

## **FORBES ROAD SD**

159 Red Bird Drive

Comprehensive Plan | 2020 - 2023

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### **MISSION STATEMENT**

The mission of Forbes Road School District is to provide an exemplary educational program which serves the Individual, the Community, the State and the Nation by enabling students to develop respect for self and others, acquire essential knowledge, develop learning and thinking skills, develop talents and abilities, and become independent lifelong learners and responsible citizens.

### **VISION STATEMENT**

The Forbes Road community will work together to help all students reach their full potential as lifelong learners, responsible citizens, and caring individuals who are prepared to thrive in an ever changing world.

# **EDUCATIONAL VALUE STATEMENTS**

## **STUDENTS**

Our students are able to learn and have a natural desire to learn. Our students learn in different ways and at different rates, depending on their own experiences and existing skills sets. Our students learn best in an environment where they are appropriately challenged to solve meaningful problems and reach evidence-based conclusions that relate to the real world. Our students treat other members of the Forbes Road community with the same kindness that they wish for themselves. Our students use current technology proficiently and responsibly as learners and citizens.

## **STAFF**

Our educators are dedicated to helping all students reach their maximum potential as lifelong learners and responsible citizens. Our educators are communicative school team members who use data to determine and meet every student's learning needs. Our educators are committed to professionalism, following the Educator's Code of Conduct and continuing their own journeys as lifelong learners. Our educators strategically scaffold instructional support to grow students into self-directed learners.

## **ADMINISTRATION**

Our administrators are facilitators who identify and provide the resources necessary for educators to instruct and for students to learn. Our administrators are problem-solvers who are dedicated to removing barriers to education. Our administrators work to ensure safe environments at school, on school transportation, and off campus at school activities. Our administrators use multiple streams of data to establish and meet learning goals for students and staff. Our administrators communicate effectively and often with families and community members.

## **PARENTS**

Our parents will support their children's education by partnering with teachers to establish and maintain high, but achievable expectations for learning. Our parents will communicate with teachers and other staff/administration as appropriate to share information that may impact their children's education, health or safety. Our parents will support their children's education by providing support for homework/study as well as healthy practices for meals, social media, and sleep.

## **COMMUNITY**

Our community will support children's education by bringing real world learning opportunities to students through school visits. Our community will partner with administration and education to

determine educational needs and learning opportunities for students that they can access through field trips or virtual learning. Our community will participate in school events and initiatives to increase and enhance the school's value to the community and the community's value to the school.

## STEERING COMMITTEE

Name	Position	Building/Group
Maria Scott-Bollman	Superintendent/EL Principal	Forbes Road School District
Randy Gelvin	HS Principal	Forbes Road Jr/Sr High School
Brandi Robertson	School Counselor	Forbes Road Elementary School
Courtney Hykes	School Counselor	Forbes Road Jr/Sr High School
Kristie Hohman	Business Manager	Forbes Road School District
Laurel Keegan	Special Education Director	Forbes Road School District
Shannon Brown	Reading Specialist	Forbes Road School District
Sean Fraker	Board Member	Forbes Road School District
Brian Barton	Emergency Services Director	Fulton County
Amanda Brown	Teacher	Forbes Road School District
Chris Seymore	Parent	Forbes Road Elementary School
Wendy Mumma	Parent	Forbes Road Junior/Senior High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
FRES needs to institute research-based curriculum and intervention resources to grow student ELA achievement in grades K-6 as indicated and monitored by ongoing multiple data streams managed within an MTSS framework by professionally developed teachers.	English Language Growth and Attainment  Professional learning
The MTSS framework that has been established at FRES needs to be expanded to all grades at FRJSHS to actively use ongoing data collection conducted by professionally developed teachers to identify and strategically remediate learning gaps in individual students while targeting potential curriculum and intervention improvements.	Essential Practices 1: Focus on Continuous Improvement of Instruction
The district-wide school climate needs to be improved through identifying, explicitly teaching, remediating, and incentivizing positive behaviors using PBIS strategies embedded in an MTSS framework.	School climate and culture  Professional learning

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Step Up to Writing	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Curriculum and Intervention Improvement to Grow Student Proficiency	Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis

Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Provide explicit writing instruction utilizing "Step Up to Writing" curriculum to grow macro and micro writing skills in grades K-6

2020-09-08 - 2023-05-31

Shannon Brown/Reading Specialist

Step Up to Writing Curriculum, AIMSWeb Plus, Assessment Rubric

**Anticipated Outcome**

Improvements in students' writing skills with regard to organization, elaboration, and conventions.

**Monitoring/Evaluation**

Three benchmark tests throughout the year and bi-weekly progress monitoring of struggling students.

**Evidence-based Strategy**

Word Generation

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

ELA Curriculum and Intervention Improvement to Grow Student Proficiency

Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement.

Teachers' Professional

Teachers in grades K-6 will be trained to provide robust writing

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Development in Writing Instruction, Assessment and Data Analysis

instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Provide immersive vocabulary instruction in commonly used words.

2020-09-08 - 2023-05-31

Shannon Brown/Reading Specialist

Word Generation Curriculum and Organizational Binders

**Anticipated Outcome**

Students will demonstrate increased proficiency in using the vocabulary words taught.

**Monitoring/Evaluation**

Pre-test/mid-year test/posttest

**Evidence-based Strategy**

Lexia

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

ELA Curriculum and Intervention Improvement to Grow Student Proficiency

Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

K-2 students will use the Lexia reading tool to grow their reading skills

2020-09-08 - 2023-05-31

Classroom Teachers

Lexia

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
at their own pace.			

**Anticipated Outcome**  
 Students' reading achievement scores will improve.

**Monitoring/Evaluation**  
 Regular benchmark assessment through the Lexia program.

**Evidence-based Strategy**  
 Phonemic Awareness

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Curriculum and Intervention Improvement to Grow Student Proficiency	Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students in grades K-2 will engage in phonemic awareness/phonics study to improve their reading comprehension skills; struggling readers in grades 3-6 will remediate their phonemic awareness as indicated by data.	2020-09-08 - 2023-05-31	Classroom Teachers	Haggerty, Saxon Phonics, 95% Group, West Virginia Phonics, ERI

**Anticipated Outcome**



Improved reading comprehension in students K-6.

### Monitoring/Evaluation

In K-2 students regular classroom assessments; in grades 3-6 benchmark testing three times a year and progress monitoring as indicated

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### Evidence-based Strategy

MTSS with Progress Monitoring

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Curriculum and Intervention Improvement to Grow Student Proficiency	Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement.
Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis	Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework.
PBIS Plan Design, Launch, and Management	FRES and FRJSHS faculty, staff, and students will develop age-appropriate PBIS plans that will be launched at all grade levels to establish desired behaviors in specific settings that include tiered remediation for struggling students and ongoing incentives for demonstrating positive behaviors for all students.
Professional Development for PBIS Remediation	Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students.
MTSS Professional Development and Launch at FRJSHS	FRJSHS will adopt an MTSS framework in ELA and mathematics to use ongoing data collection to inform instruction and remediation by professionally developed teachers to identify and remediate learning gaps to grow student achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will be trained to collect and analyze data for use in an MTSS framework to grow student skills in reading, mathematics, writing and positive behaviors.	2020-09-08 - 2021-05-22	Building principals	AimsWeb Plus, IU training

**Anticipated Outcome**  
 Teachers will begin monthly grade level meetings to review and analyze student data to inform instruction and interventions that will grow student achievement.

**Monitoring/Evaluation**  
 Building principal will attend all grade level meetings to ensure full participation.

**Evidence-based Strategy**  
 Positive Behavior Interventions and Supports

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS Plan Design, Launch, and Management	FRES and FRJSHS faculty, staff, and students will develop age-appropriate PBIS plans that will be launched at all grade levels to establish desired behaviors in specific settings that include tiered remediation for struggling students and ongoing incentives for demonstrating positive behaviors for all students.
Professional Development for PBIS Remediation	Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School counselors will	2020-09-08 -	School	PBIS planning template

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	2021-05-31	Counselors	

IU training for teachers and staff to actively engage in PBIS and provide tiered remediation to struggling students in exhibiting positive behaviors.	2021-08-20 - 2021-11-15	Building Principals and Counselors	PBIS plan, IU-provided assessments
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**Anticipated Outcome**

Overall improved school climate and increased positive behaviors among Tier 2 and Tier 3 students

**Monitoring/Evaluation**

Teacher and student surveys; progress monitoring for Tier 2 and Tier 3 students



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p>	<p>Step Up to Writing</p>	<p>Provide explicit writing instruction utilizing "Step Up to Writing" curriculum to grow macro and micro writing skills in grades K-6</p>	<p>09/08/2020 - 05/31/2023</p>
<p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>			

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<p>Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p>	<p>Word Generation</p>	<p>Provide immersive vocabulary instruction in commonly used words.</p>	<p>09/08/2020 - 05/31/2023</p>
<p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>			

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)	Phonemic Awareness	Students in grades K-2 will engage in phonemic awareness/phonics study to improve their reading comprehension skills; struggling readers in grades 3-6 will remediate their phonemic awareness as indicated by data.	09/08/2020 - 05/31/2023

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<p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>			
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<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional</p>			



**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Development for PBIS Remediation )

FRJSHS will adopt an MTSS framework in ELA and mathematics to use ongoing data collection to inform instruction and remediation by professionally developed teachers to identify and remediate learning gaps to grow student achievement. (MTSS Professional Development and Launch at FRJSHS)

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<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )</p>			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p> <p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>	Step Up to Writing	Provide explicit writing instruction utilizing "Step Up to Writing" curriculum to grow macro and micro writing skills in grades K-6	09/08/2020 - 05/31/2023

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional</p>			

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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Development for PBIS Remediation )

FRJSHS will adopt an MTSS framework in ELA and mathematics to use ongoing data collection to inform instruction and remediation by professionally developed teachers to identify and remediate learning gaps to grow student achievement. (MTSS Professional Development and Launch at FRJSHS)

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )</p>			

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

FRES has exceeded the 2030 goal for mathematics.

FRJSHS students far exceeded both the statewide average growth score and the statewide growth standard for English language arts/literature.

FRJSJS students scored significantly higher than the statewide average in mathematics/algebra.

FRES students identified as struggling in reading according to CDT scores dropped 11% by following the prescribed ELA curriculum.

FRES students identified as advanced in reading according to CDT scores grew from 6% to 29% by following the prescribed ELA curriculum.

There was significant evidence that FRJSHS students exceeded the standard for PA academic growth in ELA during 2019.

In 2019, 80% of progress monitored students showed significant growth in reading and 11% showed some growth.

FRES students identified as struggling in mathematics according to CDT scores dropped 47% by following the prescribed curriculum.

There was significant evidence that fourth and sixth grade FRES mathematics students exceeded the standard for PA

### Challenges

FRES did not meet the growth score or statewide average growth for English language arts.

Economically disadvantaged FRJSHS students scored substantially lower than the "all student group" in mathematics/algebra.

29% of FRES students were still identified as struggling in reading according to CDT scores after following the prescribed ELA curriculum.

There was significant evidence that fifth grade FRES students did not meet the standard for PA academic growth in ELA when measuring a three-year average.

There was moderate evidence that seventh grade FRJSHS students did not meet the standard for PA academic growth in ELA when measuring a three-year average.

32% of FRES students were still identified as struggling in mathematics according to CDT scores after following the prescribed curriculum.

There was significant evidence that 8th grade FRJSHS mathematics students did not meet the standard for PA academic growth when measuring a three-year average.

There was significant evidence that 5th grade FRES mathematics students did not meet the standard for PA academic growth

## Strengths

academic growth when measuring a three-year average.

There was evidence that seventh grade FRJSHS mathematics students met the standard for PA academic growth when measuring a three-year average.

There was evidence that eighth grade FRJSHS science students met the standard for PA academic growth when measuring a three-year average.

There was evidence that fourth grade FRES science students met the standard for PA academic growth when measuring a three-year average.

100% of fourth grade FRES students tested proficient/advanced in science according to spring CDT scores.

Students complete considerable research in career readiness at both FRES and FRJSHS.

FRES students who are economically disadvantaged tend to perform about as well as their peers in mathematics assessments.

In 2019, 79% of progress monitored students showed significant growth in mathematics and 15% showed some growth.

FRES students with learning disabilities are benefitting from bi-weekly progress monitoring that informs tiered remediation in mathematics and reading.

FRJSHS students have extensive access to technology hardware and web-based programs to identify and fill learning gaps

## Challenges

when measuring a three-year average.

56% of tenth grade FRJSHS students were still identified as struggling in biology according to CDT scores after following the prescribed curriculum.

There does not currently exist a district-wide STEM program.

FRES students who are economically disadvantaged tend not perform as well as their peers in reading assessments.

FRJSHS students with learning disabilities do not currently have tiered remediation in mathematics and reading.

FRES students need robust instruction in writing skills.

Both FRES and FRJSHS students need a systemic plan to decrease bullying while motivating positive behaviors.

FRSD needs to establish and maintain a focused system for continuous improvement and ensure organizational coherence.

FRSD needs to engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .

FRSD needs to ensure effective, standards-aligned curriculum and assessment.

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## Strengths

to improve academic achievement.

FRSD has recruited and retained fully credentialed, experienced, high-quality leaders and teachers.

FRSD allocates resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

FRSD coordinates and monitors supports aligned with students' and families' needs.

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## Most Notable Observations/Patterns

Curriculum needs to be aligned to maintain momentum in mathematics learning from Elementary to High School. ELA curriculum at the Elementary needs to be more rigorous with emphasis on frequent writing. Data-informed tiered remediation that is occurring at the Elementary level needs to continue through the High School. Programming to increase positive behaviors district-wide needs to be strategically planned, launched and monitored. Meaningful two-way communication with stakeholders, especially parents, to sustain shared responsibility for student learning needs to occur district-wide.

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## Challenges

FRES did not meet the growth score or statewide average growth for English language arts.

## Discussion Point

Students in grades 3-6 did not perform well on PSSA testing. Curriculum changes were most focused on grades K-3. 3rd grade scored 80.3% proficient and advanced. Curriculum efforts need to be additionally focused on grades 4-6. Teachers in grades 4-6 need professional development in ELA instruction.

## Priority for Planning



Economically disadvantaged FRJSHS students

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

scored substantially lower than the "all student group" in mathematics/algebra.

There was significant evidence that fifth grade FRES students did not meet the standard for PA academic growth in ELA when measuring a three-year average.

There was moderate evidence that seventh grade FRJSHS students did not meet the standard for PA academic growth in ELA when measuring a three-year average.

There was significant evidence that 8th grade FRJSHS mathematics students did not meet the standard for PA academic growth when measuring a three-year average.

There was significant evidence that 5th grade FRES mathematics students did not meet the standard for PA academic growth when measuring a three-year average.

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

FRES students who are economically disadvantaged tend not perform as well as their peers in reading assessments.

FRJSHS students with learning disabilities do not currently have tiered remediation in mathematics and reading.

FRES students need robust instruction in writing skills.

Both FRES and FRJSHS students need a systemic plan to decrease bullying while motivating positive behaviors.

Positive Behavior and Intervention Supports need to be established and launched in an Multi-Tiered Systems of Support framework in grades K-12. Students need to be explicitly taught what behaviors are expected in specific school settings and positively reinforced for exhibiting those behaviors to enhance school climate.



FRSD needs to establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Curriculum needs aligned in both directions to maintain momentum in mathematics established in the Elementary and to establish a strong ELA foundation in the Elementary to make the most of rigorous instruction in the High School. Additionally, benchmark testing, progress monitoring and tiered remediation needs to carry over from the Elementary into the High School.



FRSD needs to engage in meaningful two-way communication with

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

stakeholders to sustain shared responsibility for student learning across the district .



# ADDENDUM B: ACTION PLAN

## Action Plan: Step Up to Writing

Action Steps	Anticipated Start/Completion Date
Provide explicit writing instruction utilizing "Step Up to Writing" curriculum to grow macro and micro writing skills in grades K-6	09/08/2020 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
Three benchmark tests throughout the year and bi-weekly progress monitoring of struggling students.	Improvements in students' writing skills with regard to organization, elaboration, and conventions.

Material/Resources/Supports Needed	PD Step	Comm Step
Step Up to Writing Curriculum, AIMSWeb Plus, Assessment Rubric	yes	yes

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**Action Plan: Word Generation**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Provide immersive vocabulary instruction in commonly used words.	09/08/2020 - 05/31/2023

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Pre-test/mid-year test/posttest	Students will demonstrate increased proficiency in using the vocabulary words taught.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Word Generation Curriculum and Organizational Binders	yes	no

**Action Plan: Lexia**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
K-2 students will use the Lexia reading tool to grow their reading skills at their own pace.	09/08/2020 - 05/31/2023

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Regular benchmark assessment through the Lexia program.	Students' reading achievement scores will improve.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Lexia	yes	yes

**Action Plan: Phonemic Awareness**

Action Steps	Anticipated Start/Completion Date
Students in grades K-2 will engage in phonemic awareness/phonics study to improve their reading comprehension skills; struggling readers in grades 3-6 will remediate their phonemic awareness as indicated by data.	09/08/2020 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
In K-2 students regular classroom assessments; in grades 3-6 benchmark testing three times a year and progress monitoring as indicated	Improved reading comprehension in students K-6.

Material/Resources/Supports Needed	PD Step	Comm Step
Haggerty, Saxon Phonics, 95% Group, West Virginia Phonics, ERI	yes	no

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## Action Plan: MTSS with Progress Monitoring

Action Steps	Anticipated Start/Completion Date
Teachers will be trained to collect and analyze data for use in an MTSS framework to grow student skills in reading, mathematics, writing and positive behaviors.	09/08/2020 - 05/22/2021

Monitoring/Evaluation	Anticipated Output
Building principal will attend all grade level meetings to ensure full participation.	Teachers will begin monthly grade level meetings to review and analyze student data to inform instruction and interventions that will grow student achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
AimsWeb Plus, IU training	yes	yes

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## Action Plan: Positive Behavior Interventions and Supports

Action Steps	Anticipated Start/Completion Date
School counselors will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	09/08/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Teacher and student surveys; progress monitoring for Tier 2 and Tier 3 students	Overall improved school climate and increased positive behaviors among Tier 2 and Tier 3 students

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS planning template	yes	yes

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Action Steps	Anticipated Start/Completion Date
IU training for teachers and staff to actively engage in PBIS and provide tiered remediation to struggling students in exhibiting positive behaviors.	08/20/2021 - 11/15/2021

Monitoring/Evaluation	Anticipated Output
Teacher and student surveys; progress monitoring for Tier 2 and Tier 3 students	Overall improved school climate and increased positive behaviors among Tier 2 and Tier 3 students

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS plan, IU-provided assessments	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p> <p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>	Step Up to Writing	Provide explicit writing instruction utilizing "Step Up to Writing" curriculum to grow macro and micro writing skills in grades K-6	09/08/2020 - 05/31/2023
<p>Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p> <p>Teachers in grades K-6 will be trained to provide robust writing instruction</p>	Word Generation	Provide immersive vocabulary instruction in commonly used words.	09/08/2020 - 05/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)			
Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)	Lexia	K-2 students will use the Lexia reading tool to grow their reading skills at their own pace.	09/08/2020 - 05/31/2023
Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)	Phonemic Awareness	Students in grades K-2 will engage in phonemic awareness/phonics study to improve their reading comprehension skills; struggling readers in grades 3-6 will remediate their phonemic awareness as indicated by data.	09/08/2020 - 05/31/2023
Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill	MTSS with Progress Monitoring	Teachers will be trained to collect and analyze data for use in an MTSS	09/08/2020 - 05/22/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p>		<p>framework to grow student skills in reading, mathematics, writing and positive behaviors.</p>	
<p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>			
<p>FRES and FRJSHS faculty, staff, and students will develop age-appropriate PBIS plans that will be launched at all grade levels to establish desired behaviors in specific settings that include tiered remediation for struggling students and ongoing incentives for demonstrating positive behaviors for all students. (PBIS Plan Design, Launch, and Management)</p>			
<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )</p>			
<p>FRJSHS will adopt an MTSS framework in ELA and mathematics to use ongoing data collection to inform instruction and</p>			



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>remediation by professionally developed teachers to identify and remediate learning gaps to grow student achievement. (MTSS Professional Development and Launch at FRJSHS)</p>			
<p>FRES and FRJSHS faculty, staff, and students will develop age-appropriate PBIS plans that will be launched at all grade levels to establish desired behaviors in specific settings that include tiered remediation for struggling students and ongoing incentives for demonstrating positive behaviors for all students. (PBIS Plan Design, Launch, and Management)</p> <p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )</p>	<p>Positive Behavior Interventions and Supports</p>	<p>School counselors will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.</p>	<p>09/08/2020 - 05/31/2021</p>
<p>FRES and FRJSHS faculty, staff, and students will develop age-appropriate PBIS plans that will be launched at all grade levels to establish desired behaviors in specific settings that include tiered remediation for struggling students and ongoing incentives for demonstrating positive behaviors for all students. (PBIS Plan Design, Launch, and Management)</p> <p>Teachers and staff will be professionally developed to provide positive behavior intervention in an</p>	<p>Positive Behavior Interventions and Supports</p>	<p>IU training for teachers and staff to actively engage in PBIS and provide tiered remediation to struggling students in exhibiting positive behaviors.</p>	<p>08/20/2021 - 11/15/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Step Up to Writing	Classroom Teachers	IU specialist will observe teachers one-on-one using the curriculum to instruct students and make custom recommendations for ways in which each teacher can improve delivery.

  

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Subsequent observations and increases in student writing achievement	10/01/2020 - 05/31/2021	Building Principal

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

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

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Word Generation

Classroom Teachers in grades 4-9.

Teachers across disciplines will be trained in how to use the Word Generation curriculum in their weekly instruction.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Increase in student vocabulary scores from pretest to posttest.

10/01/2020 - 11/30/2020

Shannon Brown/Reading Specialist

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

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

- 2b: Establishing a Culture for Learning
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Lexia Data Analysis

Classroom teachers

How to interpret Lexia data to inform reading instruction for Tier 1 students and interventions for Tier 2 and Tier 3 students.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Increased reading achievement among students.

10/15/2020 - 05/31/2021

Shannon Brown/Reading Specialist

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

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

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Phonemic Awareness/Phonics Remediation in Intermediate Elementary Grades

Classroom Teachers and Special Education Teachers

Research-based phonemic awareness/phonics remediation strategies for struggling readers in grades 3-6 based on data analysis.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Improved reading comprehension and fluency among struggling readers in grades 3-6.

10/01/2020 - 05/31/2021

IU Specialist

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

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

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

MTSS Framework Training

Classroom and special education teachers at FRJSHS

An introduction to how the Multi-Tiered Systems of Support framework is used to identify student learning gaps, inform instruction and monitor students' rate of improvement as well as data collection management.

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Functioning grade level teams at monthly MTSS meetings where student data is analyzed by the team and interventions are discussed and adjusted as necessary.

10/15/2020 - 12/23/2020

IU Specialist

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

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

- 
- 4d: Participating in a Professional Community
  - 4e: Growing and Developing Professionally
  - 1a: Demonstrating Knowledge of Content and Pedagogy
  - 1b: Demonstrating Knowledge of Students
  - 1c: Setting Instructional Outcomes
  - 1d: Demonstrating Knowledge of Resources
  - 1e: Designing Coherent Instruction
  - 2b: Establishing a Culture for Learning
  - 2c: Managing Classroom Procedures
  - 3a: Communicating with Students
  - 3b: Using Questioning and Discussion Techniques
  - 3c: Engaging Students in Learning
  - 3d: Using Assessment in Instruction
  - 3e: Demonstrating Flexibility and Responsiveness
  - 4a: Reflecting on Teaching
  - 4b: Maintaining Accurate Records
  - 4d: Participating in a Professional Community
  - 4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Positive Behavior Interventions and Supports Training

PBIS Team

Effective PBIS plan design based on needs identified in each building

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<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Completed PBIS Plan	01/04/2021 - 05/31/2021	School Counselors

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

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

- 1c: Setting Instructional Outcomes
- 2b: Establishing a Culture for Learning
- 3a: Communicating with Students
- 2d: Managing Student Behavior
- 3c: Engaging Students in Learning
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

PBIS Introductory Training for Teachers and Staff

Teachers and Staff

Preparing teachers and staff to launch PBIS district-wide as a means to improve school culture

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Ongoing participation in PBIS activities with their students

10/01/2021 - 05/31/2023

IU Specialist and School Counselors



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

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

- 
- 1c: Setting Instructional Outcomes
  - 2a: Creating and Environment of Respect and Rapport
  - 2b: Establishing a Culture for Learning
  - 2c: Managing Classroom Procedures
  - 2d: Managing Student Behavior
  - 3a: Communicating with Students
  - 3c: Engaging Students in Learning
  - 4c: Communicating with Families
  - 4d: Participating in a Professional Community
  - 4e: Growing and Developing Professionally
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Teaching Diverse Learners in an Inclusive Setting

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p> <p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>	Step Up to Writing	Provide explicit writing instruction utilizing "Step Up to Writing" curriculum to grow macro and micro writing skills in grades K-6	2020-09-08 - 2023-05-31
Administration and faculty will utilize multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)	Lexia	K-2 students will use the Lexia reading tool to grow their reading skills at their own pace.	2020-09-08 - 2023-05-31
Administration and faculty will utilize	MTSS with	Teachers will be	2020-09-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>multiple streams of student data to identify curriculum and intervention changes and additions needed to fill students' existing ELA learning gaps as identified through benchmark testing and progress monitoring to grow students' ELA skills and achievement. (ELA Curriculum and Intervention Improvement to Grow Student Proficiency)</p>	<p>Progress Monitoring</p>	<p>trained to collect and analyze data for use in an MTSS framework to grow student skills in reading, mathematics, writing and positive behaviors.</p>	<p>08 - 2021-05-22</p>
<p>Teachers in grades K-6 will be trained to provide robust writing instruction with an emphasis on organization, elaboration, and conventions to grow students' macro and micro writing skills as measured by benchmarking and progress monitoring within an MTSS framework. (Teachers' Professional Development in Writing Instruction, Assessment and Data Analysis)</p>			
<p>FRES and FRJSHS faculty, staff, and students will develop age-appropriate PBIS plans that will be launched at all grade levels to establish desired behaviors in specific settings that include tiered remediation for struggling students and ongoing incentives for demonstrating positive behaviors for all students. (PBIS Plan Design, Launch, and Management)</p>			
<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )</p>			
<p>FRJSHS will adopt an MTSS framework in</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ELA and mathematics to use ongoing data collection to inform instruction and remediation by professionally developed teachers to identify and remediate learning gaps to grow student achievement. (MTSS Professional Development and Launch at FRJSHS)</p>	<p>Positive Behavior Interventions and Supports</p>	<p>School counselors will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.</p>	<p>2020-09-08 - 2021-05-31</p>
<p>Teachers and staff will be professionally developed to provide positive behavior intervention in an MTSS framework as measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )</p>	<p>Positive Behavior Interventions and Supports</p>	<p>IU training for teachers and staff to actively engage in PBIS and provide tiered remediation to struggling students in exhibiting positive behaviors.</p>	<p>2021-08-20 - 2021-11-15</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
measured by the rate of improvement in Tier 2 and Tier 3 students. (Professional Development for PBIS Remediation )			

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Observations on Teachers' Writing Instruction Delivery	Principal and Teachers	Identified strengths plus targeted areas for improvement as well as progress noted

Anticipated Timeframe	Frequency	Delivery Method
10/01/2020 - 05/14/2021	Fall, Midyear and Spring	Brief Blog

Lead Person/Position
IU Specialist and Principal

Communication Step	Audience	Topics/Message of Communication
Lexia Progress Monitoring	Classroom Teachers, Special Education Teachers and Specialists	Individual progress of all students who are utilizing the Lexia reading tool.

Anticipated Timeframe	Frequency	Delivery Method
10/01/2020 - 05/31/2023	Monthly	Brief

**Lead Person/Position**

Shannon Brown/Reading Specialist

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**Communication Step**

**Audience**

**Topics/Message of Communication**

MTSS Progress Monitoring

Administration,  
classroom teachers,  
special education  
teachers and  
specialists

Student growth in reading comprehension and fluency, mathematics skills and fluency, and macro and micro writing skills, as well as the rate of improvement for each student who is receiving tiered supports.

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

11/02/2020 - 05/31/2023

Monthly

Presentation

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**Lead Person/Position**

Principal and Reading Specialist

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**Communication Step**

**Audience**

**Topics/Message of Communication**

PBIS Tier 2 and Tier 3 Monitoring

Administration,  
Classroom Teachers,  
Special Education  
Teachers, and  
Specialists

Individual rate of improvement for each student identified for Tier 2 or Tier 3 remediation to improve positive behaviors

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

10/01/2021 - 05/19/2023

Monthly

Presentation

**Lead Person/Position**

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Classroom teachers and special education teachers

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Tier 2 and Tier 3 Parent Updates	Faculty will report placement of Tier 2 and Tier 3 remediation groups to parents and provide progress reports at least every two months.	Email and Phone	Parents and Guardians	Every Two Months Beginning October 2020 for FRES and Every Two Months Beginning January 2020 for FRJSHS
Grade Level MTSS Admin and Faculty Team Meetings	Review of Data with Recommendations for Individual Students as Well as Class Progress	Meetings	Administration and Faculty	Monthly Beginning October 2020 for FRES and Monthly, Beginning January 2021 for FRJSHS
Quarterly PBIS Newsletter	PBIS Accomplishments/Recognition, Progress Toward Goals	Website Post	Faculty/Staff, Families and Community	Quarterly Beginning August 2021, Then Ongoing

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