

NORTHERN POTTER CHILDRENS SCH

745 Northern Potter Road

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Northern Potter School District will strive to become "World-Class" in preparing all students, using standards based curriculum, to compete successfully in a global economy.

STEERING COMMITTEE

Name	Position	Building/Group
Wendy Bailey	Principal	Northern Potter Children's School
Angela Lewis	Teacher	Northern Potter Children's School
Tracy Weiss	4th Grade teacher	Northern Potter Children's School
Angie Martin	Parent	Northern Potter Children's School
Courtney Baker	Parent	Northern Potter Children's School
Emily Wright	PTO President- Parent	Northern Potter Children's School
Jessica Knowles	2nd Grade teacher-Parent	Northern Potter Children's School
Jackie Erway	Federal Programs Manager	Northern Potter Children's School
April Blake	Northern Potter School Board	Northern Potter Children's School
Nate Jones	Superintendent	Northern Potter School District
Jeanne Sherman	Northern Potter School Board	Northern Potter Children's School
Mike Morgan	Community Member	Northern Potter Children's School
Sherri Blackwell	District Level Leaders	Northern Potter School District

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

The science of teaching reading is necessary knowledge for all teachers to have that teach reading. Undergraduate and graduate studies do not give teachers the critical information needed to do an efficient and effective job in teaching reading skills.

Early Literacy

Early Literacy

Instructional time in the daily schedule must be prioritized to meet the needs of learners.

Essential Practices 3:
Provide Student-Centered
Support Systems

Essential Practices 1: Focus
on Continuous Improvement
of Instruction

Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025.

Mathematics

Essential Practices 1: Focus
on Continuous Improvement
of Instruction

Quality Professional Learning cannot be done in a "one-time, one-size fits all" setting. QPL takes into account the learners levels of understanding and formulates a plan that fosters growth of the individual learner. QPL utilizes a "growth mindset" mentality.

Essential Practices 4: Foster
Quality Professional
Learning

Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Formation & Implementation of Professional Learning Communities/Cohorts

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reading Composite
Score

80% of K-3 students will reach each Spring Benchmark goals.

Daily Instruction

100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention.

Professional
Development

100% of classroom teachers will receive SOTR and MTSS training.

SOTR

100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025.

ELA/Math Blocks

The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math.

Math Proficiency 2025

Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Learning Cohorts; Reading & Math	Teachers will take advantage of professional learning opportunities afforded them through Step-by-Step, Inc and the MTSS Math Series
MTSS Math Series	Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
100% of ALL classroom teachers will complete the Science of Teaching Reading training and MTSS Math training.	2022-08-24 - 2025-05-30	Wendy Bailey- Principal Veronica Hunt- Reading Intervention Teacher Jaime Slawson- Math Intervention Teacher	Step-by- Step Learning Inc., MTSS Math Series, support staff; Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).
Complete Fall, Winter, & Spring Benchmarks for Math & Reading	2022-08-24 - 2023-05-26	Wendy Bailey- Principal Veronica Hunt- Reading Intervention Teacher Jaime Slawson- Math	Spring Math, Acadience Reading Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Intervention Teacher	
Analyze all benchmark data within PLCs to determine areas of continuous instructional improvement and flexible student grouping for intervention.	2022-08-24 - 2023-05-26	Wendy Bailey- Principal Veronica Hunt- Reading Intervention Teacher Jaime Slawson- Math Intervention Teacher	Spring Math, Acadience Reading Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).
Departmental/Grade Level/Attendance/Child Study PLCs need to be formed to provide student centered support systems.	2022-08-24 - 2023-05-26	Wendy Bailey- Principal	Collaboration time, planning time, attendance information, benchmark data; Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).
Implementing MTSS Core Instruction Framework for Reading and Math	2022-08-26 - 2023-05-26	Wendy Bailey- Principal	Collaboration time, planning time, curriculum materials, benchmark data; Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).

Anticipated Outcome

1. 100% of ALL teachers will complete the Science of Teaching Reading training by Step-by-Step Inc and MTSS Math. 2. PLC formation 3. PLC implementation and analysis of data 4. Utilization of collaboration time to identify groups for intervention and student centered supports. 5. Implementation of MTSS Core Instruction Framework for Reading and Math

Monitoring/Evaluation

Submit SOTR certificate of completion, verification from Reading & Math Intervention Teachers of completed in-house training of all teachers, completed benchmark testing, PLC reflections and completed tasks, monthly meetings, lesson plans including MTSS Core Instruction Framework



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)	Formation & Implementation of Professional Learning Communities/Cohorts	100% of ALL classroom teachers will	08/24/2022 -
100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)		complete the Science of Teaching Reading training and MTSS Math training.	05/30/2025
100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)			
100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)			
The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)			
Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)			
Teachers will take advantage of professional learning opportunities afforded			

Measurable Goals

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)

Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)	Formation & Implementation of Professional Learning Communities/Cohorts	Analyze all benchmark data	08/24/2022
100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)		within PLCs to determine areas of continuous instructional improvement and flexible student grouping for intervention.	-
100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)			
100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)			
The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)			
Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)			
Teachers will take advantage of professional learning opportunities afforded			

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)	Formation & Implementation of Professional Learning Communities/Cohorts	Departmental/Grade Level/Attendance/Child Study PLCs need to be formed to provide student centered support systems.	08/24/2022 -
100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)			05/26/2023
100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)			
100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)			
The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)			
Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will take advantage of professional learning opportunities afforded them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)</p> <p>Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)	Formation & Implementation of Professional Learning Communities/Cohorts	Implementing	08/26/2022
100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)		MTSS Core	-
100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)		Instruction	05/26/2023
100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)		Framework for Reading and Math	
The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)			
Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)			
Teachers will take advantage of professional learning opportunities afforded			

Measurable Goals

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)

Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)

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

2022-08-01

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

Chief School Administrator

Nate Jones

2022-08-01

School Improvement Facilitator Signature

Wendy J. Bailey

2022-07-20

Building Principal Signature

Wendy J. Bailey

2022-07-20

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

NPCS K-6 Science curriculum has produced high proficiency results related to grade 4 Science PSSA. Our "hybrid" approach of using a hands-on, investigative approach to teaching science has yielded good testing results. As we continue to look at our STEM initiative, it will be important that we continue to enhance the hands-on, investigation approach to learning in science.

PVAAS measures in Math indicates that we have the right level of rigor in our math program (Eureka Math Squared). In addition to our new math curriculum we believe that our math intervention teacher/math coach, will help us be more efficient in identifying aspects of our delivery of instruction and math rigor. This should help us maintain and grow math knowledge of students in grades 4, 5, and 6.

A full-time reading intervention teacher/coach was added to the faculty during the 2020-2021 school year. This additional staff person should positively contribute to helping identify corrections that need to be made to the curriculum and instruction taking place.

Eureka Math K-6 has added much needed rigor to our math program.

Challenges

Northern Potter Children's School has entered into an agreement with Step-By-Step Learning, Inc to help support our literacy initiative in teaching children to read in the early grades. The 2022 school represents our 4th year of our commitment to build teachers' knowledge and strategy base for teaching students how to read. Most notably is the addition of a reading intervention teacher that will help support what's happening in the classroom.

41.7% of students tested in grade 3 (2021) were proficient or advanced. NPCS GOAL- We would like to see 80% of ALL grade 3 students meet or exceed spring benchmarks.

In 2021 only 25.7% of students were proficient or advanced on the PSSA Math assessment.

The reading intervention teacher/coach will be granted administrative support to make radical changes to our current reading curriculums.

Recouping instruction time that was lost during the pandemic closure of schools March-May 2020.

The reading intervention teacher/coach has been given administrative support to make radical changes to thoughts

Strengths

Math Intervention teacher will continue to support in-classroom and pull-out services for students needing more intense instruction.

67.6% of all grade 4 students assessed on the Spring 2021 PSSA Science exam were proficient or advanced as compared to statewide average of 63.7%

96.0 of all grade 4 students assessed on the Spring 2019 PSSA Science exam met or exceeded the growth standard as compared to statewide average of 75.1% meeting or exceeding the growth standard. We hope to see that trend continue with the 2022 PVAAS Growth report.

Grade level daily schedules allow students the opportunity to experience a "well-rounded" elementary school experience.

Student-Centered Support Systems

Focus on Continuous Improvement of Instruction

Our ED population of students have met or exceeded growth targets set by PVAAS in ELA, Math, and Grade 4 Science.

It would be good to see that our ED group continues to grow based on PVAAS data.

Challenges

concerning reading instruction and differentiated instruction during reading core time.

Only 25.7% of all grade 3-6 students assessed in the spring of 2021 were proficient or advanced. We felt we were on our way to producing better results on the 2020 PSSA Math measures, but unfortunately schools were closed in March and spring data was not available. Local Fall 2021 benchmark measures would indicate that students had lost some ground and we would have to do what we could to make up the lost instructional time.

Assigned a new Math Intervention teacher who will assist K-6 students and teachers working in Tiers 2 and 3 of the MTSS Model. Also incorporated a new benchmark tool, Spring Math. This new universal screening tool should help us identify students' math weaknesses and prescribe interventions to help students master "weighty" math content.

Incorporating a new core math curriculum (Eureka Math Squared) during the 2022-2023 school year.

Leveraging technology to supplement daily math instruction.

We would like to get our STEM and Computer for ALL initiatives "off-the-ground" but it is difficult to pull away from the current "science" culture for fear that our Grade 4 Science PSSA results would suffer.

Challenges

Emphasis has been placed on core subject areas of reading and math, which has limited our ability to provide adequate time to give daily instruction to social studies topics. Teachers continue to meet this challenge by providing reading and math activities that extend learning from previously taught lessons related to social studies.

Foster Quality Professional Learning

Empower Leadership

Teachers continue to do their best differentiating instruction to meet the needs of learners during "formal" reading and math lessons. Unfortunately, students don't seem to demonstrate the knowledge they've acquired on state standardized tests.

Our LD group of 24% has been consistently high in comparison to the statewide average. Although it would be good to see the percentage of this group decrease, we need to strive to produce PSSA and PVAAS data that demonstrates positive levels of achievement and growth among this group of students.

Most Notable Observations/Patterns

Our grades 3-6 PSSA reading and math scores of those students reaching proficient or advanced need to improve.

Challenges

Discussion Point

Priority for Planning

Northern Potter Children's School has entered into an agreement with Step-By-Step Learning, Inc to help support our literacy initiative in teaching children to read in the early grades. The 2022 school represents our 4th year of our commitment to build teachers' knowledge and strategy base for teaching students how to read. Most notably is the addition of a reading intervention teacher that will help support what's happening in the classroom.

41.7% of students tested in grade 3 (2021) were proficient or advanced.
NPCS GOAL- We would like to see 80% of ALL grade 3 students meet or exceed spring benchmarks.

Assigned a new Math Intervention teacher who will assist K-6 students and teachers working in Tiers 2 and 3 of the MTSS Model. Also incorporated a new benchmark tool, Spring Math. This new universal screening tool should help us identify students' math weaknesses and prescribe interventions to help students master "weighty" math content.

As part of the MTSS Math Series, we completed a "fidelity checklist" during the 2020-2021 school year and will use the information to establish a systematic approach to help all students acquire proficient math skills at their grade level.

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

Incorporating a new core math curriculum (Eureka Math Squared) during the 2022-2023 school year.

Emphasis has been placed on core subject areas of reading and math, which has limited our ability to provide adequate time to give daily instruction to social studies topics. Teachers continue to meet this challenge by providing reading and math activities that extend learning from previously taught lessons related to social studies.

Only 25.7% of all grade 3-6 students assessed in the spring of 2021 were proficient or advanced. We felt we were on our way to producing better results on the 2020 PSSA Math measures, but unfortunately schools were closed in March and spring data was not available. Local Fall 2021 benchmark measures would indicated that students had lost some ground and we would have to do what we could to make up the lost instructional time.

We need to figure out how best to accommodate so many learners falling behind in acquiring new math skills and competencies addressed in grades 3-6.

Foster Quality Professional Learning

The science of teaching reading is necessary knowledge for all teachers that teach reading. Undergraduate and graduate studies do not give teachers the critical information needed to do an efficient and effective job in teaching reading skills.

Empower Leadership

Recouping instruction time that was lost during the pandemic closure of

Fall benchmark assessment data

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

schools March-May 2020.

indicate that a large majority of students are "at-risk" of academic failure at each grade level K-6.

The reading intervention teacher/coach will be granted administrative support to make radical changes to our current reading curriculums.

The science of teaching reading is necessary knowledge for all teachers that teach reading. Undergraduate and graduate studies do not give teachers the critical information needed to do an efficient and effective job in teaching reading skills.

Teachers continue to do their best differentiating instruction to meet the needs of learners during "formal" reading and math lessons. Unfortunately, students don't seem to demonstrate the knowledge they've acquired on state standardized tests.

In 2021 only 25.7% of students were proficient or advanced on the PSSA Math assessment.

The reading intervention teacher/coach has been given administrative support to make radical changes to thoughts concerning reading instruction and differentiated instruction during reading core time.

Leveraging technology to supplement daily math instruction.

We would like to get our STEM and Computer for ALL initiatives "off-the-ground" but it is difficult to pull away from the current "science" culture for

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

fear that our Grade 4 Science PSSA results would suffer.

Our LD group of 24% has been consistently high in comparison to the statewide average. Although it would be good to see the percentage of this group decrease, we need to strive to produce PSSA and PVAAS data that demonstrates positive levels of achievement and growth among this group of students.

ADDENDUM B: ACTION PLAN

Action Plan: Formation & Implementation of Professional Learning Communities/Cohorts

Action Steps	Anticipated Start/Completion Date
100% of ALL classroom teachers will complete the Science of Teaching Reading training and MTSS Math training.	08/24/2022 - 05/30/2025
Monitoring/Evaluation	Anticipated Output
Submit SOTR certificate of completion, verification from Reading & Math Intervention Teachers of completed in-house training of all teachers, completed benchmark testing, PLC reflections and completed tasks, monthly meetings, lesson plans including MTSS Core Instruction Framework	1. 100% of ALL teachers will complete the Science of Teaching Reading training by Step-by-Step Inc and MTSS Math. 2. PLC formation 3. PLC implementation and analysis of data 4. Utilization of collaboration time to identify groups for intervention and student centered supports. 5. Implementation of MTSS Core Instruction Framework for Reading and Math
Material/Resources/Supports Needed	PD Step
Step-by- Step Learning Inc., MTSS Math Series, support staff; Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).	yes



Action Steps	Anticipated Start/Completion Date
Complete Fall, Winter, & Spring Benchmarks for Math & Reading	08/24/2022 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
Submit SOTR certificate of completion, verification from Reading & Math Intervention Teachers of completed in-house training of all teachers, completed benchmark testing, PLC reflections and completed tasks, monthly meetings, lesson plans including MTSS Core Instruction Framework	1. 100% of ALL teachers will complete the Science of Teaching Reading training by Step-by-Step Inc and MTSS Math. 2. PLC formation 3. PLC implementation and analysis of data 4. Utilization of collaboration time to identify groups for intervention and student centered supports. 5. Implementation of MTSS Core Instruction Framework for Reading and Math

Material/Resources/Supports Needed	PD Step
Spring Math, Acadience Reading Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).	no



Action Steps**Anticipated Start/Completion Date**

Analyze all benchmark data within PLCs to determine areas of continuous instructional improvement and flexible student grouping for intervention.

08/24/2022 - 05/26/2023

Monitoring/Evaluation**Anticipated Output**

Submit SOTR certificate of completion, verification from Reading & Math Intervention Teachers of completed in-house training of all teachers, completed benchmark testing, PLC reflections and completed tasks, monthly meetings, lesson plans including MTSS Core Instruction Framework

1. 100% of ALL teachers will complete the Science of Teaching Reading training by Step-by-Step Inc and MTSS Math. 2. PLC formation 3. PLC implementation and analysis of data 4. Utilization of collaboration time to identify groups for intervention and student centered supports. 5. Implementation of MTSS Core Instruction Framework for Reading and Math

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

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yes



Action Steps	Anticipated Start/Completion Date
Departmental/Grade Level/Attendance/Child Study PLCs need to be formed to provide student centered support systems.	08/24/2022 - 05/26/2023
Monitoring/Evaluation	Anticipated Output
Submit SOTR certificate of completion, verification from Reading & Math Intervention Teachers of completed in-house training of all teachers, completed benchmark testing, PLC reflections and completed tasks, monthly meetings, lesson plans including MTSS Core Instruction Framework	1. 100% of ALL teachers will complete the Science of Teaching Reading training by Step-by-Step Inc and MTSS Math. 2. PLC formation 3. PLC implementation and analysis of data 4. Utilization of collaboration time to identify groups for intervention and student centered supports. 5. Implementation of MTSS Core Instruction Framework for Reading and Math
Material/Resources/Supports Needed	PD Step
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Action Steps	Anticipated Start/Completion Date
Implementing MTSS Core Instruction Framework for Reading and Math	08/26/2022 - 05/26/2023
Monitoring/Evaluation	Anticipated Output
Submit SOTR certificate of completion, verification from Reading & Math Intervention Teachers of completed in-house training of all teachers, completed benchmark testing, PLC reflections and completed tasks, monthly meetings, lesson plans including MTSS Core Instruction Framework	1. 100% of ALL teachers will complete the Science of Teaching Reading training by Step-by-Step Inc and MTSS Math. 2. PLC formation 3. PLC implementation and analysis of data 4. Utilization of collaboration time to identify groups for intervention and student centered supports. 5. Implementation of MTSS Core Instruction Framework for Reading and Math
Material/Resources/Supports Needed	PD Step
Collaboration time, planning time, curriculum materials, benchmark data; Federal Finding is utilized by the district to assist in paying the salaries of 3 teachers and 4 paraprofessionals. Title I funds pay for 3 teachers and 4 paraprofessional (\$333,398). Title II funding provides for classroom size reduction (\$29,924). Title IV assists with funding professional development opportunities such as MTSS and Step-by-Step Learning (\$27,404).	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)	Formation & Implementation of Professional Learning Communities/Cohorts	100% of ALL classroom teachers will complete	08/24/2022
100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)		the Science of Teaching Reading training and MTSS Math training.	-
100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)			
100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)			
The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)			
Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will take advantage of professional learning opportunities afforded them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)</p> <p>Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)</p>			
<p>80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)</p> <p>100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)</p> <p>100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)</p> <p>100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)</p> <p>The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a</p>	<p>Formation & Implementation of Professional Learning Communities/Cohorts</p>	<p>Analyze all benchmark data within PLCs to determine areas of continuous instructional improvement and flexible student grouping for intervention.</p>	<p>08/24/2022 - 05/26/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)</p> <p>Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)</p> <p>Teachers will take advantage of professional learning opportunities afforded them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)</p> <p>Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)</p>			
<p>80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)</p>	<p>Formation & Implementation of Professional Learning Communities/Cohorts</p>	<p>Departmental/Grade Level/Attendance/Child Study PLCs need to be formed to provide student centered support systems.</p>	<p>08/24/2022 - 05/26/2023</p>
<p>100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily Instruction)</p>			
<p>100% of classroom teachers will receive SOTR and MTSS training. (Professional Development)</p>			
<p>100% of all teachers will complete the Science of Teaching Reading</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>modules through Step-by-Step Learning, Inc. by 2025. (SOTR)</p> <p>The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)</p> <p>Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)</p> <p>Teachers will take advantage of professional learning opportunities afforded them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)</p> <p>Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)</p>			
<p>80% of K-3 students will reach each Spring Benchmark goals. (Reading Composite Score)</p> <p>100% of the daily school schedule will devote 90 minutes to core reading instruction in K-2 and at least 75 minutes in grades 3-6. A minimum of 60 minutes in core math instruction will be available K-6. 30 minutes a day will be provided for math or reading intervention. (Daily</p>	<p>Formation & Implementation of Professional Learning Communities/Cohorts</p>	<p>Implementing MTSS Core Instruction Framework for Reading and Math</p>	<p>08/26/2022 - 05/26/2023</p>

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

Instruction)

100% of classroom teachers will receive SOTR and MTSS training.
(Professional Development)

100% of all teachers will complete the Science of Teaching Reading modules through Step-by-Step Learning, Inc. by 2025. (SOTR)

The daily schedule will include a 90 minute block to do reading and math instruction each in grades K-2; Grades 3-6 will have a minimum of 75 minute blocks to teach reading and math. All grades K-6 will have a 30 minute extra-learning opportunity block to address students needs in reading and/or math. (ELA/Math Blocks)

Students assessed in math (grades 3-6) will meet the state average of proficiency in 2025 (Math Proficiency 2025)

Teachers will take advantage of professional learning opportunities afforded them through Step-by-Step, Inc and the MTSS Math Series (Professional Learning Cohorts; Reading & Math)

Grade 3-6 math teachers will meet as a cohort to read, review, and research, research-based instructional strategies to look to improve day-to-day math instruction that yield positive student results. (MTSS Math Series)



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Science of Teaching Reading/MTSS Math Series on-line training and in-house training	ALL teachers	Science of Teaching Reading and MTSS Math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
SOTR Certificate of Completion, attendance at in-service training days, verification of completion of in-house training by Reading & Math Intervention Teachers	08/24/2022 - 05/30/2025	Wendy Bailey- Principal Veronica Hunt- Reading Intervention Teacher Jaime Slawson- Math Intervention Teacher

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev	
PLC Formation	Teaching staff	MTSS Core Instruction Framework, Purpose and formation of PLCs, Implementing PLCs to continuously improve instructional practices, utilizing PLCs to identify and provide student centered support services	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
MTSS Core Instruction Framework evident in lesson plans, monthly meetings, SAP referrals, truancy issues resolving,		08/24/2022 - 05/26/2023	Wendy Bailey-Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

1f: Designing Student Assessments

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
All communication will be posted to the district website and Facebook page.	Schoolwide Title I Plan Calendar changes (weather related changes)	Hard copy hand-outs, posts on webpage and Facebook page	All stakeholders/public	8-1-22 through 7-31-23
