

**WARREN AREA EL CTR**

343 E Fifth Avenue

Schoolwide Title 1 School Plan | 2022 - 2023

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**VISION FOR LEARNING**

The Warren Area Elementary Center team will work collaboratively with the parents and community to ensure all students are learn and grow.

## STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Hobbs	Principal	Warren Area Elementary Center
Kylie Harris	Principal	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
Amanda Merritt	Regular Education Teacher (K)	Warren Area Elementary Center
Heather Alspaugh	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
Caroline Check	Parent	Warren Area Elementary Center
Ashley Gulisek	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
Ruth Nelson	Community Member	Helping Our Children Organization
Lisa Franklin	Other	Warren County School District
Missy McNett	Other	Warren County School District

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# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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
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

# 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 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%.

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 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
WAEC will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	2022-08-31 - 2023-06-09	Jenn Hobbs/ Principal, Kylie Harris/ Assistant 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	Jenn Hobbs/ Principal, Kylie Harris/ Assistant 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	2022-07-21 -	Jenn Hobbs/	*DIBELS/mCLASS Math PD *DIBELS/mCLASS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
mCLASS Math professional development. WAEC will utilize DIBLES 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.	2023-06-09	Principal, Kylie Harris/ Assistant Principal, Lisa Franklin/ Academic Coach, Lynn Shultz/ Supervisor of EI Ed	Math Resources *WCSD Assessment Calendar ***NOTE: WAEC Title I funds will be used in the following ways: 1.) Salary and benefits of one reading specialist= \$63,733.40
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	Jenn Hobbs/ Principal, Kylie Harris/ Assistant 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	2022-09-19 - 2023-06-09	Jenn Hobbs/ Principal, Kylie Harris/	*ST Math Licenses *Training Videos - ST Math *Ongoing mathematics instructional support from the academic coach ***NOTE: No Title I

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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.		Assistant Principal, Lisa Franklin/ Academic Coach, Lynn Shultz/ Supervisor of EI Ed	funds will be directly used to support this action step.
WAEK 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	Jenn Hobbs/ Principal, Kylie Harris/ Assistant Principal, Lisa Franklin/ Academic Coach	*WAEK'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: WAEK 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= \$8,042.51
<b>Anticipated Outcome</b>			
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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and Lynn Shultz.

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## Evidence-based Strategy

Standards Aligned ELA Instruction

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA English Language Arts Score Improvement	Using the PSSA, Grade 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
WAEC will follow the newly	2022-08-29 -	Jenn Hobbs/	*WCSD Planned Instruction & Curriculum Maps *CKLA



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	2023-06-09	Principal, Kylie Harris/ Assistant Principal	Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues ***NOTE: WAEC Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$2,357.80.
WAEC 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	Jenn Hobbs/ Principal, Kylie Harris/ Assistant 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.
WAEC 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	Jenn Hobbs/ Principal, Kylie Harris/ Assistant Principal, Medina Reynolds/ Academic Coach	*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings ***NOTE: WAEC Title I funds will be used in the following ways: 1.) (Partial) Salary and benefits of the academic coach= \$54,066.70.
WAEC will provide targeted literacy instruction and support for all K-5	2022-08-29 - 2023-06-09	Jenn Hobbs/ Principal, Kylie	*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mCLASS Reading Intervention

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.		Harris/ Assistant Principal, Medina Reynolds/ Academic Coach	Toolkit *Amplify Reading *CKLA Intervention Toolkit *Additional literacy materials ***NOTE: WAEC Title I funds will be used in the following ways: 1.) Salary of six reading specialists and five paraprofessionals= \$484,099.37 2.) Benefits of six reading specialists and five paraprofessionals= \$270,750.41

### 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 and Observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris.

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in DIBELS Math and mCLASS Math professional development. WAEC 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 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (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 8%. (Math Parent and Family Engagement)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (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 8%. (Math Parent and Family Engagement)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA English Language Arts Score Improvement)	Standards Aligned ELA Instruction	WAEC 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

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA English Language Arts Score Improvement)	Standards Aligned ELA Instruction	WAEC 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 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA English Language Arts Score Improvement)	Standards Aligned ELA Instruction	WAEC 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



## 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

Acadience Reading - 2022- End of Year - Grade K (5/14/2022)  
Composite Score= 72.6% Proficient

Acadience Reading- 2022 End of Year - Grade 4 (5/14/2022)  
DIBELS Composite Score = 62% Proficient

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

ACADIENCE MATH EOY SECOND GRADE 2022 (5/27/2022)=  
Composite Score= 82.5% Proficient

2021-2022 PSSA Science Grade 4 = 72.1% Proficiency

No data available.

2020-2021 ELA PSSA Participation: The All Student Group had a  
PA State Assessment Participation Rate of 90.1%

2020-2021 Math PSSA Participation: The All Student Group had a  
PA State Assessment Participation Rate of 90.1%

2020-2021 ELA PSSA Participation: Students in the White  
subgroup had a PA State Assessment Participation Rate of 90.2%.

### Challenges

The 2021-2022 ELA PSSA percentage of students scoring Basic or  
Below Basic are as follows: Grade 3= 62% (80 of 129 students),  
Grade 4= 50.8% (66 of 129 students).

The 2021-2022 Math PSSA percentage of students scoring Basic  
or Below Basic are as follows: Grade 3= 65.9% (95 of 129  
students), Grade 4= 64.3% (83 of 129 students).

The 2021-2022 Science PSSA percentage of students scoring  
Basic or Below Basic are as follows: Grade 4= 27.9% (36 of 129  
students).

No data available.

2020-2021 Math PSSA: The All Student Group did not meet the  
Interim Goal/Improvement Target (47.0%) with only 28.5%  
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.

Students in the White subgroup did not meet the 20-21 PSSA ELA  
Interim Goal/Improvement Target (62.6%) with 48.7% achieving

## Strengths

2020-2021 Math PSSA Participation: Students in the White subgroup had a PA State Assessment Participation Rate of 90.2%.

2020-2021 Science PSSA Participation: Students in the White subgroup had a PA State Assessment Participation Rate of 89.5%.

Use multiple professional learning designs to support the learning needs of staff

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

Align curricular materials and lesson plans to the PA Standards

Provide frequent, timely, and systematic feedback and support on instructional practices

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

## Challenges

proficient or advanced.

Students in the White subgroup did not meet the 20-21 PSSA Math Interim Goal/Improvement Target (47.2%) with 29.6% achieving proficient or advanced.

Students in the Economically Disadvantaged subgroup did not meet the 20-21 PSSA ELA Interim Goal/Improvement Target (51.1%) with 36% achieving proficient or advanced.

Students in the Economically Disadvantaged subgroup did not meet the 20-21 PSSA Math Interim Goal/Improvement Target (36.1%) with 17.2% achieving proficient or advanced.

Implement evidence-based strategies to engage families to support learning

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

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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### Most Notable Observations/Patterns

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

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Challenges	Discussion Point	Priority for Planning
The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 65.9% (95 of 129 students), Grade 4= 64.3% (83	PSSA - Math - Grade 3 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A ) M03.A-T.1 Numbers and Operations In Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 2.74 M03.A-F.1 Numbers and Operations - Fractions ~ Develop an understanding of fractions as numbers. 240 M03.B-O.1 Operations and Algebraic Thinking ~ Represent and solve problems involving multiplication and division. 3.21 M03.B-O.2 Operations and Algebraic Thinking ~ Understand properties of multiplication and the relationship between multiplication and division. 2.29 M03.B-O.3 Operations and Algebraic Thinking ~ Solve problems involving the four operations, and identify and explain patterns in arithmetic. 2.29 M03.C-G.1 Geometry ~ Reason with shapes and their attributes. 2.13 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. 2.4 M03.D-M.2 Measurement and Data ~ Represent and interpret data. 3.33 M03.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 1.76 M03.D-M.4 Measurement and Data ~ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 1.79 PSSA - Math - Grade 4 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A ) M04.A-T.1 Numbers and Operations in Base Ten ~ Generalize place-value understanding for multi-digit whole numbers.= 2.29 M04.A-T.2 Numbers and Operations in Base Ten ~	

Challenges	Discussion Point	Priority for Planning
of 129 students).	Use place-value understanding and properties of operations to perform multi-digit arithmetic.= 2.22 M04.A-F.1 Numbers and Operations - Fractions ~ Extend understanding of fraction equivalence and ordering.= 2.02 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.= 2.70 M04.B-O.1 Operations and Algebraic Thinking ~ Use the four operations with whole numbers to solve problems.= 3.25 M04.B-O.2 Operations and Algebraic Thinking ~ Gain familiarity with factors and multiples.= 1.42 M04.B-O.3 Operations and Algebraic Thinking ~ Generate and analyze patterns.= 2.90 M04.C-G.1 Geometry ~ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.= 2.22 M04.D-M.1 Measurement and Data ~ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.= 2.45 M04.D-M.2 Measurement and Data ~ Represent and interpret data.= 2.76 M04.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of angle; measure and create angles.= 2.12	
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 62% (80 of 129	PSSA - ELA - Grade 3 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) A-K.1 (Anchor 1.1) - Key Ideas and Details= 1.89 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 2.34 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 2.39 A-V.4 (Anchor 6.4) - A: Literature Text= 2.72 B-V.4 (Anchor 7.4) - B: Informational Text= 2.23 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.28 B-K.1 (Anchor 7.1) - B: Informational Text= 3.24 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 2.18 B-C.2 (Anchor 7.2) - B: Informational Text= 2.18 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 1.49 B-C.3 (Anchor 7.3) - B: Informational Text= 1.49 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 2.28 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.53 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.19 PSSA - ELA - Grade 4 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) A-K.1 (Anchor 1.1) - Key Ideas and Details= 3.38 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 3.08 A-V.4 (Anchor 6.4) - A: Literature Text= 3.05 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.63 B-K.1 (Anchor 7.1) - B: Informational Text= 2.63 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 1.90 B-C.2 (Anchor 7.2) - B: Informational	

Challenges	Discussion Point	Priority for Planning
students), Grade 4= 50.8% (66 of 129 students).	Text= 1.90 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 2.65 B-C.3 (Anchor 7.3) - B: Informational Text= 2.78 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 3.47 B-V.4 (Anchor 7.4) - B: Informational Text= 3.47 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.72 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.57 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing)= 1.47	

# ADDENDUM B: ACTION PLAN

## Action Plan: Standards Aligned Math Instruction

Action Steps	Anticipated Start/Completion Date
WAEC 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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and 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

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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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and 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

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Action Steps	Anticipated Start/Completion Date
Math teachers will participate in DIBELS Math and mCLASS Math professional development. WAEC will utilize DIBLES 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

**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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and 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: WAEC Title I funds will be used in the following ways: 1.) Salary and benefits of one reading specialist= \$63,733.40	yes

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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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and 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
*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.	yes

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Action Steps	Anticipated Start/Completion Date
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



**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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and 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
*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.	yes

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Action Steps	Anticipated Start/Completion Date
WAEC 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.	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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris with support from Lisa Franklin and 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
*WAEK'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: WAEK 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= \$8,042.51	no

### Action Plan: Standards Aligned ELA Instruction

Action Steps	Anticipated Start/Completion Date
WAEK 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 and Observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris.</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: WAEC Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$2,357.80.</p>	<p>no</p>

Action Steps	Anticipated Start/Completion Date
<p>WAEC 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.</p>	<p>08/29/2022 - 06/09/2023</p>
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 and Observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris.</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
*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
WAEC 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
<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 and Observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris.</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>*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings ***NOTE: WAEC Title I funds will be used in the following ways: 1.) (Partial) Salary and benefits of the academic coach= \$54,066.70.</p>	<p>yes</p>



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

WAEC 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 and Observations will be completed by Principal, Jenn Hobbs and Assistant Principal, Kylie Harris 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, Jenn Hobbs and Assistant Principal, Kylie Harris.

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: WAEC Title I funds will be used in the following ways: 1.) Salary of six reading specialists and five paraprofessionals= \$484,099.37 2.) Benefits of six reading specialists and five paraprofessionals= \$270,750.41	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in DIBELS Math and mCLASS Math professional development. WAEC 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
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 8%. (Math Parent and Family Engagement)			
Using the PSSA, Grade 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA Math Score Improvement)	Standards Aligned	Math teachers will participate in	08/29/2022 -

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 3-5 math scores will improve from 2020-2021 to 2022-2023 by 8%. (Math Parent and Family Engagement)	Math Instruction	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.	06/09/2023
Using the PSSA, Grade 3-4 math proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (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	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 8%. (Math Parent and Family Engagement)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		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 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA English Language Arts Score Improvement)	Standards Aligned ELA Instruction	WAEC 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
Using the PSSA, Grade 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-	Standards	WAEC will provide	08/29/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
2023 by 8%. (PSSA English Language Arts Score Improvement)	Aligned ELA Instruction	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.	- 06/09/2023
Using the PSSA, Grade 3-4 ELA proficiency scores will improve from 2021-2022 to 2022-2023 by 8%. (PSSA English Language Arts Score Improvement)	Standards Aligned ELA Instruction	WAEC 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	09/06/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		instructional support.	

## 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	Jenn Hobbs/Principal, Kylie Harris/Assistant Principal, Medina Reynolds/Academic Coach, Lynn Shultz/Supervisor of EI Ed

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

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

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1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy



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

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

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

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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	Jenn Hobbs/Principal, Kylie Harris/Assistant Principal, Lisa Franklin/Academic Coach, Lynn Shultz/Supervisor of EI Ed
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1d: Demonstrating Knowledge of Resources		
3c: Engaging Students in Learning		
3b: Using Questioning and Discussion Techniques		
1b: Demonstrating Knowledge of Students		
1a: Demonstrating Knowledge of Content and Pedagogy		
1d: Demonstrating Knowledge of Resources		
3c: Engaging Students in Learning		
3a: Communicating with Students		
1b: Demonstrating Knowledge of Students		
1a: Demonstrating Knowledge of Content and Pedagogy		
4e: Growing and Developing Professionally		

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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	Jenn Hobbs/Principal, Kylie Harris/Assistant Principal, Lisa Franklin/Academic Coach, Lynn Shultz/Supervisor of EI Ed

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	

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

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

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

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

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

3c: Engaging Students in Learning

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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	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 Plan: Data, priorities, goals, strategies, professional development	School Board Meeting	School Board and Community	August 2022

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