

**SHEFFIELD AREA EL SCH**

6760 Route 6

Schoolwide Title 1 School Plan | 2022 - 2023

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**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
Matt Cragg	School Counselor	Sheffield Area Elementary School
Lisa Smith	Special Education Supervisor	Sheffield Area Elementary School
Anna Peterson	Reading Specialist	Sheffield Area Elementary School
Pam Durnell	Reading Specialist	Sheffield Area Elementary School
Melissa Buck	Parent	Sheffield Area Elementary School
Cylee Devault	Parent	Sheffield Area Elementary School
Patrick Mulligan	Teacher	Sheffield Area Elementary School
Kelly Stoddard	Teacher	Sheffield Area Elementary School
Lynn Shultz	District Level Leaders	Central Office
Susan Silvis	Paraprofessional	Sheffield Area Elementary School
Erin Napolitan	Paraprofessional	Sheffield Area Elementary School
Medina Reynolds	Other	Central Office

Name	Position	Building/Group
Lisa Franklin	Other	Central Office
Jody Baker	Community Member	Business Leader

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
PSSA ELA scores will increase by following the standards aligned curriculum with fidelity. PSSA ELA scores will increase by using quality resources and providing teachers with the training to best use those resources.	English Language Arts
PSSA math scores will increase by following the standards aligned curriculum with fidelity. PSSA math scores will increase by using quality resources and providing teachers with the training 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	
Standards Aligned Math Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Math Score Improvement	Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to 2022-2023 by 10%.

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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 10%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
SAES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	2022-08-31 - 2023-06-09	Susan Nichols/Principal, Lisa Franklin/Academic Coach	*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues ***NOTE: No Title I funds will be directly used to support this action step.
Schedule the mathematics block to include small groups 3 times a week. Optional training will be offered for best practices in designing and implementing small group instruction.	2022-09-05 - 2023-06-09	Susan Nichols/Principal, Lisa Franklin/Academic Coach	*Math Schedules *Small Group Design & Strategies *Math Resources: SAVVAS & SAVVY, *DIBELS Math/mCLASS Math (K-3), *CDT Data *ST Math ***NOTE: No Title I funds will be directly used to support this action step.
Math teachers will participate in DIBELS Math and mCLASS Math professional development. SAES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mCLASS Math providing targeted mathematics intervention lessons	2022-07-21 - 2023-06-09	Susan Nichols/Principal Lisa Franklin/Academic Coach Lynn Shultz/	*DIBELS/mCLASS Math PD *DIBELS/mCLASS Math Resources *WCSD Assessment Calendar ***NOTE: No Title I funds will be directly used to support this action step.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
based on DIBELS Math scores.		Supervisor of EI Ed	
Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.	2022-08-29 - 2023-06-09	Susan Nichols/Principal, Lisa Franklin/Academic Coach, Lynn Shultz/Supervisor of EI Ed	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from the academic coach *Training Videos - SAVVAS and SAVVY ***NOTE: No Title I funds will be directly used to support this action step.
Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.	2022-09-19 - 2023-06-09	Susan Nichols/Principal, Lisa Franklin/Academic Coach, Lynn Shultz/Supervisor of EI Ed	*ST Math Licenses *Training Videos - ST Math *Ongoing mathematics instructional support from the academic coach ***NOTE: No Title I funds will be directly used to support this action step.
SAES MATH PFE PLAN: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills. Provide ST Math training to parents and families to share how parents can support student use of ST Math at home.	2022-09-19 - 2023-06-09	Susan Nichols/Principal, Lisa Franklin/Academic Coach	*SAES's Math Parent and Family Engagement Plan *Administrative and Academic Coaching Support *ST Math Training for Parents *Math Training and Materials for Parents/Families *Social Media/School Web Page *Title I P&F Engagement Supplies ***NOTE: SAES Title I Parent and Family Engagement funds will be used in the following ways:

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			1.) Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$2,131.08

### Anticipated Outcome

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

### Monitoring/Evaluation

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

### Evidence-based Strategy

Standards Aligned ELA Instruction

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PSSA ELA Score Improvement	Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
SAES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	2022-08-29 - 2023-06-09	Susan Nichols/ Principal	*WCSD Planned Instruction & Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues ***NOTE: SAES Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$624.76.
SAES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite and will utilize the literacy suite with fidelity.	2022-08-29 - 2023-06-09	Susan Nichols/ Principal, Lynn Shultz/ Supervisor of EI Ed	*CKLA PD: Overview, Enhanced Planning and Practice, Small Groups, and Writing *CKLA Literacy Suite Resources *Academic Coaching Support ***NOTE: No Title I funds will be directly used to support this action step.
SAES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	2022-08-29 - 2023-06-09	Susan Nichols/ Principal, Medina Reynolds/ Academic	*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mCLASS Reading Intervention Toolkit *Amplify Reading *CKLA Intervention Toolkit *Additional literacy materials ***NOTE: SAES Title I funds will be used in the following ways: 1.) Salary of one



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coach	reading specialist and two paraprofessionals= \$99,087.42 2.) Benefits of one reading specialist and two paraprofessionals= \$71,846.59
SAES will utilize DIBELS 8th Edition and mCLASS Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.	2022-09-06 - 2023-06-09	Susan Nichols/ Principal, Medina Reynolds/ Academic Coach	*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings ***NOTE: SAES Title I funds will be used in the following ways: 1.) (Partial) Salary and benefits of the academic coach= \$19,326.43.

### Anticipated Outcome

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans

### Monitoring/Evaluation

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal, Susan Nichols to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Susan Nichols.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.	08/29/2022 - 06/09/2023
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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 10%. (Math Parent and Family Engagement)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	08/29/2022 - 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES will utilize DIBELS 8th Edition and mCLASS Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.	09/06/2022 - 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in DIBELS Math and mCLASS Math professional development. SAES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mCLASS Math providing targeted mathematics intervention lessons based on DIBELS Math scores.	07/21/2022 - 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.	09/19/2022 - 06/09/2023
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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 10%. (Math Parent and Family Engagement)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite and will utilize the literacy suite with fidelity.	08/29/2022 - 06/09/2023



## 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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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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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 \*

100% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. This was above the statewide average of 86.2%.

2020-2021 Math PSSA: The All Student Group had a PA State Assessment Participation Rate of 95.7%.

2020-2021 ELA PSSA: The All Student Group had a PA State Assessment Participation Rate of 95.7%.

Students in the Students with Disabilities subgroup had a PA State

### 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

None

2020-2021 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target (44.3%) with only 35.6% achieving proficient or advanced.

2020-2021 ELA PSSA: The All Student Group did not meet the Interim Goal/Improvement Target (57.6%) with only 53.3% achieving proficient or advanced.

Math: Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (40.6%) with 19.6%

## Strengths

Assessment Participation Rate of 82.8%.

Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 93.9%.

Students in the White subgroup had a PA State Assessment Participation Rate of 93.7%.

Acadience Reading - 2022- End of Year - Grade K (5/14/2022)  
Composite Score= 66.7% Proficient

Acadience Reading- 2022 End of Year - Grade 4 (5/14/2022)  
DIBELS Composite Score= 65.7% Proficient

Acadience Reading- 2022 End of Year - Grade 5 (5/14/2022)  
DIBELS Composite Score= 65.6% Proficient

ACADIENCE MATH EOY KINDERGARTEN 2022 (5/27/2022)  
Composite Score= 97.8% Proficient

71.4% of fourth grade students scored proficient or advanced on the 2021-2022 CDT Science Grade 4.

## Challenges

achieving proficient or advanced on the math PSSA.

ELA: Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (54.2%) with 32.6% achieving proficient or advanced.

2021-2022 ELA PSSA Grades 3-5: 38.6% of third graders, 52.8% of fourth graders, and 56.3% of fifth graders scored proficiency or above on the 2021-2022 ELA PSSA.

2021-2022 Math PSSA Grades 3-5: 29.5% of third graders, 33.3% of fourth graders, and 25% of fifth graders scored proficiency or above on the 2021-2022 Math PSSA.

2021-2021 Science PSSA Grade 4: 30.6% of fourth graders scored basic or below basic on the 2021-2022 Science PSSA.

## Most Notable Observations/Patterns

The All Student group not meeting the interim targets in math and ELA are areas of weakness that need address.

Challenges	Discussion Point	Priority for Planning
2020-2021 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target (44.3%) with only 35.6% achieving proficient or advanced.	Analyzing Math PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A PSSA - Math - Grade 3 - 2020-21 M03.A-T.1 Numbers and Operations In Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 2.38 M03.A-F.1 Numbers and Operations - Fractions ~ Develop an understanding of fractions as numbers. 1.5 M03.B-O.1 Operations and Algebraic Thinking ~ Represent and solve problems involving multiplication and division. 3.38 M03.B-O.2 Operations and Algebraic Thinking ~ Understand properties of multiplication and the relationship between multiplication and division. 3.31 M03.B-O.3 Operations and Algebraic Thinking ~ Solve problems involving the four operations, and identify and explain patterns in arithmetic. 1.38 M03.C-G.1 Geometry ~ Reason with shapes and their attributes. 2.31 M03.D-M.1 Measurement and Data ~ Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects. 2.06 M03.D-M.2 Measurement and Data ~ Represent and interpret data. 2.28 M03.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 2.19 M03.D-M.4 Measurement and Data ~ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 2.63 A: PSSA - Math - Grade 4 - 2020-21 M04.A-T.1 Numbers and Operations in Base Ten ~ Generalize place-value understanding for multi-digit whole numbers. 1.8 M04.A-T.2 Numbers and Operations in Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 3.53 M04.A-F.1 Numbers and	

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

Operations - Fractions ~ Extend understanding of fraction equivalence and ordering. 2 M04.A-F.2 Numbers and Operations - Fractions ~ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 3.47 M04.A-F.3 Numbers and Operations - Fractions ~ Understand decimal notation for fractions and compare decimal fractions. 1.9 M04.B-O.1 Operations and Algebraic Thinking ~ Use the four operations with whole numbers to solve problems. 3.07 M04.B-O.2 Operations and Algebraic Thinking ~ Gain familiarity with factors and multiples. 1.57 M04.B-O.3 Operations and Algebraic Thinking ~ Generate and analyze patterns. 2.73 M04.C-G.1 Geometry ~ Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 2.2 M04.D-M.1 Measurement and Data ~ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 2.9 M04.D-M.2 Measurement and Data ~ Represent and interpret data. 2.1 M04.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of angle; measure and create angles. 3 A: PSSA - Math - Grade 5 - 2020-21 M05.A-T.1 Numbers and Operations in Base Ten ~ Understand the place-value system. 1.18 M05.A-T.2 Numbers and Operations in Base Ten ~ Perform operations with multi-digit whole numbers and with decimals to hundredths. 2.36 M05.A-F.1 Numbers and Operations - Fractions ~ Use equivalent fractions as a strategy to add and subtract fractions. 2.54 M05.A-F.2 Numbers and Operations - Fractions ~ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 1.82 M05.B-O.1 Operations and Algebraic Thinking ~ Write and interpret numerical expressions. 2.32 M05.B-O.2 Operations and Algebraic Thinking ~ Analyze patterns and relationships. 2.21 M05.C-G.1 Geometry ~ Graph points on the coordinate plane to solve real-world and mathematical problems. 1.61 M05.C-G.2 Geometry ~ Classify two-dimensional figures into categories based on their properties. 2.29 M05.D-M.1 Measurement and Data ~ Convert like measurement units within a given measurement system. 1.29 M05.D-M.2 Measurement and Data ~ Represent and interpret data. 2.54 M05.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 2.21

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

2020-2021 ELA PSSA: The All Student Group did not meet the Interim Goal/Improvement Target (57.6%) with only 53.3% achieving proficient or advanced.

Analyzing ELA PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A PSSA - ELA - Grade 3 - 2020-21 A-K.1 (Anchor 1.1) - Key Ideas and Details= 2.88 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 1.88 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 2.25 A-V.4 (Anchor 6.4) - A: Literature Text= 2.21 B-V.4 (Anchor 7.4) - B: Informational Text= 2.06 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.28 B-K.1 (Anchor 7.1) - B: Informational Text= 2.28 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 3.09 B-C.2 (Anchor 7.2) - B: Informational Text= 3.09 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 1.94 B-C.3 (Anchor 7.3) - B: Informational Text= 1.94 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 2.06 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.53 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.25 PSSA - ELA - Grade 4 - 2020-21 A-K.1 (Anchor 1.1) - Key Ideas and Details= 3.6 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 1.23 A-C.3 (Anchor 2.2) - Craft and Structure/Integration of Knowledge and Ideas= 2.53 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 1.53 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.37 B-K.1 (Anchor 7.1) - B: Informational Text= 2.37 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 2.4 B-C.2 (Anchor 7.2) - B: Informational Text= 2.4 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 2.43 B-C.3 (Anchor 7.3) - B: Informational Text= 2.53 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 2.63 B-V.4 (Anchor 7.4) - B: Informational Text= 2.63 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.9 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 1.8 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing)= 1.57 PSSA - ELA - Grade 5 - 2020-21 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 3.39 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 1.82 A-V.4 (Anchor 6.4) - A: Literature Text= 1.79 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.89 B-K.1 (Anchor 7.1) - B: Informational Text= 2.89 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 1.14 B-C.3 (Anchor 7.3) - B: Informational Text= 1.14 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 3.5 B-V.4 (Anchor

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

7.4) - B: Informational Text= 3.5 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 1.89  
D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.21 E.1 (Anchor 5.1) Text-  
Dependent Analysis (Reading/Writing)= 1.61



# ADDENDUM B: ACTION PLAN

## Action Plan: Standards Aligned Math Instruction

Action Steps	Anticipated Start/Completion Date
SAES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	08/31/2022 - 06/09/2023

**Monitoring/Evaluation**

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

**Anticipated Output**

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

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

\*Planned Instruction/Curriculum Maps \*SAVVAS Textbook & Resources \*Academic Coaching Support \*Time to Collaborate with Colleagues \*\*\*NOTE: No Title I funds will be directly used to support this action step.

no

Action Steps	Anticipated Start/Completion Date
Schedule the mathematics block to include small groups 3 times a week. Optional training will be offered for best practices in designing and implementing small group instruction.	09/05/2022 - 06/09/2023

**Monitoring/Evaluation**

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

**Anticipated Output**

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

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

\*Math Schedules \*Small Group Design & Strategies \*Math Resources: SAVVAS & SAVVY, \*DIBELS Math/mCLASS Math (K-3), \*CDT Data \*ST Math \*\*\*NOTE: No Title I funds will be directly used to support this action step.

no

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

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Math teachers will participate in DIBELS Math and mCLASS Math professional development. SAES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mCLASS Math providing targeted mathematics intervention lessons based on DIBELS Math scores.

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07/21/2022 - 06/09/2023

**Monitoring/Evaluation**

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

**Anticipated Output**

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

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

\*DIBLES/mCLASS Math PD \*DIBLES/mCLASS Math Resources \*WCSD Assessment Calendar \*\*\*NOTE: No Title I funds will be directly used to support this action step. yes

Action Steps	Anticipated Start/Completion Date
Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.	08/29/2022 - 06/09/2023

**Monitoring/Evaluation**

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

**Anticipated Output**

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed**

\*SAVVAS Textbooks and Resources \*Ongoing mathematics instructional support from the academic coach \*Training Videos - SAVVAS and SAVVY \*\*\*NOTE: No Title I funds will be directly used to support this action step.

**PD  
Step**

yes



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

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Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.

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09/19/2022 - 06/09/2023

**Monitoring/Evaluation**

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

**Anticipated Output**

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed**

\*ST Math Licenses \*Training Videos - ST Math \*Ongoing mathematics instructional support from the academic coach \*\*\*NOTE: No Title I funds will be directly used to support this action step.

**PD  
Step**

yes

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

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SAES MATH PFE PLAN: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills. Provide ST Math training to parents and families to share how parents can support student use of ST Math at home.

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09/19/2022 - 06/09/2023

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

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal Susan Nichols to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Susan Nichols with SAES teacher support. 5.) Math Parent and Family Engagement Surveys will be posted by Principal Susan Nichols with support from Lynn Shultz.

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5.) Math Parent and Family Engagement Surveys

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

\*SAES's Math Parent and Family Engagement Plan \*Administrative and Academic Coaching Support \*ST Math Training for Parents  
\*Math Training and Materials for Parents/Families \*Social Media/School Web Page \*Title I P&F Engagement Supplies \*\*\*NOTE: SAES Title I Parent and Family Engagement funds will be used in the following ways: 1.) Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$2,131.08

no

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### Action Plan: Standards Aligned ELA Instruction

Action Steps	Anticipated Start/Completion Date
SAES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
<p>1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal, Susan Nichols to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Susan Nichols.</p>	<p>1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans</p>
Material/Resources/Supports Needed	PD Step
<p>*WCSD Planned Instruction &amp; Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support            *Time for Collaboration with Colleagues ***NOTE: SAES Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$624.76.</p>	<p>no</p>

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

SAES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite and will utilize the literacy suite with fidelity.

08/29/2022 - 06/09/2023

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

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal, Susan Nichols to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Susan Nichols.

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans

Material/Resources/Supports Needed	PD Step
*CKLA PD: Overview, Enhanced Planning and Practice, Small Groups, and Writing *CKLA Literacy Suite Resources *Academic Coaching Support ***NOTE: No Title I funds will be directly used to support this action step.	yes

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Action Steps	Anticipated Start/Completion Date
SAES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	08/29/2022 - 06/09/2023



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

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal, Susan Nichols to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Susan Nichols.

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans

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

\*Reading Specialists \*Paraprofessionals \*MTSS Tutors \*Academic Coaching Support \*mCLASS Reading Intervention Toolkit \*Amplify Reading \*CKLA Intervention Toolkit \*Additional literacy materials \*\*\*NOTE: SAES Title I funds will be used in the following ways: 1.) Salary of one reading specialist and two paraprofessionals= \$99,087.42 2.) Benefits of one reading specialist and two paraprofessionals= \$71,846.59

yes

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

SAES will utilize DIBELS 8th Edition and mCLASS Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.

09/06/2022 - 06/09/2023

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

1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2.) Lesson Plan Checks will be completed by Principal, Susan Nichols to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Susan Nichols.

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans

Material/Resources/Supports Needed	PD Step
*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings ***NOTE: SAES Title I funds will be used in the following ways: 1.) (Partial) Salary and benefits of the academic coach= \$19,326.43.	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.	08/29/2022 - 06/09/2023
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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 10%. (Math Parent and Family Engagement)			
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES will provide targeted literacy instruction and support for all K-5 students during	08/29/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES will utilize DIBELS 8th Edition and mCLASS Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.	09/06/2022 - 06/09/2023
Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to	Standards	Math teachers will	07/21/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>2022-2023 by 10%. (PSSA Math Score Improvement)</p> <p>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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 10%. (Math Parent and Family Engagement)</p>	Aligned Math Instruction	<p>participate in DIBELS Math and mCLASS Math professional development. SAES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mCLASS Math providing targeted mathematics intervention lessons based on DIBELS Math scores.</p>	<p>-</p> <p>06/09/2023</p>
<p>Using the PSSA, Grade 3-5 Math proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA Math Score Improvement)</p> <p>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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 10%. (Math Parent and Family Engagement)</p>	Standards Aligned Math Instruction	<p>Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST</p>	<p>09/19/2022</p> <p>-</p> <p>06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.	
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 10%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite and will	08/29/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		utilize the literacy suite with fidelity.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CKLA Literacy Suite	K-5 ELA teachers, Reading Specialists, Special Education Teachers	CKLA Overview, Advanced Planning and Practice, mCLASS Reading, mCLASS Intervention Toolkit, CKLA Writing, Small Groups, Special Education

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate in their lesson plans that they are following the newly developed ELA planned instruction and curriculum map using the CKLA Literacy Suite resources. Curriculum Pacing Checks will provide additional evidence of progress through the curriculum. Reading specialists, paraprofessionals, teachers, and MTSS tutors will use the mCLASS intervention toolkit and lessons to provide targeted instructional support during WIN time, which will be reflected in WIN plans. PD evaluations are completed following each training.	09/06/2022 - 06/09/2023	Susan Nichols/Principal Medina Reynolds/Academic Coach Lynn Shultz/Supervisor of Elementary Education

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

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



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1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

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

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

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

ST Math

K-5 Math Teachers and Special Education  
Teachers

Effective use of ST Math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate in their lesson plans that they are including ST Math in their math block time. ST Math Reports will detail classroom usage. Principal observations may record effective questioning techniques/support. PD evaluations are completed following each training.	08/29/2022 - 09/23/2022	Susan Nichols/Principal Lisa Franklin/Academic Coach 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

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

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Professional Development Step	Audience	Topics of Prof. Dev
Math Instructional Best Practices and Math Intervention	K-5 Math Teachers, Special Education Teachers	Math instructional best practices, effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component, and DIBELS/mCLASS Math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate in their lesson plans that they are following the newly developed math planned instruction and curriculum map using the SAVVAS resources. Curriculum Pacing Checks will provide additional evidence of progress through the curriculum. Teachers and paraprofessionals will use the mCLASS math lessons to provide targeted instructional support during small group time in math class, which will be reflected in lesson plans. PD evaluations are completed following each training.	06/21/2022 - 06/09/2023	Susan Nichols/Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
1f: Designing Student Assessments	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	
1b: Demonstrating Knowledge of Students	

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

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

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

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

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

1e: Designing Coherent Instruction

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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	September 2022
Inform parents and community of SAES's Title Plan	Title Plan: Priorities, goals, strategies	Letter, meetings, social media, and website posts	Parents/Guardians and Community	September/October 2022
Inform School Board	Title I Plan	School Board Meeting	School Board and Community	August 2022

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