

SHEFFIELD AREA EL SCH

6760 Route 6

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

In all educational settings, the teachers and staff from Sheffield Area Elementary School will work collaboratively to build a safe, loving, and flexible environment which provides high quality learning through differentiation. With help from our parents and community, we will expand our students' knowledge of the world and create lifelong learners.

STEERING COMMITTEE

Name	Position	Building/Group
Susan Nichols	Principal	Sheffield Area Elementary School
Renee Getner	School Counselor	Sheffield Area Elementary School
Leslie Bloomgren	Special Education Supervisor	Sheffield Area Elementary School
Anna Peterson	Reading Specialist	Sheffield Area Elementary School
Pam Durnell	Reading Specialist	Sheffield Area Elementary School
Renee Mead	Business Representative	Sheffield Area Elementary School
Melissa Buck	Parent	Sheffield Area Elementary School
Cylee Devault	Parent	Sheffield Area Elementary School
Kris Conn	Teacher	Sheffield Area Elementary School
Kelly Kisselbach	Teacher	Sheffield Area Elementary School
Amy O'Donnell	Other	Sheffield Area Elementary School
Lynn Shultz	District Level Leaders	Central Office

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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 improve by increasing parent involvement with student math mastery.	Mathematics Parent and family engagement
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.	English Language Arts

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 2021-2022 By 3%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grade K-2 teachers and reading specialists will receive literacy training and support during the 2021-2022 school year.	2021-08-30 - 2022-05-27	Medina Reynolds - WCSO Academic Literacy Coach	IU5 consultation, literacy materials, academic coaching support, virtual learning session
Data Meetings	2021-09-13 - 2022-05-27	Susan Nichols/Building Principal	Data: Acadience, CDT, Classroom
K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	2021-08-30 - 2022-05-27	Lynn Shultz/Supervisor of Elementary Education	Voyager Sopris Virtual Training, coaching support, manuals
Grade 3-5 ELA teachers will participate in Text Dependent Question book study to refine reading and writing instruction.	2021-10-11 - 2022-05-27	Lynn Shultz/Supervisor of Elementary Education	Book and resources for Text Dependent Questions: Pathways to Close and Critical Reading by Fisher and Frey, IU5 Consultation and Support, virtual learning session
English Language Arts Small Group Instruction with push-in para support	2021-09-06 - 2022-05-27	Susan Nichols/Building Principal	Para, classroom ELA materials, Teacher guidelines/expectations, Academic Coaching Support
Anticipated Outcome			

K-2 Literacy Best Practices Training Professional Development Evaluation, Text Dependent Question Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for K-2 Literacy Best Practices Training, Text Dependent Question virtual trainings/support, and Step Up to Writing Training; 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 PSSA Score Improvement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Math PSSA Score Improvement	Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 By 3%.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and	2021-08-30 - 2022-05-27	Lisa Franklin/Academic Coach	Math professional development resources, professional development
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
classroom data, and math small group instruction.			time for collaboration with colleagues, SAVVAS resources, academic coaching support

Anticipated Outcome

Professional Development Attendance and Evaluations, Updated curriculum maps

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for mathematics professional development sessions; Administrators will monitor use of effective mathematics instructional strategies.

Evidence-based Strategy

Math Parent and Family Engagement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Parent and Family Engagement	Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 by 3%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate with grade level colleagues across the district and within the school 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.	2021-10-11 - 2022-05-27	Susan Nichols/Building Principal	Title Goals, math supplies for the home, math data/standards/resources, time during professional development days to collaborate with colleagues, Academic Coaching Support

Anticipated Outcome

Professional Development Attendance and Evaluations, Increased student achievement in mathematics

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for professional development sessions; Building administrators and teachers will monitor mathematics data

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 2021-2022 By 3%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Grade K-2 teachers and reading specialists will receive literacy training and support during the 2021-2022 school year.	08/30/2021 - 05/27/2022

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 2021-2022 By 3%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	08/30/2021 - 05/27/2022

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 2021-2022 By 3%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Grade 3-5 ELA teachers will participate in Text Dependent Question book study to refine reading and writing instruction.	10/11/2021 - 05/27/2022

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 2021-2022 By 3%. (Math PSSA Score Improvement)	Math PSSA Score Improvement	Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	08/30/2021 - 05/27/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 by 3%. (Math Parent and Family Engagement)	Math Parent and Family Engagement	Collaborate with grade level colleagues across the district and within the school 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.	10/11/2021 - 05/27/2022

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	Lynn Shultz	2022-08-31
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school.

Align curricular materials and lesson plans to the PA Standards.

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

Collectively shape the vision for continuous improvement of teaching and learning *

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 51.7% achieving proficient or advanced and scores increased from the year before.

2018-2019 ELA PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 27.3% 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 41.4% achieving proficient or advanced.

Challenges

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

Identify and address individual student learning needs.

Continuously monitor implementation of the school improvement plan and adjust as needed.

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

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 41.4% achieving proficient or advanced, but 58.6% scored below proficiency.

2018-2019 Math PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 18.2% achieving proficient or advanced, but 81.8% scored below proficiency.

2018-2019 ELA PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 27.3% achieving proficient or advanced.

Strengths

2018-2019 English Language Arts/Literature PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 55.6% achieving proficient or advanced.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 51.7% 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 97.1%.

2020-2021 Acadience data: 66% of the all student group met or exceeded the end of year benchmark which is an increase from the 2018-2019 school year of 65% of the all student group meeting or exceeding the end of year benchmark.

2018-2019 Math PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 42.4% achieving proficient or advanced.

2018-2019 Math PSSA: Student participation in the math PSSA was 97.1%.

2018-2019 Science PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 72.2% achieving proficient or advanced and exceeded the Statewide Average which was 66%.

Challenges

2020-2021 Acadience data: 66% of the all student group met or exceeded the end of year benchmark. That means that 34% or students did not meet the benchmark.

2018-2019 Math PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 42.4% achieving proficient or advanced, but 57.6% did not meet proficiency standards.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 41.4% achieving proficient or advanced, but 59% did not meet proficiency.

2018-2019 Science PSSA: 21.7% of the Economically disadvantaged subgroup scored advanced on the science PSSA whereas 25% of the All Student Group scored advanced.

No data available.

2018-2019 Math PSSA: The subgroup Students with Disabilities did meet the Interim Goal/Improvement Target with 18.2% achieving proficient or advanced, and their scores did increase from the year before.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did meet the Interim Goal/Improvement Target with 27.3% achieving proficient or advanced, and scores improved from the previous year.

Strengths

2018-2019 Science PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 60.9% achieving proficient or advanced and scores increased from the year before.

Student participation in the Science PSSA was 94.7%, with the subgroup Students with Disabilities having 95.8% participation rate.

No data available.

2018-2019 Science PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 60.9% achieving proficient or advanced and scores increased from the year before.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 51.7% achieving proficient or advanced and scores increased from the year before.

Challenges

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 41.4% achieving proficient or advanced and scores increased from the year before.

Most Notable Observations/Patterns

The all student group not meeting the interim targets in math and the economically disadvantaged low proficiency rate in ELA are areas of weakness that need address.

Challenges	Discussion Point	Priority for Planning
<p>2018-2019 ELA PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 41.4% achieving proficient or advanced, but 58.6% scored below proficiency.</p>	<p>Grade 3 scored basic in the following categories: • Informational Text: Integration of Knowledge and Ideas • Conventions of Language • Knowledge of Language Grade 4 scored basic or below basic in the following categories: • Literature Text: Craft and Structure • Informational Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • 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 • Text Dependent Analysis</p>	
<p>2018-2019 Math PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 42.4% achieving proficient or advanced, but 57.6% did not meet proficiency standards.</p>	<p>Grade 3 scored basic in the following categories: • Numbers and Operations- Fractions • Operations and Algebraic Thinking Grade 4 scored basic or below basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry Grade 5 scored basic or below basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Targeted English Language Arts Professional Development

Action Steps	Anticipated Start/Completion Date
Grade K-2 teachers and reading specialists will receive literacy training and support during the 2021-2022 school year.	08/30/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for K-2 Literacy Best Practices Training, Text Dependent Question virtual trainings/support, and Step Up to Writing Training; 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	K-2 Literacy Best Practices Training Professional Development Evaluation, Text Dependent Question Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates
Material/Resources/Supports Needed	PD Step
IU5 consultation, literacy materials, academic coaching support, virtual learning session	yes

Action Steps	Anticipated Start/Completion Date
Data Meetings	09/13/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
<p>Building and district administrators will track attendance and record evaluations for K-2 Literacy Best Practices Training, Text Dependent Question virtual trainings/support, and Step Up to Writing Training; 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</p>	<p>K-2 Literacy Best Practices Training Professional Development Evaluation, Text Dependent Question Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates</p>
Material/Resources/Supports Needed	PD Step
Data: Acadience, CDT, Classroom	no

Action Steps	Anticipated Start/Completion Date
K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	08/30/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for K-2 Literacy Best Practices Training, Text Dependent Question virtual trainings/support, and Step Up to Writing Training; 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	K-2 Literacy Best Practices Training Professional Development Evaluation, Text Dependent Question Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates
Material/Resources/Supports Needed	PD Step
Voyager Sopris Virtual Training, coaching support, manuals	yes

Action Steps	Anticipated Start/Completion Date
Grade 3-5 ELA teachers will participate in Text Dependent Question book study to refine reading and writing instruction.	10/11/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for K-2 Literacy Best Practices Training, Text Dependent Question virtual trainings/support, and Step Up to Writing Training; 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	K-2 Literacy Best Practices Training Professional Development Evaluation, Text Dependent Question Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates
Material/Resources/Supports Needed	PD Step
Book and resources for Text Dependent Questions: Pathways to Close and Critical Reading by Fisher and Frey, IU5 Consultation and Support, virtual learning session	yes

Action Steps	Anticipated Start/Completion Date
English Language Arts Small Group Instruction with push-in para support	09/06/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for K-2 Literacy Best Practices Training, Text Dependent Question virtual trainings/support, and Step Up to Writing Training; 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	K-2 Literacy Best Practices Training Professional Development Evaluation, Text Dependent Question Professional Development Evaluation, Data Meeting Agendas, ELA Small Group Templates
Material/Resources/Supports Needed	PD Step
Para, classroom ELA materials, Teacher guidelines/expectations, Academic Coaching Support	no

Action Plan: Math PSSA Score Improvement

Action Steps	Anticipated Start/Completion Date
Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	08/30/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for mathematics professional development sessions; Administrators will monitor use of effective mathematics instructional strategies.	Professional Development Attendance and Evaluations, Updated curriculum maps
Material/Resources/Supports Needed	PD Step
Math professional development resources, professional development time for collaboration with colleagues, SAVVAS resources, academic coaching support	yes

Action Plan: Math Parent and Family Engagement

Action Steps	Anticipated Start/Completion Date
Collaborate with grade level colleagues across the district and within the school 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.	10/11/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for professional development sessions; Building administrators and teachers will monitor mathematics data	Professional Development Attendance and Evaluations, Increased student achievement in mathematics
Material/Resources/Supports Needed	PD Step
Title Goals, math supplies for the home, math data/standards/resources, time during professional development days to collaborate 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 2021-2022 By 3%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Grade K-2 teachers and reading specialists will receive literacy training and support during the 2021-2022 school year.	08/30/2021 - 05/27/2022
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 3%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	08/30/2021 - 05/27/2022
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 3%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development	Grade 3-5 ELA teachers will participate in Text Dependent Question book	10/11/2021 - 05/27/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Development	study to refine reading and writing instruction.	
Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 By 3%. (Math PSSA Score Improvement)	Math PSSA Score Improvement	Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	08/30/2021 - 05/27/2022
Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 by 3%. (Math Parent and Family	Math Parent and Family Engagement	Collaborate with grade level colleagues across	10/11/2021 - 05/27/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Engagement)		the district and within the school 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.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
K-2 Literacy Best Practices	Grade K-2 teachers, Reading Specialists	Literacy Instructional Best Practices, Identify error types, and adjusting instruction accordingly

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluations	08/30/2021 - 05/27/2022	Medina Reynolds/Academic Coach

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

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

Professional Development Step**Audience****Topics of Prof. Dev**

Explicit Reading and Writing Instruction

K-5 ELA and Social Studies teachers

Writing Instructional Strategies, Step Up to Writing program

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

Professional Development Evaluations

08/30/2021 - 05/27/2022

Lynn Shultz/Supervisor of Elementary Education

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

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step**Audience****Topics of Prof. Dev**

Targeted English Language Arts Professional Development:
Text Dependent Questions- Pathways to Close and Critical
Reading

Grades 3-5 ELA and Social Studies
Teacher

Text Dependent Question, Close
Reading, Critical Reading

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

Professional Development Evaluation

08/30/2021 - 05/27/2022

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

Professional Development Step	Audience	Topics of Prof. Dev
Math Best Practices	K-5 math teachers	Instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluation	08/30/2021 - 05/27/2022	Lisa Franklin/Academic Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Demonstrating Knowledge of Resources	
3c: Engaging Students in Learning	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform parents and community of SAES's Title Plan	Title Plan: Priorities, goals, strategies	Letter, meetings, Facebook, and Website posts	Parents/Guardians and Community	October/November 2021
Inform faculty and staff of SAES'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 2021
