

**WARREN AREA EL CTR**

343 E Fifth Avenue

Schoolwide Title 1 School Plan | 2021 - 2022

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**VISION FOR LEARNING**

The Warren Area Elementary Center 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
Jennifer Hobbs	Principal	Warren Area Elementary Center
Missy McNett	School Counselor	Warren Area Elementary Center
Leslie Bloomgren	Special Education Supervisor	Warren Area Elementary Center
Pam Striker	Reading Specialist	Warren Area Elementary Center
Melissa Feaster	Reading Specialist	Warren Area Elementary Center
Rachel McClellan	Regular Education Teacher (K)	Warren Area Elementary Center
Becky Ickert	Regular Education Teacher (1)	Warren Area Elementary Center
Rayme Scalise	Regular Education Teacher (2)	Warren Area Elementary Center
Lynn Raffaele	Regular Education Teacher (3)	Warren Area Elementary Center
Megan Curren	Regular Education Teacher (4)	Warren Area Elementary Center
Natalie Massa	Parent	Warren Area Elementary Center
Emily Gausman	Parent	Warren Area Elementary Center
Lynn A. Shultz	Supervisor of Elementary Education	Warren County School District

Name	Position	Building/Group
Medina Reynolds	Academic Coach	Warren County School District
Ryan Betts	Community Member	Betts Industries

## 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.	English Language Arts
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

## 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 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.	-	Medina Reynolds - WCSD Academic Literacy Coach	IU5 consultation, literacy materials, academic coaching support, virtual learning session
Data Meetings	2021-09-13 - 2022-05-27	Jennifer Hobbs/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	-	Jenn Hobbs/Building Principal	Para, classroom ELA materials, Teacher guidelines/expectations, Academic Coaching Support
<b>Anticipated Outcome</b>			
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)
Math PSSA Score Improvement	Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2020-2021 By 3%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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.	2021-08-30 - 2022-05-27	Lisa Franklin/Academic Coach	Math professional development resources, professional development time for collaboration with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			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 2020-2021 by 3% Grades 3-4 will increase from 2018-2019 to 2020-2021 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		Title Goals, math supplies for the home, math data/standards/resources, time during professional development days to collaborate with

## Anticipated Outcome

## Monitoring/Evaluation

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## 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 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.	01/01/0001 - 01/01/0001

## 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 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 2020-2021 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 2020-2021 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 2020-2021 by 3% Grades 3-4 will increase from 2018-2019 to 2020-2021 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.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature	Jennifer Hobbs	2021-08-31
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

2018-2019 English Language Arts/Literature PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 58.4% achieving proficient or advanced.

2018-2019 ELA PSSA: All Student Group participation in the English Language Arts/Literature PSSA was 96.6%.

2018-2019 English Language Arts/Literature PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 58.4% achieving proficient or advanced.

2018-2019 ELA PSSA: All Student Group participation in the English Language Arts/Literature PSSA was 96.6%.

2018-2019 Math PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 45% achieving proficient or advanced.

The All Student Group participation rate in the math PSSA was 97.4, while the subgroup Economically Disadvantaged participation rate was 96.4 and the Students with Disabilities subgroup's participation rate was 92.6%.

2018-2019 Science PSSA: The All Student Group did meet the

### Challenges

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 34.4% achieving proficient or advanced.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target with 44% achieving proficient or advanced.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 34.4% achieving proficient or advanced.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target with 44% achieving proficient or advanced.

2018-2019 Math PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 32.8% achieving proficient or advanced, while 67.2% scored below proficiency.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 35.6% achieving proficient or advanced, while 64.6% scored below proficiency.



## Strengths

Interim Goal/Improvement Target with 81.8% achieving proficient or advanced and exceeded the Statewide Average which was 66%.

The All Student Group participation rate in the science PSSA was 98.6, while the subgroup Economically Disadvantaged participation rate was 98.5 and the Students with Disabilities subgroup's participation rate was 96.4%.

No data available.

2018-2019 Science PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 74.1% 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 76.9% achieving proficient or advanced and scores increased from the year before.

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

Focus on Continuous improvement of Instruction: Identify and address individual student learning needs

Focus on Continuous improvement of Instruction: Align curricular materials and lesson plans to the PA Standards

## Challenges

2018-2019 Science PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 74.1% achieving proficient or advanced and scores increased from the year before, while 25.9% scored below proficiency

No data available.

2018-2019 Math PSSA: The subgroup Students with Disabilities did meet the Interim Goal/Improvement Target with 32.8% achieving proficient or advanced, and 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 34.4% achieving proficient or advanced, but scores improved from the previous year.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 35.6% achieving proficient or advanced, and scores increased from the year before.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target with 44% achieving proficient or advanced, but scores increased from the year before.

Implement evidence-based strategies to engage families to

## Strengths

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Focus on Continuous improvement of Instruction: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Focus on Continuous improvement of Instruction: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

## Challenges

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support learning

Provide Student-Centered Support Systems: Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Foster Quality Professional Learning: Use multiple professional learning designs to support the learning needs of staff

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## Most Notable Observations/Patterns

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The student subgroups Economically Disadvantaged and Students with Disabilities met the interim targets in math, but the proficiency rate is still low. The student subgroups Economically Disadvantaged and Students with Disabilities did not meet the interim targets in reading. Areas of weakness in both math and reading need addressed.

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Challenges	Discussion Point	Priority for Planning
2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 34.4% achieving proficient or advanced.	Grade 3 scored basic in the following categories: • Literature Text: Key Ideas and Details, Craft and Structure • Informational Text: Integration of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language Grade 4 scored basic or below basic in the following categories: • Conventions of Standard English • Text Dependent Analysis	
2018-2019 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target with 44% achieving proficient or advanced.	Grade 3 scored basic in the following categories: • Literature Text: Key Ideas and Details, Craft and Structure • Informational Text: Integration of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language Grade 4 scored basic or below basic in the following categories: • Conventions of Standard English • Text Dependent Analysis	
2018-2019 Math PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 32.8% achieving proficient or advanced, while 67.2% scored below proficiency.	Grade 3 scored basic in the following categories: • Numbers and Operations- Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data Grade 4 scored basic or below basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Measurement and Data	
2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 35.6% achieving proficient or advanced, while 64.6% scored below proficiency.	Grade 3 scored basic in the following categories: • Numbers and Operations- Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data Grade 4 scored basic or below basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Measurement and Data	

## 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.	01/01/0001 - 01/01/0001
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

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

Data Meetings

09/13/2021 - 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**

Data: Acadience, CDT, Classroom

no

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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

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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

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Action Steps	Anticipated Start/Completion Date
English Language Arts Small Group Instruction with push-in para support	01/01/0001 - 01/01/0001
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
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## 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
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**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

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	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 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.	01/01/0001 - 01/01/0001
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2020-2021 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 2020-2021 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 2020-2021 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 2020-2021 by 3% Grades 3-4 will increase from	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
2018-2019 to 2020-2021 By 3%. (Math Parent and Family 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

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**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:**

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

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Professional Development Step	Audience	Topics of Prof. Dev
Targeted English Language Arts Professional Development: Text Dependent Questions- Pathways to Close and Critical Reading	Grade 3-5 ELA teachers	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	

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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	
3c: Engaging Students in Learning	
1d: Demonstrating Knowledge of Resources	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform faculty and staff of WAEC'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
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

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