

YOUNGSVILLE EL SCH

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Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The Youngsville Elementary School team will work collaboratively with the Warren County School District teachers and academic coaching team, parents, and community to address gaps in education, specifically math and reading, and ensure all students are able to learn and grow in all educational options available: in-school, virtual, and hybrid.

STEERING COMMITTEE

Name	Position	Building/Group
Elizabeth Kent	Principal	Youngsville Elementary School
Christine Rooney	Reading Specialist	Youngsville Elementary School
Tricia McCray	Reading Specialist	Youngsville Elementary School
Colleen Vignere	Reading Specialist	Youngsville Elementary School
Paul Crider	Special Education Supervisor	Youngsville Elementary School
Laura Bierbower	School Counselor	Youngsville Elementary School
Lesley Walters	parent	Youngsville Elementary School
Laura Stanton	parent	Youngsville Elementary School
Kelly Sullivan	parent	Youngsville Elementary School
Lindsey Sanford	parent	Youngsville Elementary School
Misty Moore	Business Representative	Youngsville Elementary School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
PSSA ELA scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA ELA scores will increase by reinforcing best instructional and management practices at the school and district level.	Parent and family engagement
PSSA math scores will increase by supporting the implementation of strategies learned from professional development into classroom instruction. PSSA math scores will increase by using quality resources and providing teachers with the tools to best use those resources. PSSA math scores will increase by increasing parent involvement with student math mastery.	Mathematics Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy			
Targeted English Language Arts Professional Development			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
English Language Arts PSSA Score Improvement	Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2020-2021 By 5%.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grade 3 ELA teachers and untrained Grade 2 ELA teachers will receive literacy training and support in Foundations Level 3 during the 2020-2021 school year.	2020-10-12 - 2021-05-28	Medina Reynolds - WCSD Academic Literacy Coach	Foundations Level 3 virtual training session, Foundations Level 3 materials, and Foundations Level 3 virtual support, Academic Coach support
Acadience Data Meetings	2020-10-05 - 2021-05-28	Elizabeth Kent/Building	Acadience Data, Data Collection Sheets, Reading

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principal	Specialist input/support, Academic Coaching input/support
Strategic and Explicit Writing Instruction	2020-10-05 - 2021-05-28	Lynn Shultz/Supervisor of Elementary Instruction	TDA professional development resources from SY 2019-2020, Step Up to Writing, Professional Development time for collaboration with colleagues
English Language Arts Small Group Instruction	2020-10-05 - 2021-05-28	Elizabeth Kent/Building Principal	Classroom ELA materials, Teacher guidelines/expectations, Academic Coaching Support

Anticipated Outcome

Fundations Level 3 Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for Fundations Level 3 virtual trainings/support; Building administrators will collect Acadience Data Meeting Agendas, Teacher Data Analysis Sheets, and Grade Level Data Analysis Sheets; Building administrators will view ELA Small Group Templates uploaded into teacher lesson plans

Evidence-based Strategy

Math Parent and Family Engagement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Parent and Family Engagement	Using teacher survey data, Grades 3-4 parent and family engagement in supporting mathematics practice in the home

Goal Nickname**Measurable Goal Statement (Smart Goal)**

will increase from the beginning of the year to the end of the year by 10%.

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.

2020-10-12 -
2021-05-28

Elizabeth
Kent/Building
Principal

Title Goals, math data/standards/resources, time during professional development days to collaborate with colleagues, Academic Coaching Support

Collaborate with district level and building level colleagues to determine methods/activities/programs parents can utilize at home to actively support their child's mastery of specific math skills.

2020-10-12 -
2021-05-28

Elizabeth
Kent/Building
Principal

Parent Engagement resources, math data/standards/resources, time during professional development days to collaborate with colleagues, Academic Coaching Support

Anticipated Outcome

Professional Development Attendance and Evaluations, Parent Engagement Strategy form

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress

Evidence-based Strategy

Targeted Math Professional Development

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Math PSSA Score
Improvement

Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2020-2021 By 5%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Align math curriculum and curriculum map to the PA state standards and include the newly district purchased math textbook and materials in the resources.	2020-10-12 - 2021-01-29	Jen Dilks & Lisa Franklin/Academic Coaches	Curriculum Maps, curriculum, time during professional development days to collaborate with colleagues, Academic Coaching Support

Reinforce and support the use of math best practices learned during professional development trainings in the 2019-20220 school year.	2020-10-05 - 2021-05-28	Lisa Franklin/Academic Coach	Math professional development resources from SY 2019-2020, Professional Development time for collaboration with colleagues, Academic Coaching Support
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Anticipated Outcome

Professional Development Attendance and Evaluations, Updated curriculum documents and curriculum maps

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Academic coaches will support the process and review alignment of curricular documents and maps

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2020-2021 By 5%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Grade 3 ELA teachers and untrained Grade 2 ELA teachers will receive literacy training and support in Foundations Level 3 during the 2020-2021 school year.	10/12/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2020-2021 By 5%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Strategic and Explicit Writing Instruction	10/05/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using teacher survey data, Grades 3-4 parent and family engagement in supporting mathematics practice in the home will increase from the beginning of the year to the end of the year by 10%. (Math Parent and Family Engagement)	Math Parent and Family Engagement	Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.	10/12/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using teacher survey data, Grades 3-4 parent and family engagement in supporting mathematics practice in the home will increase from the beginning of the year to the end of the year by 10%. (Math Parent and Family Engagement)	Math Parent and Family Engagement	Collaborate with district level and building level colleagues to determine methods/activities/programs parents can utilize at home to actively support their child's mastery of specific math skills.	10/12/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2020-2021 By 5%. (Math PSSA Score Improvement)	Targeted Math Professional Development	Align math curriculum and curriculum map to the PA state standards and include the newly district purchased math textbook and materials in the resources.	10/12/2020 - 01/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2020-2021 By 5%. (Math PSSA Score Improvement)	Targeted Math Professional Development	Reinforce and support the use of math best practices learned during professional development trainings in the 2019-20220 school year.	10/05/2020 - 05/28/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement ;

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

Elizabeth Kent

2020-10-22

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2018-2019 Science PSSA: The All Student Group met the Interim Goal/Improvement Target with 71.3% achieving proficient or advanced.

2018-2019 Science PSSA: The All Student Group exceeded the Standard Demonstrating Growth with an Academic Growth Score of 80.5.

2018-2019 Career Standards Benchmark: The All Student Group exceeded the Statewide Average of 89.8% completion rate with a completion rate of 90.4%.

2018-2019 Science PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 43.5% achieving proficient or advanced and scores increased from the year before.

2018-2019 Science PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 67.2% achieving proficient or advanced and scores increased from the year before.

2018-2019 ELA PSSA: All Student Group participation in the English Language Arts/Literature PSSA was 95.5%.

The All Student Group participation rate in the math PSSA was 95.5, while the subgroup Economically Disadvantaged participation rate was 93.8 and the Students with Disabilities subgroup's participation rate was 89.9%.

2018-2019 Science PSSA: The All Student

Challenges

2018-2019 ELA PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 49.2% achieving proficient or advanced.

2018-2019 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 26.3% achieving proficient or advanced.

2018-2019 Career Standards Benchmark: The All Student Group did not meet the Interim Goal/Improvement Target with 90.4% completion rate which was 98%

2018-2019 Math PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 16% achieving proficient or advanced, but their scores did increase from the year before.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 25.3% achieving proficient or advanced and scores decreased from the previous year.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 17.4% achieving proficient or advanced, and scores increased from the year before.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 17.4% achieving proficient or advanced, and scores increased from the year before.

Strengths

Group did meet the Interim Goal/Improvement Target with 71.3% achieving proficient or advanced and exceeded the Statewide Average which was 66%.

The All Student Group participation rate in the science PSSA was 96.6%.

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

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

Challenges

2018-2019 English Language Arts/Literature PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 49.2% achieving proficient or advanced and fell below the Statewide Average which was 62.1%.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 25.3% achieving proficient or advanced and scores decreased from the previous year.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target with 39.7% achieving proficient or advanced and scores decreased from the year before.

2018-2019 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 26.3% achieving proficient or advanced and fell below the Statewide Average which was 45.2%.

2018-2019 Math PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 16% achieving proficient or advanced.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 17.4% achieving proficient or advanced.

2018-2019 Science PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 43.5%

Challenges

achieving proficient or advanced, while 56.5% scored below proficiency.

Implement evidence-based strategies to engage families to support learning.

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

Most Notable Observations/Patterns

The all student group not meeting the interim targets in reading and math are areas of weakness that need address.

Challenges	Discussion Point	Priority for Planning
2018-2019 ELA PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 49.2% achieving proficient or advanced.	Grade 3 scored basic in the following categories: • Literature Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas • Informational Text: Craft and Structure, Integration of Knowledge and Ideas Grade 4 scored basic in the following categories: • Literature Text: Craft and Structure, Integration of Knowledge and Ideas • Informational Text: Key Ideas and Details, Integration of Knowledge and Ideas, Conventions of Standard English, Text Dependent Analysis Grade 5 scored basic in the following categories: • Literature Text: Key Ideas and Details • Informational Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Conventions of Standard English, Knowledge of Language, Text Dependent Analysis	✓
2018-2019 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 26.3% achieving proficient or advanced.	Grade 3 scored basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data Grade 4 scored basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data Grade 5 scored below basic or basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data	✓

ADDENDUM B: ACTION PLAN

Action Plan: Targeted English Language Arts Professional Development

Action Steps	Anticipated Start/Completion Date
Grade 3 ELA teachers and untrained Grade 2 ELA teachers will receive literacy training and support in Foundations Level 3 during the 2020-2021 school year.	10/12/2020 - 05/28/2021
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for Foundations Level 3 virtual trainings/support; Building administrators will collect Acadience Data Meeting Agendas, Teacher Data Analysis Sheets, and Grade Level Data Analysis Sheets; Building administrators will view ELA Small Group Templates uploaded into teacher lesson plans	Foundations Level 3 Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates
Material/Resources/Supports Needed	PD Step
Foundations Level 3 virtual training session, Foundations Level 3 materials, and Foundations Level 3 virtual support, Academic Coach support	yes

Action Steps**Anticipated Start/Completion Date**

Acadience Data Meetings

10/05/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administrators will track attendance and record evaluations for Foundations Level 3 virtual trainings/support; Building administrators will collect Acadience Data Meeting Agendas, Teacher Data Analysis Sheets, and Grade Level Data Analysis Sheets; Building administrators will view ELA Small Group Templates uploaded into teacher lesson plans

Foundations Level 3 Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates

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

Acadience Data, Data Collection Sheets, Reading Specialist input/support, Academic Coaching input/support

no

Action Steps	Anticipated Start/Completion Date
Strategic and Explicit Writing Instruction	10/05/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for Foundations Level 3 virtual trainings/support; Building administrators will collect Acadience Data Meeting Agendas, Teacher Data Analysis Sheets, and Grade Level Data Analysis Sheets; Building administrators will view ELA Small Group Templates uploaded into teacher lesson plans	Foundations Level 3 Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates

Material/Resources/Supports Needed	PD Step
TDA professional development resources from SY 2019-2020, Step Up to Writing, Professional Development time for collaboration with colleagues	yes

Action Steps**Anticipated Start/Completion Date**

English Language Arts Small Group Instruction

10/05/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administrators will track attendance and record evaluations for Foundations Level 3 virtual trainings/support; Building administrators will collect Acadience Data Meeting Agendas, Teacher Data Analysis Sheets, and Grade Level Data Analysis Sheets; Building administrators will view ELA Small Group Templates uploaded into teacher lesson plans

Foundations Level 3 Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates

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

Classroom ELA materials, Teacher guidelines/expectations, Academic Coaching Support

no

Action Plan: Math Parent and Family Engagement

Action Steps**Anticipated Start/Completion Date**

Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.

10/12/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress

Professional Development Attendance and Evaluations, Parent Engagement Strategy form

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

Title Goals, math data/standards/resources, time during professional development days to collaborate with colleagues, Academic Coaching Support

yes

Action Steps	Anticipated Start/Completion Date
Collaborate with district level and building level colleagues to determine methods/activities/programs parents can utilize at home to actively support their child's mastery of specific math skills.	10/12/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress	Professional Development Attendance and Evaluations, Parent Engagement Strategy form

Material/Resources/Supports Needed	PD Step
Parent Engagement resources, math data/standards/resources, time during professional development days to collaborate with colleagues, Academic Coaching Support	yes

Action Plan: Targeted Math Professional Development

Action Steps**Anticipated Start/Completion Date**

Align math curriculum and curriculum map to the PA state standards and include the newly district purchased math textbook and materials in the resources.

10/12/2020 - 01/29/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Academic coaches will support the process and review alignment of curricular documents and maps

Professional Development Attendance and Evaluations, Updated curriculum documents and curriculum maps

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

Curriculum Maps, curriculum, time during professional development days to collaborate with colleagues, Academic Coaching Support

yes

Action Steps**Anticipated Start/Completion Date**

Reinforce and support the use of math best practices learned during professional development trainings in the 2019-20220 school year.

10/05/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Academic coaches will support the process and review alignment of curricular documents and maps

Professional Development Attendance and Evaluations, Updated curriculum documents and curriculum maps

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

Math professional development resources from SY 2019-2020, Professional Development time for collaboration with colleagues, Academic Coaching Support

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2020-2021 By 5%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Grade 3 ELA teachers and untrained Grade 2 ELA teachers will receive literacy training and support in Foundations Level 3 during the 2020-2021 school year.	10/12/2020 - 05/28/2021
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2020-2021 By 5%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Strategic and Explicit Writing Instruction	10/05/2020 - 05/28/2021
Using teacher survey data, Grades 3-4 parent and family engagement in supporting mathematics practice in the home will increase from the beginning of the year to the end of the year by 10%. (Math Parent and Family Engagement)	Math Parent and Family Engagement	Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.	10/12/2020 - 05/28/2021
Using teacher survey data, Grades 3-4 parent and family engagement in supporting mathematics practice in the home will increase from the beginning of the year to the end of the year by 10%. (Math Parent and Family Engagement)	Math Parent and Family Engagement	Collaborate with district level and building level colleagues to determine methods/activities/programs parents can utilize at home to actively support their child's mastery of specific math skills.	10/12/2020 - 05/28/2021
Using the PSSA, Grade 3-4	Targeted	Align math curriculum and	10/12/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
math scores will improve from 2018-2019 to 2020-2021 By 5%. (Math PSSA Score Improvement)	Math Professional Development	curriculum map to the PA state standards and include the newly district purchased math textbook and materials in the resources.	- 01/29/2021
Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2020-2021 By 5%. (Math PSSA Score Improvement)	Targeted Math Professional Development	Reinforce and support the use of math best practices learned during professional development trainings in the 2019-20220 school year.	10/05/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Fundations Level 3 Professional Learning	Grade 3 ELA teachers, untrained Fundations Grade 2 teachers	Fundations Level 3 Training

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluation	10/12/2020 - 05/28/2021	Medina Reynolds/Academic Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

Professional Development Step	Audience	Topics of Prof. Dev
Strategic and Explicit Writing Instruction	Grade 3-5 ELA teachers	TDA instruction, TDA lesson development, TDA prompt writing
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluation	11/10/2020 - 03/08/2021	Lynn Shultz/Supervisor of Elementary Education
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy		
1e: Designing Coherent Instruction		
Professional Development Step	Audience	Topics of Prof. Dev
Math PSSA Score Improvement	K-5 Math Teachers	Align math curriculum and math curriculum maps to PA standards and embed new math materials and resources, Reinforce and support the use of math best practices
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluation	10/12/2020 - 03/08/2021	Jen Dilks & Lisa Franklin/Academic Coaches

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

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

Professional Development Step**Audience****Topics of Prof. Dev**Math Parent and Family
Engagement

K-5 Math teachers

Math skills to be reinforced
at home with parents, math
activities/programs/methods
parents can use to actively
support mastery of the math
skills**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**Professional Development
Evaluation

10/12/2020 - 03/08/2021

Elisabeth Kent/Building
Principal**Danielson Framework Component Met in this Plan:****This Step meets the
Requirements of State
Required Trainings:**

4c: Communicating with Families

3c: Engaging Students in Learning

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform faculty and staff of YES's Title Plan components	Title Plan: Data, priorities, goals, strategies, professional development	Faculty Meeting, Grade Level Meetings, Staff Meetings, Professional Development	Faculty and Staff	October 2020
Inform parents and community of YES's Title Plan	Title Plan: Priorities, goals, strategies	School Board, District and School Facebook pages, District and School Web Pages	Parents/Guardians and Community	October 2020
