan for school year.	2023-08-28 - 2023-11-01	Director of Pupil Services, Principals, Special Education Department, Teachers	Check and Connect resources



<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Implementation of PLC structure aligned to CSI goals.	2023-09-08 - 2024-05-31	District Leaders, Principals, Teachers	PLC structure, agendas, minutes
Conduct professional development on classroom management strategies focused on the needs of PHCSE students.	2023-09-25 - 2024-05-31	District Leaders, IU5 supports	IU5 support
Administration of Baseline Panorama Educator Survey	2023-08-15 - 2023-09-30	CAO	Panorama
Administration of MOY Panorama Educator Survey	2023-11-15 - 2024-01-31	CAO	Panorama
Administration of EOY Panorama Educator Survey	2024-04-15 - 2023-06-15	CAO	Panorama
Coaching walk throughs to support coaches and teachers	2023-09-25 - 2024-05-31	Coaches, IU5 SIF	IU5 support
Administrators conduct lesson plan analysis to collect data for (Q1) October quarterly monitoring.	2023-08-28 - 2023-10-31	Lead Principal	Teacher lesson plans, strategy list
Administrators conduct walkthroughs to collect Frontline data for Q2 January quarterly monitoring.	2023-11-01 - 2024-01-31	Lead Principal	Frontline, individual teacher goals
Administrators conduct walkthroughs to collect Frontline data for (Q3) April quarterly monitoring.	2024-02-01 - 2024-04-30	Lead Principal	Frontline, individual teacher goals
Final principal/teacher meetings to include walkthrough	2024-04-15 -	Principals	Individual teacher goal

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
reflection and review.	2024-06-15		documentation
Gather feedback from teachers on the Induction Plan and identify strengths and needs.	2023-10-02 - 2024-01-01	Lead Principal Teachers	Induction Binder
Draft 2-year Induction Plan.	2024-01-15 - 2024-03-22	Lead Principal Teachers	Induction Binder
Review final feedback and finalize 2-year Induction Plan.	2024-04-01 - 2023-06-09	Lead Principal Teachers	Induction Binder
Conduct Professional Development on Check and Connect.	2023-10-09 - 2024-01-12	Director of Pupil Services, Principals, Special Education	Check and Connect Resources
Gather and analyze first semester data with Check and Connect	2024-01-19 - 2024-03-31	Director of Pupil Services, Principals, Special Education	Check and Connect Resources
Gather and analyze second semester data with Check and Connect	2024-04-01 - 2024-06-19	Director of Pupil Services, Principals, Special Education	Check and Connect Resources
Planning the PLC structure roll-out to PHCSE teachers including the use of the PLC Group Work Text aligned to goals.	2023-08-01 - 2023-10-06	Lead Principal, Principals, Coaches	PLC hand-out on goals and structure, group work text
Conduct at least 2 PLCs during the second quarter.	2023-10-16 -	Lead Principal,	PLC agendas, minutes

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2024-01-12	Principals, Coaches	
Conduct at least 2 PLCS during the third quarter.	2024-01-19 - 2024-03-01	Lead Principal, Principals, Coaches	PLC agendas, minutes
Gather feedback on PLC structure and implementation at the mid-year.	2024-01-15 - 2024-03-01	Lead Principal	Survey feedback
End of year data, strategy sharing, and feedback through PLC structure and implementation for the school year is gathered.	2024-04-05 - 2024-06-07	Lead Principal, Principals, Coaches	PLC agendas, minutes
PLCs will incorporate the use of SMART boards as a strategy to meet student needs, focus on grade level, building technology capacity, and develop as part of executive functioning skills.	2023-08-31 - 2024-03-18	Coaches and Teachers	SMART boards, PLC topics and agendas and training materials

### Anticipated Outcome

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

### Monitoring/Evaluation

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory & Classroom Based Assessment and Student Use of Strategies)	Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.	Conduct professional development for teachers, instructional coaches, and principals on goals aligned to the CSI Plan.	08/16/2023 - 10/31/2023

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p>	<p>Conduct profession development for teachers, instructional coaches, and principals on goals aligned to CSI plan.</p>	<p>08/16/2023 - 10/31/2023</p>

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p>	<p>Conduct professional development on IES Math Practice Guide strategies: monitoring and reflecting on the problem-solving process using UPS Check, integration of math fact fluency interventions, and instruction on solving word problems that is based on common underlying structures.</p>	<p>10/02/2023 - 02/29/2024</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory & Classroom Based Assessment and Student Use of Strategies)	Assist students in monitoring and reflecting on the problem-solving process ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).	Conduct professional development for administrators on new math curriculum Math In Focus.	08/04/2023 - 10/13/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p>	<p>Conduct professional development for math teachers on new math curriculum Math In Focus.</p>	<p>10/30/2023 - 01/05/2024</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p>	<p>Conduct professional development for teachers and principals on goals aligned to the CSI Plan with use of the SMART boards to supporting the coaching model and PLC plan. SMART boards are a part of the explicit instruction plan for math with UPS Check, graphing, grouping strategies, using the boards for student engagement,</p>	<p>08/02/2023 - 01/31/2024</p>

**Measurable Goals**

**Action Plan Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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organizing  
concepts, and  
overall learning  
tied to thinking  
moves.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</p>	Differentiated Professional Development	Conduct professional development on the individualized learning plans to measure progress and goal attainment.	08/28/2023 - 11/30/2023
<p>By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</p>	Differentiated Professional Development	Conduct professional development on classroom management strategies focused on the needs of PHCSE students.	09/25/2023 - 05/31/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)	Differentiated Professional Development	Create a list of possible teacher PD goals aligned to priority outcomes.	07/01/2023 - 09/01/2023
By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)</p>	<p>Differentiated Professional Development</p>	<p>Conduct Professional Development on Check and Connect.</p>	<p>10/09/2023 - 01/12/2024</p>
<p>By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

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

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Chief School Administrator

Dr. Renee Gordon

2023-09-11

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School Improvement Facilitator Signature

Laura Patterson

2023-09-11

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Building Principal Signature

Christopher Primavere

2023-09-11

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Future Ready PA Index (FRPAI) Attendance for PHCSE was 60.2% based on the formula used however, PHCSE average daily attendance is 86% so at-risk students are improving their attendance.

Career Benchmarks Standards continue to be strong for PHCSE.

There is a consistent ELA Department across grades 6-12 and targeted approaches to student populations need addressed to close the achievement gap. Coaching has been focused on IES strategy guide that can be applied to ELA and other content area strategies.

PHCSE students are low in Science at entry and the ability to grow their content knowledge is high.

There are a lot of supports available to students in Math for inventions such as Math Inventory, Math 180, Go Math, Rocket Math, Waggle, IXL, Into Math, Lead Math Coach and Specialist at the Ph.D. level, strong coaching model, etc.

All of the PHCSE ELA teachers are certified.

### Challenges

PVAAS Growth Scores in Math and ELA.

Achievement Scores in Math and ELA.

CDT data in ELA has decreased across the middle school.

Math Inventory goals were not met at the middle school or the high schools.

CDT data in ELA and Math for new PHCSE students at entry is 99% red - well below grade level standard from local public schools.

Reading Inventory growth goals have not been met across PHCSE.

PHCSE students have shown the ability to grow significantly in Science, but grade level content also needs focused on.

While Career Readiness continues to be a strong area for PHCSE that is relatable to what our students want to do after high school, it is still a challenge for students who are at-risk for academic failure.

## Strengths

The PHCSE has a major focus on post-secondary planning that is based in Culinary Arts, Hospitality, and the local workforce centered around tourism in the mission of our school.

PHCSE has a strong focus to get students to school and the true daily attendance for 22-23SY was 86%.

K-12 Guidance Plan (339 Plan)

The PHCSE Workforce Development Plan

English Language Development Program

Special Education Plan

Student Services

The following Essential Practices are Operational: 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 16.

The following Essential Practice is Exemplary: 15.

The middle school has seen some growth in Math CDTs especially in the measurement and probability category which was a focus.

Rocket Math scores show that there was an increase in 7th and 8th grade.

Math Inventory had higher than average growth compared to

## Challenges

Continued focus on Special Education Students

Continued focus on English Learners

The need for collaborative work with families and co-ownership of learning.

The following Essential Practices are Emerging: 4, 5, 14, 17, 18.

There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.

There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.

Reading Inventory goals were not met at the middle school or the high schools.

Basic Biological Principles continues to be an area PHCSE students struggle in.

Special Education scores on local assessments such as RI and MI and CDTs tend to decrease as student's move through the grade levels where General Education students show some progress.

We track new and incoming students at entry and nearly all

### Strengths

historically seeing more growth in Reading Inventory.

Chapter 339 has been a strong focus so that all PHCSE students have a plan for after high school.

The Workforce Development Program gives students the opportunity to see academics and other soft skills are important too.

Rocket Math is starting to show progress at middle school and high school and will continue to be used more.

### Challenges

students were red in the CTDs in the beginning of the school year.

There are no Essential Practices that are Not Yet Evident.

There is a lot of testing at PHCSE and students don't often get to feel the small successes which can led to further test apathy, etc.

PHCSE needs to focus on highly quality instruction that is rigorous and pushing students to on grade level.

Routines and protocols for academic success, goal setting, and growth mindset scores continue to show that PHCSE students have a need for self-management.

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### Most Notable Observations/Patterns

There is a need for a comprehensive and integrated approach to supporting students in ELA, Math, and attendance.

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### Challenges

### Discussion Point

### Priority for Planning

PVAAS Growth

PHCSE continues to focus on growth scores.





Challenges	Discussion Point	Priority for Planning
Scores in Math and ELA.		
Achievement Scores in Math and ELA.	PHCSE has a history of low math scores based on our mission to serve students who are academically below grade level.	✓
Continued focus on Special Education Students		
Continued focus on English Learners		
The need for collaborative work with families and co-ownership of learning.	In order to better support student learning and for families to develop a growth mindset, parents and students need a deeper level of awareness of their student’s data picture and that picture’s impact on their student’s progress/academic functioning. While the structures are in place to address the learner-centered problem, organizationally and instructionally, we have not consistently developed a process for communicating assessment expectations and results.	
Math Inventory goals were not met at the middle school or the high schools.	Students across grade levels and buildings are currently struggling to successfully persevere through “thinking-required” grade-level Math tasks. Our data show they often lack prerequisite skills in math, which prevent them from interpreting, comprehending, communicating and/or solving “thinking-required” tasks (such as multi-step word problems). As a system, we have not consistently developed and implemented an instructional system of scaffolding and unpacking for grade-level Math tasks and expected instructors to implement it within their classrooms.	

The following

Challenges	Discussion Point	Priority for Planning
<p>Essential Practices are Emerging: 4, 5, 14, 17, 18.</p>		
<p>CDT data in ELA has decreased across the middle school.</p>	<p>Students across grade levels and buildings are currently struggling to successfully persevere through “thinking-required” grade-level ELA tasks. Our data show they often lack prerequisite skills in reading which prevent them from interpreting, comprehending, communicating and/or solving “thinking-required” tasks (such as TDA prompts). As a system, we have not consistently developed and implemented an instructional system of scaffolding and unpacking for grade-level ELA tasks and expected instructors to implement it within their classrooms.</p>	
<p>There is a need for professional development in the use of multiple professional learning designs to support the learning needs of staff.</p>	<p>This is an area of need at PHCSE based on the diverse learning needs of students.</p>	<p>✓</p>

## ADDENDUM B: ACTION PLAN

**Action Plan:** Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, ([https://ies.ed.gov/ncee/wwc/Practice Guide/29](https://ies.ed.gov/ncee/wwc/Practice%20Guide/29) - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.

Action Steps	Anticipated Start/Completion Date	
Conduct professional development for teachers, instructional coaches, and principals on goals aligned to the CSI Plan.	08/16/2023 - 10/31/2023	
Monitoring/Evaluation	Anticipated Output	
Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.	IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.	
Material/Resources/Supports Needed	PD Step	Comm Step
Training Resources from IU#5	yes	no

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

At the beginning of the academic year, students will establish baseline scores using Reading Inventory.

08/28/2023 - 09/29/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

Reading Inventory/Documentation

no

yes



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

The instructional coach will provide targeted supports to teachers in the use of the IES practice guide ELA strategies, including modeling, co-teaching, and additional resources.

10/02/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

Coaching Framework and resources; Coaching binder, IU5 mentoring support

no

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Conduct professional development for teachers, instructional coach, and principals on explicit instruction in comprehension-building practices, fluency building activities, and close reading.	10/02/2023 - 02/29/2024

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.	IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
IU5 content support We already have the resources we need so no supports are needed for this action step.	yes	no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>		
After each monthly curriculum meeting, building principals will reflect on impact of monthly curriculum meetings on student learning data and will utilize feedback to adjust plans for future meetings.	11/15/2023 - 06/07/2024		
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>		
Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.	IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.		
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>	
Agendas, Meeting Minutes, Data We already have the resources we need so no supports are needed for this action step.	no	no	

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

Team from PHCSE will attend the PDE SAS Conference to learn instructional strategies and best practices to be applied to classrooms

12/01/2023 - 12/29/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

SAS Materials

no

no





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

School leaders will engage in on going (weekly and daily) observations and formal and informal visits in classrooms, followed by the provision of constructive feedback to educators.

08/28/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

Frontline, Danielson Framework

no

no



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

ELA teachers will implement a journaling routine after assessment windows to track progress and review goals.

08/28/2023 - 06/03/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

Data notebooks, journaling examples

no

no



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

Review/audit ELA curriculum, including Read 180, and research Voyager-Sopris programs (Language!, Rewards)

11/01/2023 - 05/01/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

SIF and IU5 Literacy TaC Support; Voyager-Sopris samples & materials

no

no



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

Review options (ORF, MAZE) and adopt a literacy universal screener.

08/01/2023 - 10/31/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

SIF and IU5 Literacy TaC support; screener samples

no

no



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

Coach ELA teachers to implement partner reading/paragraph shrinking intervention in grades 6-8

11/01/2023 - 01/31/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

SIF and IU5 Literacy TaC support; folders, text examples

yes

no



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

Administer EOY Reading Inventory and analyze results

04/15/2024 - 06/15/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

RI software

no

yes



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

Collect and analyze data from partner reading/paragraph shrinking classwide intervention at the Q2 monitoring routine.

01/01/2024 - 01/31/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

Screener and anecdotal teacher notes

no

no



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

Conduct professional development for teachers and principals on goals aligned to the CSI Plan with use of the SMART boards for student engagement, technology-building skills, strategies for on grade level instruction, and overall executive functioning skills.

08/02/2023 - 01/31/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

Smart Board, training materials

yes

no





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

Use of in classroom Chromebooks that will be utilized and stored in Chromebook carts as part of readiness for learning and to establish routines and protocols in all classrooms as part of executive functioning and self-management.

08/28/2023 - 09/28/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

IES practice guide strategies embedded in lesson plans, evidence of scaffolding and IEP practice guide strategies in Frontline/Walk Through documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal- teacher meetings; Creation of ELA CBAs; Evidence of IES Practice Guide strategies and scaffolding strategies in instructional coaching resource binder.

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

carts, educational tech coach tracking

no

no

**Action Plan: Assist students in monitoring and reflecting on the problem-solving process (<https://ies.ed.gov/ncee/wwc/PracticeGuide/16> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic**

arithmetic facts (<https://ies.ed.gov/ncee/wwc/PracticeGuide/2 Tier 3>) and include instruction on solving work problems that is based on common underlying structures (<https://ies.ed.gov/ncee/wwc/PracticeGuide/2 Tier 3>).

Action Steps	Anticipated Start/Completion Date
Conduct profession development for teachers, instructional coaches, and principals on goals aligned to CSI plan.	08/16/2023 - 10/31/2023

Monitoring/Evaluation	Anticipated Output
Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.	Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

Material/Resources/Supports Needed	PD Step	Comm Step
IU5 training resources and presenters	yes	no



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

At the beginning of the academic year, students will establish baseline scores using Math Inventory.

08/28/2023 - 10/01/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Math Inventory/Documentation We already have the resources we need so no supports are needed for the action step.

no

no



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

Monthly data meetings to focus on teachers' classroom formative assessment data (RI, MI, CDTs, CBAs, Rocket Math, UPS Check).

08/28/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Agendas, Meeting Minutes, Data Protocols, Data We already have the resources we need so no supports are needed for this action step

yes

no



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

After each monthly curriculum meeting, building principals will reflect on impact of monthly curriculum meetings on student learning data and will utilize feedback to adjust plans for future meetings.

08/28/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Agendas, Meeting Minutes, Data We already have the resources we need so no supports are needed for this action step.

no

no



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

Conduct professional development on IES Math Practice Guide strategies: monitoring and reflecting on the problem-solving process using UPS Check, integration of math fact fluency interventions, and instruction on solving word problems that is based on common underlying structures.

10/02/2023 - 02/29/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Presenters and training resources from IU5, UPS Check templates, and Rocket Math

yes

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Instructional coaches receive on going, targeting, monthly support and mentoring.	08/28/2023 - 06/07/2024

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.	Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
IU5 coaching We already have the resources we need so no supports are needed for this action step	no	no



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

The instructional coach will provide targeted supports to teachers in the use of the IES practice guide Math strategies, including modeling, co-teaching, and additional resources.

10/02/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Coaching framework and resources; IU5 mentoring and support

no

no





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

Team from PHCSE will attend the PDE SAS Conference to learn instructional strategies and best practices to be applied to classrooms

12/01/2023 - 02/02/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

SAS Materials

no

no



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

During Q3 and Q4 monthly curriculum meetings, school leaders will collaborate with educators in order to provide feedback on strengths and areas for growth aligned to Math IES Practice Guide strategies.

02/02/2024 - 05/31/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Teacher-principal meeting agenda, Frontline, lesson plans, UPS Check templates, training resources from IU5.

no

no



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

School leaders will engage in on going (weekly and daily) observations and formal and informal visits in classrooms, followed by the provision of constructive feedback to educators.

08/28/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Walk Throughs, Frontline data

no

no



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

Instructional coaching tools, resources, and framework will be updated and revised to reflect the focus on Math IES practice guide strategies.

08/28/2023 - 10/31/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

IU5 ongoing coaching We already have the resources we need so no supports are needed for this action step

no

no



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

During Q2 monthly teacher-principal meetings, school leaders will collaborate with educators to provide feedback on strengths and areas for growth and focus aligned to Math IES Practice Guide.

11/03/2023 - 03/08/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Frontline data, Teacher-Principal meeting agenda and minutes

no

no



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

The use of UPScheck templates in math classes 6-12 will be implemented.

08/28/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

UPScheck templates

no

no



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

The Math Instructional Coach will provide ongoing, targeted, pull-out intervention services to students.

08/28/2023 - 06/07/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Coaching template

no

no



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

Conduct professional development for administrators on new math curriculum Math In Focus.

08/04/2023 - 10/13/2023

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Math In Focus materials and curriculum

yes

no



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

Conduct professional development for math teachers on new math curriculum Math In Focus.

10/30/2023 - 01/05/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Math In Focus materials and curriculum

yes

no



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

Provide follow up coaching support and PLC support with Math In Focus.

01/22/2024 - 03/01/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Math In Focus materials and curriculum

no

no

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Reflection by teachers, principals, and coach on the implementation of Math In Focus during curriculum meetings.	03/04/2024 - 06/03/2024

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.	Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Math In Focus materials and curriculum, agenda, meeting minutes	no	no



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

Conduct professional development for teachers and principals on goals aligned to the CSI Plan with use of the SMART boards to supporting the coaching model and PLC plan. SMART boards are a part of the explicit instruction plan for math with UPS Check, graphing, grouping strategies, using the boards for student engagement, organizing concepts, and overall learning tied to thinking moves.

08/02/2023 - 01/31/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

SMART Board, Training Materials

yes

no



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

Routines and protocols for self-management and strategies to support executive functioning skills to meet student needs will be a part of the classroom Chromebook cart plan to support readiness for learning.

08/04/2023 - 01/05/2024

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

Principals and district leaders will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings.

Math IES practice guide strategies embedded in lesson plans, evidence of explicit instruction, scaffolding, and IES Practice Guide strategies in Frontline/walkthrough documentation; qualitative evidence evident in curriculum meeting agendas/notes and monthly principal-teacher meetings; evidence of IES practice guide strategies in instructional coaching resource binder.

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

Carts, sign in and out sheets, routines and protocols framework

no

no

**Action Plan: Differentiated Professional Development**

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

Creation of 2-year Induction Plan Committee.

07/07/2023 - 10/31/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Induction Binder

no

no

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

Administer the Data Diagnostic Survey to all teachers

08/14/2023 - 09/01/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PDE Data Survey, SIF supports

no

no



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

Analysis of Data Diagnostic Survey results to occur during Q1 Monitoring Routine

10/01/2023 - 10/31/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PDE Data Survey Results from Hanover Research; SIF supports

no

no





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

Review the structure of monthly principal/teacher meetings and update as needed to align with measurable goals 3 & 4.

07/01/2023 - 09/01/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Agenda template

no

no



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

Create a list of possible teacher PD goals aligned to priority outcomes.

07/01/2023 - 09/01/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

yes

no



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

Implementation of shared coaching model to include all content areas as well as Educational Technology Coaching.

08/28/2023 - 06/07/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Coaching binder, IU5 support

no

no



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

Ensure that strategies associated with teacher goals are included on walkthrough forms that will be used to collect quarterly data.

08/01/2023 - 10/01/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Frontline

no

no



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

School leaders will work with teachers to develop individualized learning plans to measure progress and goal attainment.

08/28/2023 - 10/15/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Individualized learning plans, meeting agenda, student data, data notebooks

no

no

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

Conduct professional development on the individualized learning plans to measure progress and goal attainment.

08/28/2023 - 11/30/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Individualized learning plans, student data, data notebooks, IU5

yes

no



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

Coaches to review teachers goals during initial coaching cycles and set up strategy binders.

08/28/2023 - 11/30/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Coaching resources, IU5 support, coaching binder

no

no

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

Gather Check and Connect team to review plan for school year.

08/28/2023 - 11/01/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Check and Connect resources

no

no



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

Implementation of PLC structure aligned to CSI goals.

09/08/2023 - 05/31/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PLC structure, agendas, minutes

no

no



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

Conduct professional development on classroom management strategies focused on the needs of PHCSE students.

09/25/2023 - 05/31/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

IU5 support

yes

no



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

Administration of Baseline Panorama Educator Survey

08/15/2023 - 09/30/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Panorama

no

no

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

Administration of MOY Panorama Educator Survey

11/15/2023 - 01/31/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Panorama

no

no

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

Administration of EOY Panorama Educator Survey

04/15/2024 - 06/15/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Panorama

no

no

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

Coaching walk throughs to support coaches and teachers

09/25/2023 - 05/31/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

IU5 support

no

no

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

Administrators conduct lesson plan analysis to collect data for (Q1) October quarterly monitoring.

08/28/2023 - 10/31/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Teacher lesson plans, strategy list

no

no

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

Administrators conduct walkthroughs to collect Frontline data for Q2 January quarterly monitoring.

11/01/2023 - 01/31/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Frontline, individual teacher goals

no

no



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

Administrators conduct walkthroughs to collect Frontline data for (Q3) April quarterly monitoring.

02/01/2024 - 04/30/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Frontline, individual teacher goals

no

no

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

Final principal/teacher meetings to include walkthrough reflection and review.

04/15/2024 - 06/15/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Individual teacher goal documentation

no

no

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

Gather feedback from teachers on the Induction Plan and identify strengths and needs.

10/02/2023 - 01/01/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Induction Binder

no

no

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

Draft 2-year Induction Plan.

01/15/2024 - 03/22/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Induction Binder

no

no



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

Review final feedback and finalize 2-year Induction Plan.

04/01/2024 - 06/09/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Induction Binder

no

no



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

Conduct Professional Development on Check and Connect.

10/09/2023 - 01/12/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Check and Connect Resources

yes

no

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

Gather and analyze first semester data with Check and Connect

01/19/2024 - 03/31/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Check and Connect Resources

no

no

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

Gather and analyze second semester data with Check and Connect

04/01/2024 - 06/19/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Check and Connect Resources

no

no





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

Planning the PLC structure roll-out to PHCSE teachers including the use of the PLC Group Work Text aligned to goals.

08/01/2023 - 10/06/2023

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PLC hand-out on goals and structure, group work text

no

no



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

Conduct at least 2 PLCS during the second quarter.

10/16/2023 - 01/12/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PLC agendas, minutes

no

no

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

Conduct at least 2 PLCS during the third quarter.

01/19/2024 - 03/01/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PLC agendas, minutes

no

no

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

Gather feedback on PLC structure and implementation at the mid-year.

01/15/2024 - 03/01/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

Survey feedback

no

no



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

End of year data, strategy sharing, and feedback through PLC structure and implementation for the school year is gathered.

04/05/2024 - 06/07/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

PLC agendas, minutes

no

no



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

PLCs will incorporate the use of SMART boards as a strategy to meet student needs, focus on grade level, building technology capacity, and develop as part of executive functioning skills.

08/31/2023 - 03/18/2024

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

Teacher PD goals aligned to priority outcomes will be monitored quarterly and Principals will conduct walkthroughs and lesson plan reviews for instructional strategy implementation. They will also review curriculum meeting agendas/notes, and provide feedback to teachers during monthly principal-teacher meetings. Panorama results will be reviewed 3x per year as well.

New induction plan, updated Frontline walkthrough form, PLC meeting agendas and notes, trained Check/Connect mentors, evidence in lesson plans and classroom walkthroughs of evidence-based instructional strategies.

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

SMART boards, PLC topics and agendas and training materials

no

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.</p>	<p>Conduct professional development for teachers, instructional coaches, and principals on goals aligned to the CSI Plan.</p>	<p>08/16/2023 - 10/31/2023</p>
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.</p>	<p>Conduct professional development for teachers, instructional coach, and principals on explicit instruction in comprehension-building practices, fluency building</p>	<p>10/02/2023 - 02/29/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory & Classroom Based Assessment and Student Use of Strategies)	Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.	activities, and close reading.  Coach ELA teachers to implement partner reading/paragraph shrinking intervention in grades 6-8	11/01/2023 - 01/31/2024
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory & Classroom Based Assessment and Student Use of Strategies)	Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.	Conduct professional development for teachers and principals on goals aligned to the CSI Plan with use of the SMART boards for student engagement, technology-building skills, strategies for on	08/02/2023 - 01/31/2024



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		grade level instruction, and overall executive functioning skills.	
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory & Classroom Based Assessment and Student Use of Strategies)	Assist students in monitoring and reflecting on the problem-solving process ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).	Conduct profession development for teachers, instructional coaches, and principals on goals aligned to CSI plan.	08/16/2023 - 10/31/2023
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory & Classroom Based Assessment and Student Use of	Assist students in monitoring and reflecting on the problem-solving process ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic	Monthly data meetings to focus on teachers' classroom formative assessment data	08/28/2023 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Strategies)	arithmetic facts ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).	(RI, MI, CDTs, CBAs, Rocket Math, UPS Check).	
By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory & Classroom Based Assessment and Student Use of Strategies)	Assist students in monitoring and reflecting on the problem-solving process ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures ( <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).	Conduct professional development on IES Math Practice Guide strategies: monitoring and reflecting on the problem-solving process using UPS Check, integration of math fact fluency interventions, and instruction on solving word problems that is based on common underlying	10/02/2023 - 02/29/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p>	<p>structures.</p> <p>Conduct professional development for administrators on new math curriculum Math In Focus.</p>	<p>08/04/2023 - 10/13/2023</p>
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying</p>	<p>Conduct professional development for math teachers on new math curriculum Math In Focus.</p>	<p>10/30/2023 - 01/05/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Math Inventory (MI) as indicated by proficiency reports within the HMH platform (30-50+ point score increase depending on grade level). (Math Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p> <p>Assist students in monitoring and reflecting on the problem-solving process (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/16">https://ies.ed.gov/ncee/wwc/PracticeGuide/16</a> Tier 1) as well as provide interventions at all grade levels that devote 10 minutes in each session to building fluent retrieval of basic arithmetic facts (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3) and include instruction on solving work problems that is based on common underlying structures (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> Tier 3).</p>	<p>Conduct professional development for teachers and principals on goals aligned to the CSI Plan with use of the SMART boards to supporting the coaching model and PLC plan. SMART boards are a part of the explicit instruction plan for math with UPS Check, graphing, grouping strategies, using the boards for student engagement,</p>	<p>08/02/2023 - 01/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</p>	Differentiated Professional Development	<p>organizing concepts, and overall learning tied to thinking moves.</p>	<p>08/28/2023 - 11/30/2023</p>
<p>By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)</p>	Differentiated Professional Development	<p>Conduct professional development on the individualized learning plans to measure progress and goal attainment.</p>	<p>08/28/2023 - 11/30/2023</p>
<p>By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)</p>	Differentiated Professional Development	<p>Conduct professional development on classroom management strategies focused on the needs of</p>	<p>09/25/2023 - 05/31/2024</p>
<p>By the end of June 2024, the mean % of teacher</p>	Differentiated Professional Development	<p>Conduct professional development on classroom management strategies focused on the needs of</p>	<p>09/25/2023 - 05/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</p>		PHCSE students.	
<p>By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)</p>	Differentiated Professional Development	<p>Create a list of possible teacher PD goals aligned to priority outcomes.</p>	<p>07/01/2023 - 09/01/2023</p>
<p>By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</p>			
<p>By the end of June 2024, the mean % of teacher favorable responses on 7 priority aligned questions of the Panorama Educator Survey will increase by at least 10% (statistically significant increase for n count of 40 respondents) relative to baseline results. (Panorama Educator Survey)</p>	Differentiated Professional Development	<p>Conduct Professional Development on Check and Connect.</p>	<p>10/09/2023 - 01/12/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of June 2024, 100% of teachers will meet their individual professional development growth goals as evidenced by demonstration of evidence-based and goal-aligned strategies during administrative walkthroughs. (Frontline Walkthroughs)</p>			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Comprehension-building Practices	Teachers, Instructional Coaches, Principals	Comprehension-building practices, explicit instruction, scaffolding techniques, fluency-building activities, close reading.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Agendas, Meeting Minutes, Sign In Sheets, IU5 documentation, Professional Development Materials, sample work		08/28/2023 - 02/16/2024	District Leaders
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction		Language and Literacy Acquisition for All Students	

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

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

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

2a: Creating an Environment of Respect and Rapport

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

Teaching Diverse Learners in Inclusive Settings

Language and Literacy Acquisition for All Students



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

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

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1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

2a: Creating an Environment of Respect and Rapport

1f: Designing Student Assessments

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Problem-solving Process	Principals, Teachers, Coaches	Professional development on Math Inventory, IES Math Practice Guide strategies, problem-solving process using UPS Check, integration of math fact fluency interventions, and instruction on solving work problems

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Agendas, Meeting Minutes, Sign In Sheets, IU5 documentation, Professional Development Materials, sample work, IES Practice Guide, UPS Check, Math data	08/28/2023 - 02/16/2024	District Leaders

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
3b: Using Questioning and Discussion Techniques	
1d: Demonstrating Knowledge of Resources	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
1b: Demonstrating Knowledge of Students	

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

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

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3a: Communicating with Students

1f: Designing Student Assessments

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

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

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

- 1f: Designing Student Assessments
- 1b: Demonstrating Knowledge of Students
- 2c: Managing Classroom Procedures
- 1c: Setting Instructional Outcomes
- 3a: Communicating with Students
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 4a: Reflecting on Teaching

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Panorama

Teachers, Principals, Coaches

Panorama survey subsets on growth mindset, self-management, self-efficacy, etc.

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Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey results, Data, Data Notebooks, Goal setting documents	09/01/2023 - 03/01/2024	Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings
2b: Establishing a Culture for Learning	
3c: Engaging Students in Learning	
3c: Engaging Students in Learning	
2d: Managing Student Behavior	
3a: Communicating with Students	
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	



Professional Development Step	Audience	Topics of Prof. Dev
Frontline	Principals, Teachers	Frontline tool review, data to be collected, data to be used

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Frontline tool, data, meeting minutes, agendas, sign-in sheets, professional development documentation and resources	08/28/2023 - 11/30/2023	District Leaders

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings
3d: Using Assessment in Instruction	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

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Professional Development Step	Audience	Topics of Prof. Dev
Student Growth Mindset	Teachers, Students	Data notebooks, data protocols, growth mindset, goal setting, assessment review and purpose

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data notebooks, goal setting documentation, student data, assessment scores	08/28/2023 - 12/29/2023	District Leaders

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 2c: Managing Classroom Procedures 3a: Communicating with Students 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

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Professional Development Step	Audience	Topics of Prof. Dev
Data Meetings	Teachers	Student Data, Data Meeting Protocols, Data Resources, Assessment Purpose and Goals

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Data, Data Meeting Protocols, Data Meeting Agendas, Meeting Minutes, Data Resources, Assessment Scores	08/28/2023 - 05/31/2024	Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 2c: Managing Classroom Procedures 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

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Professional Development Step	Audience	Topics of Prof. Dev
Classroom Management	Teachers	Classroom management techniques, strategies for at-risk populations, student engagement



Evidence of Learning	Anticipated Timeframe	Lead Person/Position
IU5 resources and documentation, evidence on evaluative tools, application to the classroom procedures	08/28/2023 - 01/26/2024	District Leaders

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2c: Managing Classroom Procedures	Teaching Diverse Learners in Inclusive Settings
3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings
2d: Managing Student Behavior	Teaching Diverse Learners in Inclusive Settings
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	







## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.</p>	<p>At the beginning of the academic year, students will establish baseline scores using Reading Inventory.</p>	<p>2023-08-28 - 2023-09-29</p>
<p>By June 30, 2024, 70% of students will show on track growth relative to grade level expectations on the HMH Reading Inventory (RI) as indicated by proficiency reports within the HMH platform (Based on HMH Expected Growth Chart). (Reading Inventory &amp; Classroom Based Assessment and Student Use of Strategies)</p>	<p>Routinely use a set of comprehension-building practices to help students make sense of the text, provide purposeful fluency-building activities to help students read effortlessly, (<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a> - Tier 1) and incorporate close-reading techniques (PA ERC Tier 3) to scaffold student understanding of complex text.</p>	<p>Administer EOY Reading Inventory and analyze results</p>	<p>2024-04-15 - 2023-06-15</p>

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Comprehension-building practices	Teachers, Parents, Students	RI Baseline Scores, Purpose of the Assessment, Goal Setting for the School Year, Purpose of Coaches, IES Practice Guide strategies
Anticipated Timeframe	Frequency	Delivery Method
08/28/2023 - 05/29/2024	3x per year	Letter
Lead Person/Position		
District Principal		

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Communication Step	Audience	Topics/Message of Communication
Monitoring and reflecting on the problem-solving process	Teachers, Parents, Students	MI Baseline Scores, Purpose of the Assessment, Goal Setting for the School Year, Purpose of Coaches, UPS Check Information in grades 6-12, information on math fact fluency

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**Anticipated Timeframe****Frequency****Delivery Method**

08/28/2023 - 05/24/2024

3x per year

Letter

**Lead Person/Position**

District Principal

**Communication Step****Audience****Topics/Message of Communication**

Panorama

Teachers, Students

Panorama Survey Results, Coaching Resources and binders, Assessment score review, Goal Setting, Growth Mindset

**Anticipated Timeframe****Frequency****Delivery Method**

08/28/2023 - 05/31/2024

Individual Meetings, PLC review, and data meetings 3x per year

Other

**Lead Person/Position**

District Principal



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
CSI Plan Public and Stakeholder Review	Public review of the plan with start and end dates, purpose of plan, and request for feedback.	Text Alerts, School Website, Announcements	CSE Community and stakeholders	28 days

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