

WILKINS EL STEAM ACADEMY

362 Churchill Rd

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Wilkins staff will maintain high expectations for every student and will provide relevant, engaging instruction and intervention based on the data analysis of individual needs to ensure that there is measurable growth in math and reading achievement. Wilkins will create a safe, welcoming learning environment and build parent relationships to increase the attendance of every student.

STEERING COMMITTEE

Name	Position	Building/Group
Allison A. Kline	Principal	Wilkins
Karen Cerra	Title I Reading Specialist	Wilkins
Lauren Dankert	Special Ed Teacher	Wilkins
Laurie Del Rosso	RtII Math Interventionist	Wilkins
Lynn Bell	Title I Reading Specialist	Wilkins
Regina Milarski	Librarian	Wilkins
Jessica Reed	Community Member	Woodland Hills Foundation/HUGS Group
Sara Rodgers	Regular Ed Teacher	Wilkins
Albert Willson	Director of Curriculum	Woodland Hills School District
Danielle Zurisko	School Social Worker	Wilkins
Jack Howell	Other	Wilkins Elementary STEAM Academy
Dina Veltre-Miller	Other	Wilkins Elementary STEAM Academy
Tim Reed	Parent	PTA

Name	Position	Building/Group
Danielle Brown	Teacher	Wilkins Elementary STEAM Academy
Nicole Reininger	Teacher	Wilkins Elementary STEAM Academy
Julie Tucker	Education Specialist	Wilkins Elementary STEAM Academy
Pauline Schoffstall	Teacher	Wilkins Elementary STEAM Academy

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If every kindergarten teacher held high expectations for all students, implemented the curriculum with rigor, and used data to collaboratively plan instruction then the majority of the kindergarten students would meet their end-of-year growth goal.	English Language Arts
If the school can demonstrate the correlation of regular attendance with achievement and continues to implement both student and family incentives, then regular attendance would increase.	Regular Attendance
If the school establishes the MTSS process with fidelity, then instruction and interventions will be collaborative, data-based, and targeted, which should improve the State Assessment Measures.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS Process	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
K-1 Reading Growth Goal	By the end of the 2022-2023 school year, 70% of the kindergarten and first grade students will meet their end-of-year growth projection goal on the NWEA MAP Reading assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.	2022-08-18 - 2023-06-02	Dawn Golden/Director of Pupil Personnel	AIU3 TaC
Wilkins K-2 Teachers will receive a review of the Heggerty Phonemic Awareness program and how to implement it correctly.	2022-08-18 - 2022-09-22	Karen Cerra & Lynn Bell/Title 1 Reading Specialists	Heggerty Phonemic Awareness Kindergarten & Primary Manuals. Title 1 funds are used for the Heggerty curriculum and the reading specialists.
An assessment calendar, including progress monitoring dates, will established.	2022-07-05 - 2022-07-22	Allison Kline, Principal Jack Howell, Assistant Principal	School Calendar Consultation with Director of Curriculum
All students will be universally screened with the NWEA MAP Reading assessment to establish baseline scores and projected growth goals.	2022-09-26 - 2022-10-05	Allison Kline Principal	NWEA MAP assessments
All teachers will receive training on how to use and interpret the NWEA MAP reading progress monitoring tool.	2022-08-18 - 2022-11-08	Eddie Willson/Director of Curriculum	NWEA MAP Consultants/Trainers
The Heggerty Phonemic Awareness program will be used	2022-08-24 -	K-2 Homeroom	Heggerty Curriculum, which is paid for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
with fidelity in grades K to 2nd. In Kindergarten this daily routine will be completed twice a day during the first semester.	2023-06-01	Teachers Allison Kline, Principal	with Title 1 funds.
NWEA MAP Reading data will be utilized to form flexible grouping and to identify students who need tier 2 supports	2022-10-03 - 2023-05-19	Homeroom Teachers Allison Kline, Principal	MTSS forms; grade level meetings; NWEA MAP data; class data binders

Anticipated Outcome

The professional development opportunities for the MTSS process, for Heggerty implementation, and progress monitoring will build the teachers' capacity to develop and utilize whole class supports and tier 2 supports, including flexible grouping, and to plan instruction and intervention using data. The use of the NWEA MAP reading screening will ensure that all kindergarten and first grade students are under the MTSS umbrella for academics at the correct tier level. Fidelity to the curriculum, the use of progress monitoring, class data binders, and tier 2 supports in the classrooms will ensure that all students are receiving individual support based on their needs and will hold teachers accountable for student academic growth.

Monitoring/Evaluation

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

Evidence-based Strategy

Early Warning System

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance Goal

By the end of the 2022-23 school year, regular attendance of the whole school population will be 68%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students in need of interventions for attendance by using the Early Warning System of the student accounting program, including end-of-year data from June 2022.	2022-08-25 - 2023-06-01	Danielle Zurisko/Social Worker	Student Accounting Program data Be There Buddy data
Recruit and train mentor-teachers for the Be There Buddy Program and pair mentors with targeted students for the school year.	2022-08-24 - 2023-06-02	Danielle Zurisko/Social Worker Allison Kline/Principal	Be There Buddy Program "Attendance Works" resources Gift Cards & other tangible incentives
Education and communicate with families the definition of chronic absenteeism, the correlation between regular attendance and academic achievement, and the PA state laws regarding mandatory attendance at various events: Welcome Back Community Day, Open House, District Parent Advisory Committee meetings, PTA meetings, Title I meetings.	2022-08-20 - 2023-05-23	Danielle Zurisko/Social Worker Allison Kline/Principal	"Attendance Works" resources Robo Calls & Emails PTA Newsletter Take Home School Magnets, which are paid for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			with Title 1 funds.
Monitor the attendance of targeted students throughout the year and the effectiveness of the Be There Buddy program.	2022-08-24 - 2023-06-01	Danielle Zurisko/Social Worker	Student Accounting Program data Be There Buddy data
The School Attendance Committee will meet quarterly to review and analyze regular attendance data and the incentive program's effectiveness, and to plan more interventions and/or events as needed such as attendance challenges.	2022-08-25 - 2023-05-10	Allison Kline/Principal Danielle Zurisko/Social Worker	Common Meeting Time Student Accounting Attendance Reports Be There mentor feedback & data sheets

Anticipated Outcome

Throughout the school year data from the early warning system will provide evidence of the regular attendance rate of each student in order to monitor students who need tier 2 and 3 attendance supports. Weekly and monthly attendance reports will provide evidence of progress for each targeted student. The Be There Buddy Program will provide caring mentor staff members for each targeted student to encourage regular attendance. The Attendance Committee will assist in monitoring students attendance throughout the year, will reward individual, family, and class incentives for improved attendance, and will take the lead in educating families about the importance of regular attendance and the correlation between academic achievement and regular attendance.

Monitoring/Evaluation

The regular attendance data of the school will be monitored monthly and targeted students' progress will be monitored weekly in order to provide rewards and/or more supports. Fidelity checks with the mentor buddies will occur during monthly Attendance Committee meetings.

Evidence-based Strategy

MTSS Process

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Growth Goal

By the end of the 2022-2023 school year, 65% of the 3rd and 4th grade black students will meet their end-of-year growth projection goals on the NWEA MAP math assessment.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.

2022-08-18 -
2023-06-02

Dawn
Golden/Director
of Pupil
Personnel

AIU3 TaC

All teachers will attend a professional development workshop on the Ready Math lesson structure and the Ready Math Teacher Toolkit.

2022-08-19 -
2022-11-08

Allison
Kline/Principal

Ready Math
Consultants/Trainers

An assessment calendar, including progress monitoring dates, will be established.

2022-07-05 -
2022-07-22

Allison
Kline/Principal
Jack
Howell/Assistant
Principal

School Calendar
Consultation with Director
of Curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All students will be universally screened with the NWEA MAP Math assessment to establish baseline scores and projected growth goals.	2022-09-26 - 2022-10-10	Allison Kline/Principal Jack Howell/Assistant Principal	NWEA MAP math assessment
All teachers will receive training on how to use and interpret the NWEA MAP math progress monitoring tool.	2022-08-18 - 2022-11-08	Eddie Willson/Director of Curriculum	NWEA MAP consultants/trainers
The Ready Math curriculum and its lesson structure and use of manipulatives will be followed with fidelity.	2022-08-24 - 2023-06-02	Allison Kline/Principal Jack Howell/Assistant Principal	Ready Math curriculum Ready Math Teacher Toolkit
Following the school assessment calendar, teachers will use the NWEA MAP Math progress monitoring tool to form and adjust small groups throughout the year and to identify students who need tier 2 and/or tier 3 supports.	2022-10-24 - 2023-05-19	Allison Kline/Principal	NWEA MAP Math progress monitoring tool; NWEA MAP data; grade level meetings; class data binders; MTSS forms.
Students who are identified through the NWEA MAP math data as needing tier 3 interventions will be placed in small groups to receive instruction with the RtII Math Specialist.	2022-09-02 - 2023-06-02	3rd & 4th grade teachers Laurie Del Rosso/RtII Math Specialist	NWEA MAP Math data

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

Anticipated Outcome

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

Monitoring/Evaluation

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 70% of the kindergarten and first grade students will meet their end-of-year growth projection goal on the NWEA MAP Reading assessment. (K-1 Reading Growth Goal)	MTSS Process	The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.	08/18/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 70% of the kindergarten and first grade students will meet their end-of-year growth projection goal on the NWEA MAP Reading assessment. (K-1 Reading Growth Goal)	MTSS Process	All teachers will receive training on how to use and interpret the NWEA MAP reading progress monitoring tool.	08/18/2022 - 11/08/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-23 school year, regular attendance of the whole school population will be 68%. (Attendance Goal)	Early Warning System	Recruit and train mentor-teachers for the Be There Buddy Program and pair mentors with targeted students for the school year.	08/24/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 65% of the 3rd and 4th grade black students will meet their end-of-year growth projection goals on the NWEA MAP math assessment. (Math Growth Goal)	MTSS Process	The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.	08/18/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 65% of the 3rd and 4th grade black students will meet their end-of-year growth projection goals on the NWEA MAP math assessment. (Math Growth Goal)	MTSS Process	All teachers will attend a professional development workshop on the Ready Math lesson structure and the Ready Math Teacher Toolkit.	08/19/2022 - 11/08/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 65% of the 3rd and 4th grade black students will meet their end-of-year growth projection goals on the NWEA MAP math assessment. (Math Growth Goal)	MTSS Process	All teachers will receive training on how to use and interpret the NWEA MAP math progress monitoring tool.	08/18/2022 - 11/08/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The academic growth score for the all student group for English Language Arts in 2021 is 70, which meets the statewide growth standard.

The 2019-20 regular attendance was 76.4%, which is 11.3% higher than 2018-19. Although the 76.4% only counts August to March 13, due to the Covid closure, it does show that the school was on target for decreasing chronic absenteeism.

At 88.5% in 2020-21, the Wilkins Career Standards Benchmark was 2.3% higher than the state average of 86.2%

The Kindergarten class exceeded their projected growth, increasing the Mean Rite Score by 17 points.

The 1st grade class met 92% of their projected growth. The 2nd grade class met 85% of their projected growth.

The 4th and 5th grade classes exceeded their Mean Rite Score projected growth goal by 30% or more.

The 1st through 3rd grade classes met 98% of their projected growth goal of the Mean Rite Score.

Challenges

23.6% of the students were chronically absent in 2019-2020, which is 9.4% higher than the statewide average.

Only 8.1% were proficient or advanced on the Math PSSA

Less than 1% of the All Students group are Advanced on the Math 2021 PSSA.

There is a significant gap between the Advanced and Proficient performance of the White Student group (28.6%) and the Black Student Group (16.5%) of 12.1%.

In 2020-2021, the 3/4 of the school year was virtual instruction and 1/4 of the school year was hybrid instruction, which created a big challenge in ensuring that all students were meeting the Career Standards Benchmark.

In Kindergarten, 49% of the students met their end-of-year reading growth goal.

In 1st grade, 52% of the students met their end-of-year reading growth goal.

The 3rd through 5th grade classes made less than 50% of their

Strengths

Kindergarten and 1st grade classes increased their Mean Rite Score by 5 and 6 points, which is 20% more growth than grades 2nd to 5th.

Overall, 12.2% of the All Student Group are Proficient or Advanced in Grade 3 PSSA Reading while 11.1% of the Black students are proficient or advanced, which means there is no gap in performance.

The Career Standards Performance Benchmark for the black students group was 88.7% in 2021. The overall group was 88.5%, so there no gap between the overall group and the black group.

Wilkins's strength is in providing student-centered support systems as indicated by the positive school environment and partnerships with businesses, community organizations, and other agencies.

Wilkins has curricular materials aligned with the standards, and the teachers utilize a variety of assessments.

Wilkins has the supports, materials, and skills to identify and address individual learning needs.

Professional Development is designed to meet the learning needs of the teachers.

Wilkins is in the process of establishing MTSS for academics, and

Challenges

projected growth goal of the Mean Rite Score.

The kindergarten class made 82% of the Mean Rite Score projected growth goal.

In 4th grade, 60% of the students scored in the Lowest percentile in the Geometry category of the math assessment.

In 4th grade, 55% of the Black students scored in the lowest percentile (under 21%) compared to the 43% of the white students who scored in the lowest percentile. This is a 12% gap.

In 4th grade, only 29% met their end-of-year growth goal.

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On the PSSA ELA there is a significant gap between the Advanced and Proficient performance of the White Student group (28.6%) and the Black Student Group (16.5%) of 12.1%.

NWEA MAP Math: In 4th grade, 55% of the Black students scored in the lowest percentile (under 21%) compared to the 43% of the white students who scored in the lowest percentile. This is a 12% gap.

On the NWEA MAP Science, 55% of the 4th grade Black students scored in the lowest percentile (under 21%) compared to the 43% of the white students who scored in the lowest percentile. This is

Strengths

has a strong schoolwide positive behavior plan and incentives.

Challenges

a 12% gap.

Wilkins needs to implement evidence-based strategies to engage families in order to address the Attendance Measure, and to foster high expectations for all students.

Wilkins needs to continue to foster a culture of high expectations for success for all and shape the vision for continuous improvement of teaching and learning, so there is buy-in for all stakeholders for successful assessment measures.

A more systematic, collaborative planning process must be implemented to ensure instruction is coordinated, aligned, and evidence-based in order to improve the State Assessment Measures.*

Frequent, timely, and systematic feedback and support on instructional practices must be more clearly defined and implemented in order to improve the State Assessment Measures.

Most Notable Observations/Patterns

Notable observations that stood out to the team: One, the need to increase the ownership of academic achievement and growth to all grade level teachers and students. Two, the fact that there are some good systems in place, but are not utilized effectively or consistently by all faculty members. A third notable observation was the need to communicate the school vision and plan in order to increase the expectations of all stakeholders, so that there is authentic buy-in and engagement in the action plan. And, most importantly, in order to fully implement the MTSS process, Wilkins needs a specific timeline and tools for progress monitoring.

Challenges

Discussion Point

Priority for Planning

The kindergarten class made 82% of the Mean Rite Score projected growth goal.

In 4th grade, 60% of the students scored in the Lowest percentile in the Geometry category of the math assessment.

Wilkins needs to implement evidence-based strategies to engage families in order to address the Attendance Measure, and to foster high expectations for all students.

Wilkins needs to continue to foster a

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

culture of high expectations for success for all and shape the vision for continuous improvement of teaching and learning, so there is buy-in for all stakeholders for successful assessment measures.

A more systematic, collaborative planning process must be implemented to ensure instruction is coordinated, aligned, and evidence-based in order to improve the State Assessment Measures.*

In past years, the schedule was not conducive for common planning time. There was also a culture of teacher isolation and "doing your own thing."

In Kindergarten, 49% of the students met their end-of-year reading growth goal.

In some of the kindergarten classes there are low expectations held by the teachers and therefore low rigor in instruction.

In 1st grade, 52% of the students met their end-of-year reading growth goal.

NWEA MAP Math: In 4th grade, 55% of the Black students scored in the lowest percentile (under 21%) compared to the 43% of the white students who scored in the lowest

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

percentile. This is a 12% gap.

In 4th grade, only 29% met their end-of-year growth goal.

23.6% of the students were chronically absent in 2019-2020, which is 9.4% higher than the statewide average.

Lack of understanding on the part of parents and students of the importance of regular attendance and its correlation to achievement. With some kindergarten parents, there is a lack of knowledge about the expectations and rigor of kindergarten standards. Finally, for some of our families, the location of the school, makes it very difficult to get here if a student misses the bus. This also makes it difficult for some families to attend conferences, special events, open house.

Only 8.1% were proficient or advanced on the Math PSSA

Lack of fidelity to the math curriculum, especially in regards to hands-on manipulatives, lesson structure, and rigor, and making authentic real world connections.

Less than 1% of the All Students group are Advanced on the Math 2021 PSSA.

ADDENDUM B: ACTION PLAN

Action Plan: MTSS Process

Action Steps**Anticipated Start/Completion Date**

The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.

08/18/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

The professional development opportunities for the MTSS process, for Heggerty implementation, and progress monitoring will build the teachers' capacity to develop and utilize whole class supports and tier 2 supports, including flexible grouping, and to plan instruction and intervention using data. The use of the NWEA MAP reading screening will ensure that all kindergarten and first grade students are under the MTSS umbrella for academics at the correct tier level. Fidelity to the curriculum, the use of progress monitoring, class data binders, and tier 2 supports in the classrooms will ensure that all students are receiving individual support based on their needs and will hold teachers accountable for student academic growth.

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

AIU3 TaC

yes



Action Steps**Anticipated Start/Completion Date**

Wilkins K-2 Teachers will receive a review of the Heggerty Phonemic Awareness program and how to implement it correctly.

08/18/2022 - 09/22/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

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

Heggerty Phonemic Awareness Kindergarten & Primary Manuals. Title 1 funds are used for the Heggerty curriculum and the reading specialists.

yes



Action Steps**Anticipated Start/Completion Date**

An assessment calendar, including progress monitoring dates, will established.

07/05/2022 - 07/22/2022

Monitoring/Evaluation**Anticipated Output**

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

School Calendar Consultation with Director of Curriculum

no



Action Steps**Anticipated Start/Completion Date**

All students will be universally screened with the NWEA MAP Reading assessment to establish baseline scores and projected growth goals.

09/26/2022 - 10/05/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

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

NWEA MAP assessments

no



Action Steps**Anticipated Start/Completion Date**

All teachers will receive training on how to use and interpret the NWEA MAP reading progress monitoring tool.

08/18/2022 - 11/08/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

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

NWEA MAP Consultants/Trainers

yes



Action Steps**Anticipated Start/Completion Date**

The Heggerty Phonemic Awareness program will be used with fidelity in grades K to 2nd. In Kindergarten this daily routine will be completed twice a day during the first semester.

08/24/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

The professional development opportunities for the MTSS process, for Heggerty implementation, and progress monitoring will build the teachers' capacity to develop and utilize whole class supports and tier 2 supports, including flexible grouping, and to plan instruction and intervention using data. The use of the NWEA MAP reading screening will ensure that all kindergarten and first grade students are under the MTSS umbrella for academics at the correct tier level. Fidelity to the curriculum, the use of progress monitoring, class data binders, and tier 2 supports in the classrooms will ensure that all students are receiving individual support based on their needs and will hold teachers accountable for student academic growth.

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

Heggerty Curriculum, which is paid for with Title 1 funds.

no



Action Steps**Anticipated Start/Completion Date**

NWEA MAP Reading data will be utilized to form flexible grouping and to identify students who need tier 2 supports

10/03/2022 - 05/19/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and the effectiveness is monitored through mandatory electronic feedback and through administrative observations and conferences. Fidelity to the curriculum will be monitored through informal and formal observations. The consistent use of progress monitoring, the implementation of tier 1 and 2 supports, flexible grouping, and data binders will be monitored by the administrations through observations, conferences, MTSS forms, and weekly grade level meetings.

The professional development opportunities for the MTSS process, for Heggerty implementation, and progress monitoring will build the teachers' capacity to develop and utilize whole class supports and tier 2 supports, including flexible grouping, and to plan instruction and intervention using data. The use of the NWEA MAP reading screening will ensure that all kindergarten and first grade students are under the MTSS umbrella for academics at the correct tier level. Fidelity to the curriculum, the use of progress monitoring, class data binders, and tier 2 supports in the classrooms will ensure that all students are receiving individual support based on their needs and will hold teachers accountable for student academic growth.

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

MTSS forms; grade level meetings; NWEA MAP data; class data binders

no



Action Plan: Early Warning System

Action Steps	Anticipated Start/Completion Date
Identify students in need of interventions for attendance by using the Early Warning System of the student accounting program, including end-of-year data from June 2022.	08/25/2022 - 06/01/2023
Monitoring/Evaluation	Anticipated Output
The regular attendance data of the school will be monitored monthly and targeted students' progress will be monitored weekly in order to provide rewards and/or more supports. Fidelity checks with the mentor buddies will occur during monthly Attendance Committee meetings.	Throughout the school year data from the early warning system will provide evidence of the regular attendance rate of each student in order to monitor students who need tier 2 and 3 attendance supports. Weekly and monthly attendance reports will provide evidence of progress for each targeted student. The Be There Buddy Program will provide caring mentor staff members for each targeted student to encourage regular attendance. The Attendance Committee will assist in monitoring students attendance throughout the year, will reward individual, family, and class incentives for improved attendance, and will take the lead in educating families about the importance of regular attendance and the correlation between academic achievement and regular attendance.
Material/Resources/Supports Needed	PD Step
Student Accounting Program data Be There Buddy data	no

Action Steps	Anticipated Start/Completion Date
Recruit and train mentor-teachers for the Be There Buddy Program and pair mentors with targeted students for the school year.	08/24/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
The regular attendance data of the school will be monitored monthly and targeted students' progress will be monitored weekly in order to provide rewards and/or more supports. Fidelity checks with the mentor buddies will occur during monthly Attendance Committee meetings.	Throughout the school year data from the early warning system will provide evidence of the regular attendance rate of each student in order to monitor students who need tier 2 and 3 attendance supports. Weekly and monthly attendance reports will provide evidence of progress for each targeted student. The Be There Buddy Program will provide caring mentor staff members for each targeted student to encourage regular attendance. The Attendance Committee will assist in monitoring students attendance throughout the year, will reward individual, family, and class incentives for improved attendance, and will take the lead in educating families about the importance of regular attendance and the correlation between academic achievement and regular attendance.

Material/Resources/Supports Needed	PD Step
Be There Buddy Program "Attendance Works" resources Gift Cards & other tangible incentives	yes



Action Steps**Anticipated Start/Completion Date**

Education and communicate with families the definition of chronic absenteeism, the correlation between regular attendance and academic achievement, and the PA state laws regarding mandatory attendance at various events: Welcome Back Community Day, Open House, District Parent Advisory Committee meetings, PTA meetings, Title I meetings.

08/20/2022 - 05/23/2023

Monitoring/Evaluation**Anticipated Output**

The regular attendance data of the school will be monitored monthly and targeted students' progress will be monitored weekly in order to provide rewards and/or more supports. Fidelity checks with the mentor buddies will occur during monthly Attendance Committee meetings.

Throughout the school year data from the early warning system will provide evidence of the regular attendance rate of each student in order to monitor students who need tier 2 and 3 attendance supports. Weekly and monthly attendance reports will provide evidence of progress for each targeted student. The Be There Buddy Program will provide caring mentor staff members for each targeted student to encourage regular attendance. The Attendance Committee will assist in monitoring students attendance throughout the year, will reward individual, family, and class incentives for improved attendance, and will take the lead in educating families about the importance of regular attendance and the correlation between academic achievement and regular attendance.

Material/Resources/Supports Needed

**PD
Step**

"Attendance Works" resources Robo Calls & Emails PTA Newsletter Take Home School Magnets, which are paid for with Title 1 funds.

no

Action Steps**Anticipated Start/Completion Date**

Monitor the attendance of targeted students throughout the year and the effectiveness of the Be There Buddy program.

08/24/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

The regular attendance data of the school will be monitored monthly and targeted students' progress will be monitored weekly in order to provide rewards and/or more supports. Fidelity checks with the mentor buddies will occur during monthly Attendance Committee meetings.

Throughout the school year data from the early warning system will provide evidence of the regular attendance rate of each student in order to monitor students who need tier 2 and 3 attendance supports. Weekly and monthly attendance reports will provide evidence of progress for each targeted student. The Be There Buddy Program will provide caring mentor staff members for each targeted student to encourage regular attendance. The Attendance Committee will assist in monitoring students attendance throughout the year, will reward individual, family, and class incentives for improved attendance, and will take the lead in educating families about the importance of regular attendance and the correlation between academic achievement and regular attendance.

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

Student Accounting Program data Be There Buddy data

no



Action Steps**Anticipated Start/Completion Date**

The School Attendance Committee will meet quarterly to review and analyze regular attendance data and the incentive program's effectiveness, and to plan more interventions and/or events as needed such as attendance challenges.

08/25/2022 - 05/10/2023

Monitoring/Evaluation**Anticipated Output**

The regular attendance data of the school will be monitored monthly and targeted students' progress will be monitored weekly in order to provide rewards and/or more supports. Fidelity checks with the mentor buddies will occur during monthly Attendance Committee meetings.

Throughout the school year data from the early warning system will provide evidence of the regular attendance rate of each student in order to monitor students who need tier 2 and 3 attendance supports. Weekly and monthly attendance reports will provide evidence of progress for each targeted student. The Be There Buddy Program will provide caring mentor staff members for each targeted student to encourage regular attendance. The Attendance Committee will assist in monitoring students attendance throughout the year, will reward individual, family, and class incentives for improved attendance, and will take the lead in educating families about the importance of regular attendance and the correlation between academic achievement and regular attendance.

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

Common Meeting Time Student Accounting Attendance Reports Be There mentor feedback & data sheets

no



Action Plan: MTSS Process

Action Steps**Anticipated Start/Completion Date**

The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.

08/18/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

AIU3 TaC

yes



Action Steps**Anticipated Start/Completion Date**

All teachers will attend a professional development workshop on the Ready Math lesson structure and the Ready Math Teacher Toolkit.

08/19/2022 - 11/08/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

Ready Math Consultants/Trainers

yes



Action Steps**Anticipated Start/Completion Date**

An assessment calendar, including progress monitoring dates, will be established.

07/05/2022 - 07/22/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

School Calendar Consultation with Director of Curriculum

no

Action Steps**Anticipated Start/Completion Date**

All students will be universally screened with the NWEA MAP Math assessment to establish baseline scores and projected growth goals.

09/26/2022 - 10/10/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

NWEA MAP math assessment

no



Action Steps**Anticipated Start/Completion Date**

All teachers will receive training on how to use and interpret the NWEA MAP math progress monitoring tool.

08/18/2022 - 11/08/2022

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

NWEA MAP consultants/trainers

yes



Action Steps**Anticipated Start/Completion Date**

The Ready Math curriculum and its lesson structure and use of manipulatives will be followed with fidelity.

08/24/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

Ready Math curriculum Ready Math Teacher Toolkit

no



Action Steps**Anticipated Start/Completion Date**

Following the school assessment calendar, teachers will use the NWEA MAP Math progress monitoring tool to form and adjust small groups throughout the year and to identify students who need tier 2 and/or tier 3 supports.

10/24/2022 - 05/19/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

NWEA MAP Math progress monitoring tool; NWEA MAP data; grade level meetings; class data binders; MTSS forms.

no

Action Steps**Anticipated Start/Completion Date**

Students who are identified through the NWEA MAP math data as needing tier 3 interventions will be placed in small groups to receive instruction with the RtII Math Specialist.

09/02/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Professional Development participation is monitored through sign-in sheets and mandated electronic feedback on the effectiveness of the PD sessions. Fidelity to the curriculum and assessment calendar will be monitored by the administrators through formal and informal observations and conferences. The consistent use of progress monitoring, data binders, tier 2 and 3 supports, flexible grouping, and will be monitored through classroom observations, teacher-administrator conferences, MTSS forms, lesson plans, and weekly grade level meetings.

The professional development opportunities on the MTSS process and Ready Math will ensure that teachers have the knowledge and capacity to utilize whole class interventions, small group interventions, and individual interventions as well as research-based instructional activities that are rigorous and engaging. The universal screener will ensure that all students who need supports are under the MTSS umbrella. Fidelity to the Ready Math curriculum and to the progress monitoring schedule, the consistent use of flexible grouping, data binders, and grade level meetings will ensure that all students are receiving the level of support needed and will hold teachers accountable for student growth.

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

NWEA MAP Math data

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 70% of the kindergarten and first grade students will meet their end-of-year growth projection goal on the NWEA MAP Reading assessment. (K-1 Reading Growth Goal)	MTSS Process	The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.	08/18/2022 - 06/02/2023
By the end of the 2022-2023 school year, 70% of the kindergarten and first grade students will meet their end-of-year growth projection goal on the NWEA MAP Reading assessment. (K-1 Reading Growth Goal)	MTSS Process	Wilkins K-2 Teachers will receive a review of the Heggerty Phonemic Awareness program and how to implement it correctly.	08/18/2022 - 09/22/2022
By the end of the 2022-2023 school year, 70% of the kindergarten and first grade	MTSS	All teachers will	08/18/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
students will meet their end-of-year growth projection goal on the NWEA MAP Reading assessment. (K-1 Reading Growth Goal)	Process	receive training on how to use and interpret the NWEA MAP reading progress monitoring tool.	- 11/08/2022
By the end of the 2022-23 school year, regular attendance of the whole school population will be 68%. (Attendance Goal)	Early Warning System	Recruit and train mentor-teachers for the Be There Buddy Program and pair mentors with targeted students for the school year.	08/24/2022 - 06/02/2023
	MTSS Process	The school MTSS team will continue to receive professional development in the multi-tiered system of supports throughout the school year.	08/18/2022 - 06/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, 65% of the 3rd and 4th grade black students will meet their end-of-year growth projection goals on the NWEA MAP math assessment. (Math Growth Goal)	MTSS Process	All teachers will attend a professional development workshop on the Ready Math lesson structure and the Ready Math Teacher Toolkit.	08/19/2022 - 11/08/2022
By the end of the 2022-2023 school year, 65% of the 3rd and 4th grade black students will meet their end-of-year growth projection goals on the NWEA MAP math assessment. (Math Growth Goal)	MTSS Process	All teachers will receive training on how to use and interpret the NWEA MAP math progress monitoring tool.	08/18/2022 - 11/08/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Workshops	School MTSS Committee	Tier I evidence and effectiveness Whole class interventions Tier II Interventions Tier III Interventions Problem-Solving Meetings Special Education Identification Process

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence of learning will be demonstrated through the effective establishment and implementation of the MTSS process throughout the year, which will be monitored by the school MTSS Team during grade level meetings. Assessment Measures.	08/18/2022 - 06/02/2023	Dawn Golden/Director of Pupil Personnel

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning	



Professional Development Step	Audience	Topics of Prof. Dev
NWEA MAP Trainings	All Teachers	Importance of Progress Monitoring Role of progress monitoring in the MTSS process Using the monitoring tools of NWEA MAP Interpreting the monitoring data Interpreting the NWEA progress monitoring data Using the Ready Math Teacher Toolkit The elements of the Ready Math curriculum and lesson structure

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The evidence of learning will be demonstrated in the consistent use of progress monitoring to identify students for tier 2 or 3 supports, and to track progress of each student.	08/18/2022 - 11/08/2022	Eddie Willson/Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	



Professional Development Step	Audience	Topics of Prof. Dev
Be There Buddy Program	Staff members who volunteer to serve as a mentor for a student or two students for the Be There Buddy attendance program. We may also open this up to include mentors from community organization which we already have partnerships.	Regular Attendance Goal for ATSI Plan Wilkins attendance data for past 6 years Correlation between regular attendance and academic achievement Explanation of the program and the role of the mentors

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence of learning will be demonstrated through the active participation in the program and at attendance committee meetings, in the mentors' monthly reports, and in the data on regular attendance of the targeted students.	08/24/2022 - 06/02/2023	Danielle Zurisko/Social Worker & Home School Visitor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>2a: Creating an Environment of Respect and Rapport</p> <p>2d: Managing Student Behavior</p> <p>4c: Communicating with Families</p>	



Professional Development Step	Audience	Topics of Prof. Dev
Heggerty Program	All Kindergarten to 2nd grade teachers.	Explanation of the program Early Literacy Skills Proper Use of the Program, including video demonstrations of the program being used in a classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The evidence of learning will be in the observed implementation of the program in each classroom on a daily basis, which will be monitored through walk throughs and formal observations.	08/18/2022 - 09/22/2022	Karen Cerra & Lynn Bell/Title 1 Reading Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
Ready Math Fidelity	All K-3rd grade teachers; 4th & 5th grade math teachers.	Ready Math lesson structure Incorporating Accountable Talk & manipulatives Writing component for math Use of the Teacher's Toolkit

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Evidence of learning will be demonstrated in the consistent and accurate presentation of the Ready Math curriculum, which will be monitored throughout the year by administrators through walk throughs and observations.

08/19/2022 - 11/08/2022

Eddie Willson/Director of Curriculum

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post the Wilkins ATSI Plan on the school web site with links to it on the school and PTA Facebook pages.	Plan is available for all stakeholders to review.	Web Page Social Media	All Woodland Hills stakeholders	Once approved by the school board, the plan would be posted during the entire school year.
Present the ATSI Plan to the school board.	Wilkins' Plan -- the vision, goals, action steps, and professional development.	PowerPoint presentation and/or in-person meeting.	Woodland Hills School Board Woodland Hills Community	Meeting with board and Dr. Castagna in June. Board presentation in September.
Communicate the ATSI Plan and progress to the Wilkins staff	Plan's vision, goals, action steps, and professional development plans. Quarterly reports on plan's progress presented at faculty meetings.	PowerPoint presentations	Wilkins staff	Presentation of approved plan to ATSI Committee on August clerical day; presentation to whole staff at September 7 faculty meeting; quarterly reports presented during grade level meetings and faculty meetings throughout the year.
Communicate the ATSI Plan to the Wilkins families.	Plan's Vision, Goals, Action Steps, and Professional Development plans. Quarterly reports on progress of goals	PowerPoint presentations Question/Answer Discussion	Wilkins Families	Presentation of plan at Open House. first PTA meeting in September, and first Title 1 meeting in September. Quarterly reports at monthly PTA Meetings, District Parent

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

and steps in the plan.

Advisory Meetings, and the Building Steering Committee meetings.

