

YOUNGSVILLE EL SCH

232 2nd St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Elizabeth Kent	Principal	Youngsville Elementary School
Christine Rooney	Reading Specialist	Youngsville Elementary School
Colleen Vignere	Reading Specialist	Youngsville Elementary School
Kim Yourchisin	Special Education Supervisor	Youngsville Elementary School
Laura Bierbower	School Counselor	Youngsville Elementary School
Lesley Walters	Parent	Youngsville Elementary School
Laura Stanton	Parent	Youngsville Elementary School
Kelly Sullivan	Parent	Youngsville Elementary School
Lynn Shultz	District Level Leaders	Warren County School District

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 ELA Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA ELA Score Improvement	Using the PSSA, Grade 3-5 ELA scores will improve from 2020-2021 to 2022-2023 by 9%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
YES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	0022-08-29 - 2023-06-09	Liz Kent/Principal Medina Reynolds/Academic Coach	*WCSD Planned Instruction & Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues No Title I funds will be directly used to support this action step.
YES 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	Liz Kent//Principal Lynn Shultz/Supervisor of Elementary Education	*CKLA PD: Overview, Enhanced Planning and Practice, Small Groups, and Writing *CKLA Literacy Suite Resources *Academic Coaching Support No Title I funds will be directly used to support this action step.
YES 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	Liz Kent/Principal Medina Reynolds/Academic Coach	*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mCLASS Reading Intervention Toolkit *Amplify Reading *CKLA Intervention Toolkit *Additional literacy materials Title I funds will be used in the following ways: 1. Salary of one Reading Specialist and four paraprofessionals= \$134,759.64 2. Benefits of one Reading Specialist and four paraprofessionals= \$117,513.86
YES will utilize DIBELS 8th Edition and mCLASS Reading to administer reading benchmark assessments three times a	2022-08-29 - 2023-06-09	Liz Kent/Principal Medina Reynolds/Academic	*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings Title I funds will be used in the following

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.		Coach	ways: 1. Salary and benefits of the academic coach=\$17,306.16

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 Liz Kent 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 Liz Kent.

Evidence-based Strategy

Standards Aligned Math Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
---------------	--

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Math Score Improvement	Using the PSSA, Grade 3-5 math scores will improve from 2020-2021 to 2022-2023 By 3%.
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 9%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
YES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	2022-08-31 - 2023-06-09	Liz Kent/Principal Lisa Franklin/Academic Coach	*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues No Title I funds will be directly used to support this action step. Title II funds the academic coach who will support this goal.
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.	2022-08-31 - 2023-06-09	Liz Kent/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 No Title I funds will be directly used to support this action step. Title II funds the academic coach

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			who will support this goal.
Math teachers will participate in DIBELS Math and mCLASS Math professional development. SAES 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.	2022-08-31 - 2023-06-09	Liz Kent//Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education	*DIBLES/mCLASS Math PD *DIBLES/mCLASS Math Resources *WCSD Assessment Calendar Title I will fund SAES in the following ways: 1. DIBELS/mCLASS Math= \$935.78 Title II funds the academic coach who will support this goal. ESSER funds will support additional Professional Development costs.
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.	2022-08-31 - 2023-06-09	Liz Kent/Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from the academic coach *Training Videos - SAVVAS and SAVVY No Title I funds will be directly used to support this action step. Title II funds the academic coach who will support this goal.
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	2022-09-19 - 2023-06-09	Liz Kent/Principal Lisa Franklin/Academic Coach	*ST Math Licenses *Training Videos - ST Math *Ongoing mathematics instructional support from the academic coach Title I will fund SAES in the following ways: 1. ST Math

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
of ST Math time after school.			Resources= \$2,047.14
YES 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	Liz Kent/Principal Lisa Franklin/Academic Coach	*YES'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 Title I will fund YES in the following ways: 1. Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$3,020.58

Anticipated Outcome

Professional Development Attendance and Evaluations, Parent Engagement Strategy form

Monitoring/Evaluation

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

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA scores will improve from 2020-2021 to 2022-2023 by 9%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	YES 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 3-5 ELA scores will improve from 2020-2021 to 2022-2023 by 9%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	YES 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 scores will improve from 2020-2021 to 2022-2023 by 9%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	YES 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.	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 math scores will improve from 2020-2021 to 2022-2023 By 3%. (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.	08/31/2022 - 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 scores will improve from 2020-2021 to 2022-2023 By 3%. (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.	08/31/2022 - 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 9%. (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 math scores will improve from 2020-2021 to 2022-2023 By 3%. (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 9%. (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 math scores will improve from 2020-2021 to 2022-2023 By 3%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	YES 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	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 9%. (Math Parent and Family Engagement)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and families to share how parents can support student use of ST Math at home.	

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature	Elizabeth Kent	2022-08-19
------------------------------	----------------	------------

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2020-2021 ELA PSSA: Students in the White subgroup exceeded the statewide average with 77% meeting the target for Meeting Annual Academic Growth Expectations

2020-2021 Math PSSA: Students in the White subgroup exceeded the statewide average with 90% meeting the target for Meeting Annual Academic Growth Expectations

2020-2021 Career Standards Benchmark: The All Student Group exceeded the Statewide Average of 86.2% completion rate with a completion rate of 97.9%.

2020-2021 ELA, Math, and Science All sub-groups met the target for participation in the PSSA.

The scores of the Economically Disadvantaged sub group is comparable to the all student group.

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

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

Challenges

2020-2021 ELA PSSA: Students in the White subgroup did not meet the Interim Goal/Improvement Target (62.4%) with 33.6% achieving proficient or advanced.

2020-2021 Math PSSA: Students in the White subgroup did not meet the Interim Goal/Improvement Target (45.4%) with 16.4% achieving proficient or advanced.

2020-2021 Career Standards Benchmark: The All Student Group did not meet the Interim Goal/Improvement Target with 97.9% completion rate which was 98%

Students in the Students with Disabilities subgroup did meet the Interim Goal/Improvement Target (34%) with 14.3% achieving proficiency.

Students in the Students with Disabilities subgroup did meet the Interim Goal/Improvement Target (25.6%) with 2.9% achieving proficiency.

Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (51.2%) with 27.1% achieving proficient or advanced.

Strengths

Acadience Reading-Grade 4: Retell score of 81%

Grade 4: ELA PSSA Proficiency 45.5%

Acadience Reading-Kindergarten: Phoneme Segmentation Fluency of 79%

On Acadience Math, Kindergarten (98.1%) and 2nd Grade (71.1%) show a high level of At or Above benchmark students

Computation at 2nd grade-86.7% of students are at or above benchmark on Acadience Math

71.7% of fourth grade students scored proficient or advanced on the 2020-2021 Science PSSA

Challenges

Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (39.5%) with 9.5% achieving proficient or advanced. Students in the Economically Disadvantaged subgroup had an 0% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA.

51.7% of the Economically Disadvantaged subgroup scored proficient or advanced, which is lower than the 67.3% of the all student group. Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (58%) with 51.7% achieving proficient or advanced.

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

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

2020-2021 ELA PSSA Grades 3-5: 65% of 3rd graders, 54.5% of 4th graders, and 68% of 5th graders scored basic or below basic on the 2020-2021 ELA PSSA

Acadience Reading-Grade 1: 51% of students are at or above benchmark

Acadience Reading-Grade 2: 51% of students are at or above benchmark

Challenges

Retell quality in grades 3 (48%) and 4 (54%)

2020-2021 Math PSSA-Students in grades 3-5 do not demonstrate proficiency--Grade 3: 78% of students are not proficient; Grade 4: 87% of students are not proficient; and Grade 5: 82.6% of students are not proficient. Students do not continue their early proficiency with concepts

2020-2021 Science PSSA Grade 4: 28.3% of fourth graders scored basic or below basic on the 2020-2021 Science PSSA.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

2020-2021 ELA PSSA Grades 3-5: 65% of 3rd Analyzing ELA PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A Grade 3 A-K.1 Key Ideas and Details 2.38 A-C.2 Craft and Structure/Integration of Knowledge and Ideas 1.82 A-V.4 Vocabulary Acquisition and Use 2.04 B-K.1 Key Ideas and Details Informational Text 2.12 B-C.2 Craft and Structure/Integration of Knowledge and Ideas 2.76 B-C.3 Craft and

Challenges	Discussion Point	Priority for Planning
<p>graders, 54.5% of 4th graders, and 68% of 5th graders scored basic or below basic on the 2020-2021 ELA PSSA</p>	<p>Structure/Integration of Knowledge and Ideas 1.66 B-V.4 Vocabulary Acquisition and Use 2.08 D.1 Conventions of Standard English 2.2 D.2 Conventions of Standard English 2.24 Grade 4 A-K.1 Key Ideas and Details Literature Text 3.28 A-C.2 Craft and Structure/Integration of Knowledge and Ideas Literature Text 1.2 A-C.3 Craft and Structure/Integration of Knowledge and Ideas Literature Text 2.52 A-V.4 Vocabulary Acquisition and Use Literature Text 15.54 B-K.1 Key Ideas and Details Informational Text 2.7 Craft and Structure/Integration of Knowledge and Ideas Informational Text 2.24 B-C.3 Craft and Structure/Integration of Knowledge and Idea Informational Text 2.07 B-V.4 Vocabulary Acquisition and Use Informational Text 2.2 D.1 Conventions of Standard English 2.2 D.2 Conventions of Standard English 1.76 E.1 Text-Dependent Analysis 1.54 Grade 5 A-K.1 Key Ideas and Details Literature Text 2.33 A-C.2 Craft and Structure/Integration of Knowledge and Idea Literature Text 3.33 A-V.4 Vocabulary Acquisition and Use Literature Text 1.82 B-K.1 Key Ideas and Details Informational Text 2.69 B-C.3 Craft and Structure/Integration of Knowledge and Ideas Informational Text 1.02 B-V.4 Vocabulary Acquisition and Use Informational Text 3.44 D.1 Conventions of Standard English 2.09 D.2 Conventions of Standard English 2.33 E.1 Text-Dependent Analysis 1.58</p>	
<p>2020-2021 Math PSSA-- Students in grades 3-5 do not demonstrate proficiency-- Grade 3: 78% of students are not proficient;</p>	<p>Analyzing Math PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A Grade 3 M-3.A-T.1 Use place-value understanding and properties of operations to perform multi-digit arithmetic 2.24 M-3.A-F.1 Develop an understanding of fractions as number 1.16 M-3.B-O.1 Represent and solve problems involving multiplication and division 3.14 V-3.B-O.2 Understand properties of multiplication and the relationship between multiplication and division 3.12 M-3.B-O.3 Solve problems involving the four operations and identify and explain patterns in arithmetic 1.08 M-3.C-G.1 Reason with shapes and their attributes 1.96 M-3.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects 2.02 M-3.D-M.2 Represent and interpret data 2.28 M-3.D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and addition 1.96 M-3.D-M.4 Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures 2.34 Grade 4 M04.A-T.1 Generalize place-value understanding for multi-digit whole numbers 1.61 M-4.A-T.2 Use place-value</p>	

Challenges	Discussion Point	Priority for Planning
Grade 4: 87% of students are not proficient; and Grade 5: 82.6% of students are not proficient. Students do not continue their early proficiency with concepts	understanding and properties of operations to perform multi-digit arithmetic 3.07 M04.A-F.1 Extend understanding of fraction equivalence and ordering 1.57 M04.A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers 2.87 M04.A-F.3 Understand decimal notation for fractions and compare decimal fractions 1.52 M04.B-O.1 Use the four operations with whole numbers to solve problems 2.37 M04.B-O.2 Gain familiarity with factors and multiples 1.20 M04.B-O.3 Generate and analyze patterns 2.20 M04.C-G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles 1.76 M04.D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit 2.50 M04.D-M.2 Represent and interpret data 2.24 M04.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles 2.48 Grade 5 M05.A-T.1 Understand the place-value system 1.28 M05.A-T.2 Perform operations with multi-digit whole numbers and with decimals to hundredths 2.43 M05.A-F.1 Use equivalent fractions as a strategy to add and subtract fractions 2.09 M05.A-F.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions 1.91 M05.B-O.1 Write and interpret numerical expressions 2.17 M05.B-O.2 Analyze patterns and relationships 2.07 M05.C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems 1.33 M05.C-G.2 Classify two-dimensional figures into categories based on their properties 1.83 M05.D-M.1 Convert like measurement units within a given measurement system 1.61 M05.D-M.2 Represent and interpret data. 2.41 M05.D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition 1.67	

ADDENDUM B: ACTION PLAN

Action Plan: Standards Aligned ELA Instruction

Action Steps	Anticipated Start/Completion Date
YES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	08/29/0022 - 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 Liz Kent 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 Liz Kent.	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
*WCSD Planned Instruction & Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues No Title I funds will be directly used to support this action step.	no

Action Steps	Anticipated Start/Completion Date
YES 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
<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 Liz Kent 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 Liz Kent.</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>*CKLA PD: Overview, Enhanced Planning and Practice, Small Groups, and Writing *CKLA Literacy Suite Resources *Academic Coaching Support No Title I funds will be directly used to support this action step.</p>	<p>yes</p>

Action Steps**Anticipated Start/Completion Date**

YES 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 Liz Kent 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 Liz Kent.

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 Title I funds will be used in the following ways: 1. Salary of one Reading Specialist and four paraprofessionals= \$134,759.64 2. Benefits of one Reading Specialist and four paraprofessionals= \$117,513.86	yes

Action Steps	Anticipated Start/Completion Date
YES 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.	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 Liz Kent 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 Liz Kent.</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 Title I funds will be used in the following ways: 1. Salary and benefits of the academic coach= \$17,306.16</p>	<p>yes</p>
<p>-----</p> <p>-----</p>	

Action Plan: Standards Aligned Math Instruction

Action Steps		Anticipated Start/Completion Date
YES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.		08/31/2022 - 06/09/2023
Monitoring/Evaluation		Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress		Professional Development Attendance and Evaluations, Parent Engagement Strategy form
Material/Resources/Supports Needed		PD Step
*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues No Title I funds will be directly used to support this action step. Title II funds the academic coach who will support this goal.		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.	08/31/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress	Professional Development Attendance and Evaluations, Parent Engagement Strategy form
Material/Resources/Supports Needed	PD Step
*Math Schedules *Small Group Design & Strategies *Math Resources: SAVVAS & SAVVY, *DIBELS Math/mCLASS Math (K-3), *CDT Data *ST Math No Title I funds will be directly used to support this action step. Title II funds the academic coach who will support this goal.	no

Action Steps	Anticipated Start/Completion Date
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.	08/31/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress	Professional Development Attendance and Evaluations, Parent Engagement Strategy form
Material/Resources/Supports Needed	PD Step
*DIBELS/mCLASS Math PD *DIBELS/mCLASS Math Resources *WCSD Assessment Calendar Title I will fund SAES in the following ways: 1. DIBELS/mCLASS Math= \$935.78 Title II funds the academic coach who will support this goal. ESSER funds will support additional Professional Development costs.	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.	08/31/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress	Professional Development Attendance and Evaluations, Parent Engagement Strategy form
Material/Resources/Supports Needed	PD Step
*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from the academic coach *Training Videos - SAVVAS and SAVVY No Title I funds will be directly used to support this action step. Title II funds the academic coach who will support this goal.	yes

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	Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress	Professional Development Attendance and Evaluations, Parent Engagement Strategy form
Material/Resources/Supports Needed	PD Step
*ST Math Licenses *Training Videos - ST Math *Ongoing mathematics instructional support from the academic coach Title I will fund SAES in the following ways: 1. ST Math Resources= \$2,047.14	yes

Action Steps	Anticipated Start/Completion Date
<p>YES 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.</p>	<p>09/19/2022 - 06/09/2023</p>
Monitoring/Evaluation	Anticipated Output
<p>Building and district administrators will track attendance and record evaluations for curricular professional development sessions; Building administrators will review parent engagement forms and track grade level progress</p>	<p>Professional Development Attendance and Evaluations, Parent Engagement Strategy form</p>
Material/Resources/Supports Needed	PD Step
<p>*YES'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 Title I will fund YES in the following ways: 1. Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$3,020.58</p>	<p>yes</p>

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA scores will improve from 2020-2021 to 2022-2023 by 9%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	YES 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 3-5 ELA scores will improve from 2020-2021 to 2022-2023 by 9%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	YES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data	08/29/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		meetings throughout the year to create student groups for MTSS.	
Using the PSSA, Grade 3-5 ELA scores will improve from 2020-2021 to 2022-2023 by 9%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	YES 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.	08/29/2022 - 06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2020-2021 to 2022-2023 By 3%. (PSSA Math Score Improvement)	Standards Aligned	Math teachers will participate in	08/31/2022 -

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 9%. (Math Parent and Family Engagement)	Math Instruction	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.	06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2020-2021 to 2022-2023 By 3%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce math instructional best practices,	08/31/2022 -
Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grade 3-5 math scores will improve from 2020-2021 to 2022-2023 By 9%. (Math Parent and Family Engagement)			06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.	
<p>Using the PSSA, Grade 3-5 math scores will improve from 2020-2021 to 2022-2023 By 3%. (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 9%. (Math Parent and Family Engagement)</p>	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	<p>09/19/2022</p> <p>-</p> <p>06/09/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		minutes of ST Math time after school.	
Using the PSSA, Grade 3-5 math scores will improve from 2020-2021 to 2022-2023 By 3%. (PSSA Math Score Improvement)	Standards Aligned Math Instruction	YES 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	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 9%. (Math Parent and Family Engagement)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and families to share how parents can support student use of ST Math at home.	

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
<p>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.</p>	09/06/2022 - 06/09/2023	<p>Liz Kent/Principal Medina Reynolds/Academic Coach Lynn Shultz/Supervisor of Elementary Education</p>

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>1f: Designing Student Assessments</p> <p>1c: Setting Instructional Outcomes</p> <p>4c: Communicating with Families</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1b: Demonstrating Knowledge of Students</p> <p>4b: Maintaining Accurate Records</p> <p>1e: Designing Coherent Instruction</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>3c: Engaging Students in Learning</p> <p>1d: Demonstrating Knowledge of Resources</p>	<p>Language and Literacy Acquisition for All Students</p> <p>Language and Literacy Acquisition for All Students</p> <p>Language and Literacy Acquisition for All Students</p>

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

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

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	Liz Kent/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:

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

1b: Demonstrating Knowledge of Students

Professional Development Step	Audience	Topics of Prof. Dev
Math Instructional Best Practices and Math Intervention	K-5 Math Teachers and 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	Liz Kent/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:
1e: Designing Coherent Instruction	
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
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:

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform faculty and staff of YES's Title Plan components	Title Plan: Data, priorities, goals, strategies, professional development	Faculty Meeting, Grade Level Meetings, Staff Meetings, Professional Development	Faculty and Staff	September 2022
Inform parents and community of YES'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
