

PLEASANT VALLEY EL SCH

476 Polk Township Road

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Pleasant Valley Elementary will focus on student centered learning and promoting the education of the WHOLE child! We will ALL work together in a collaborative manner to promote student success.

STEERING COMMITTEE

| Name | Position | Building/Group |
|------------------|-------------------------------|-----------------------------------|
| Lori Hagerman | Title I Coordinator | Pleasant Valley School District |
| Rober Pomposello | Building Principal | Pleasant Valley Elementary School |
| Sabrina Albright | Assistant Principal | Pleasant Valley Elementary School |
| Angela Borealo | Assistant Principal | Pleasant Valley Elementary School |
| Vickie O'Rourke | Community Representative | Pleasant Valley Community |
| Chris Becker | Instructional Support Teacher | Pleasant Valley Elementary School |
| Lalena Cordova | Reading Specialist | Pleasant Valley Elementary School |
| Christie Doll | Math Specialist | Pleasant Valley Elementary School |
| Karen Gianotti | Math Specialist | Pleasant Valley Elementary School |
| Nancy Harkins | Reading Specialist | Pleasant Valley Elementary School |
| Michele Herrmann | Classroom Teacher | Pleasant Valley Elementary School |
| Susan Price | Reading Specialist | Pleasant Valley Elementary School |
| Renee Tough | Reading Specialist | Pleasant Valley Elementary School |
| Jessica Colon | Classroom Teacher | Pleasant Valley Elementary School |
| Melissa Kern | ELA Curriculum Leader | Pleasant Valley Elementary School |

| Name | Position | Building/Group |
|-----------------------|---------------------------------------|-----------------------------------|
| Kristina Caprioli | Parent | Pleasant Valley Elementary School |
| Barry Batchelor | Parent | Pleasant Valley Elementary School |
| Lishka Soto-Semidey | Parent | Pleasant Valley Elementary School |
| Dr. Susan MowrerBenda | Director of Curriculum and Assessment | Pleasant Valley School District |
| Kendra Sealy | Parent | Pleasant Valley Elementary |
| Julie Harris | Director of Special Education | Pleasant Valley School District |
| Shavonne Liddic | Curriculum Supervisor | Pleasant Valley School District |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| <p>The level of classroom instruction must be lifted across the curriculum to provide lessons that are focused, differentiate instruction, and promote opportunities for high-level thinking. Assessments should be designed to meet student needs and accurately address outcomes. This is a particular need in second grade to set the stage for third grade.</p> | <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>English Language Arts</p> |
| <p>The level of second grade instruction must be lifted consistently across the grade level in order to increase student achievement and set the students up for success in third grade. This can be addressed with feedback through classroom walk-throughs and teacher observation.</p> | <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> |
| <p>A large faculty makes frequent and timely feedback difficult. With the loss of the Literacy Coach, it will be more challenging. Best instructional practices need refinement across classrooms and across the curriculum. Effective use of materials and delivery of instruction that is differentiated is paramount and not always consistent. Collaboration and feedback as a result of classroom walk-throughs and observations must be provided to guide and support teachers in the delivery of best instructional practices.</p> | <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> |

ACTION PLAN AND STEPS

Evidence-based Strategy

Charlotte Danielson Framework for Teaching

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------|---|
| Second Grade Instruction | At least 80% of second grade teachers, (classroom teachers, |

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

to support entry to third grade

specialists and special education teachers) will perform at a proficient level (score of 2 or above) in each of the following components on the Danielson Framework for Teaching Evaluation Instrument: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a-Communicating with students Domain III- Component 3d-Using Assessment in Instruction

Second Grade Walk-Throughs

All second grade classroom teachers will receive a minimum of two administrative walk-throughs with feedback through our teacher observation system by the end of the 2020-2021 school year.

Second Grade Instruction

At least 80% of second grade teachers, (classroom teachers, specialists and special education teachers) will perform at a proficient level (score of 2 or above) in each of the following components on the Danielson Framework for Teaching Evaluation Instrument: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a-Communicating with students Domain III- Component 3d-Using Assessment in Instruction

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

Building and/or District administration will complete at least 2 walk-throughs (in person or in distance learning classroom) with follow-up feedback per second grade classroom teacher throughout the course of the 2020-2021 school year.

2020-08-31 - 2021-06-11

Roger Pomposello, Principal; Lori Hagerman, Curriculum Supervisor

The Framework for Teaching Evaluation Instrument; Pennsylvania Electronic Teacher Evaluation Portal

Building and/or District

2020-08-31 -

Roger

The Framework for

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|---|
| administration will complete at least 1 formal observation rubric (in person or in distance learning classroom) with follow-up feedback per second grade classroom teacher throughout the course of the 2020-2021 school year. | 2021-06-11 | Pomposello, Principal; Lori Hagerman, Curriculum Supervisor | Teaching Evaluation Instrument; Pennsylvania Electronic Teacher Evaluation Portal |
| Curriculum leaders and teacher leaders will facilitate professional learning groups/communities to promote professional collaboration. | 2020-08-31 - 2021-06-11 | Missy Kern, ELA Curriculum Leader; Susan Price, ELA Curriculum Leader; Michele Herrmann, Math Curriculum Leader | Units of Study Manuals, Math Manuals, Webinars/Videos/Power Points on Best Instructional Practices; Data on Classroom Performance |

Anticipated Outcome
 Formal teacher observations in paetep; Teacher walk-through feedback in paetep

Monitoring/Evaluation
 Building and district administration will perform formal observations and classroom walk-throughs with a focus on second grade classroom instruction. They will provide feedback to the teachers to move instruction forward. The components of Danielson's Rubric that will be a focus are: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a-Communicating with students Domain III- Component 3d-Using Assessment in Instruction

Evidence-based Strategy

Strategy Group/Small group targeted instruction

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------------------|--|
| Third Grade STAR Reading Performance | Third grade students will demonstrate growth of a minimum of 100 class average points (scaled score average for grade level) on the STAR Reading Benchmarks from Fall 2020 to Spring 2021. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---|---|
| Third grade Reading Strategy groups will be formed based upon third grade STAR Reading results and formative assessment conducted during classroom instruction. | 2020-08-31 - 2021-06-11 | Roger Pomposello, Principal; Lori Hagerman, Curriculum Supervisor | STAR Reading Assessment, Units of Study Reading Manuals, leveled text |

Anticipated Outcome

STAR Reading Benchmark results; running records, anecdotal notes during strategy groups

Monitoring/Evaluation

Monitor STAR Reading results; Classroom walk-throughs and formal teacher observations

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|--------------------------------|
| <p>At least 80% of second grade teachers, (classroom teachers, specialists and special education teachers) will perform at a proficient level (score of 2 or above) in each of the following components on the Danielson Framework for Teaching Evaluation Instrument: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a- Communicating with students Domain III- Component 3d-Using Assessment in Instruction (Second Grade Instruction to support entry to third grade)</p> | <p>Charlotte Danielson Framework for Teaching</p> | <p>Curriculum leaders and teacher leaders will facilitate professional learning groups/communities to promote professional collaboration.</p> | <p>08/31/2020 - 06/11/2021</p> |
| <p>All second grade classroom teachers will receive a minimum of two administrative walk-throughs with feedback through our teacher observation system by the end of the 2020-2021 school year. (Second Grade Walk-Throughs)</p> | | | |
| <p>At least 80% of second grade teachers, (classroom teachers, specialists and special education teachers) will perform at a proficient level (score of 2 or above) in each of the following components on the Danielson Framework for Teaching Evaluation Instrument: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a- Communicating with students Domain</p> | | | |

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

III- Component 3d-Using Assessment in
Instruction (Second Grade Instruction)

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).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Lori Hagerman

2020-08-17

Building Principal Signature

Roger Pomposello

2020-08-17

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

On the 2019 Math PSSA's, all student groups in third grade met the 2030 statewide goal.

The percent of third grade students who scored advanced on the 2019 Math PSSA's exceeded the statewide average. 34.1% scored "advanced." The statewide average was 17.8%.

Third grade's mid-year STAR Reading results in 2019-2020 were at 72% proficient and showed an average growth of 84 points. This achievement and growth will set the stage for increased PSSA scores in the future.

STAR Early Literacy results in kindergarten and first grade indicated strong achievement and growth, thus laying a strong foundation. In the winter of 2019-2020, Kindergarten was 71% proficient and showed an average growth of 101 points. First grade was 80% proficient and showed an average growth of 124 points.

Third grade far exceeded the Math PSSA state average with a proficiency level of 72.8% They also exceeded the state average for the percentage of students who scored in the advanced range. They have already met the 2030 statewide goal of 71.8%

STAR Math results for grades 1 to 3 show growth. This is evidence of laying the foundation to meet the Future Ready PA Index Interim Target.

Challenges

On the 2019 English Language Arts PSSA's all student groups in third grade did not meet the interim goal/ improvement target. Performance decreased from the previous year.

The percent of third grade students who scored advanced on the 2019 English Language Arts PSSA's fell below the statewide average. 13% scored "advanced." The statewide average was 17.8%.

Second grade demonstrated low performance on STAR Early Literacy in the winter of 2019-2020 with a proficiency level of 55% and an average growth of 55 points. This grade level needs to lay a firm foundation for third grade and set the students up for success on the PSSA's and to meet the Future Ready PA Index Interim Target. .

Now that the 2030 Math PSSA statewide goal has been met, the challenge will be to maintain that level of proficiency or higher.

When looking at the Science PSSA's three year average for specific groups, the slightly below average population in fourth grade showed moderate evidence that they did not meet the standard for academic growth. Strengthening instruction in reading nonfiction text and science application with that population will increase performance in the upper elementary grades.

Although third grade scored a 2.52 out of

Strengths

The three year average for fourth grade Science PSSA's showed evidence that they met the standard for PA academic growth. This supports the level of instruction being delivered in the primary grades to lay the foundation for fourth grade.

The primary grades are working towards improvement with nonfiction text interaction as well as nonfiction writing, which has resulted in a shift in the right direction with a 2.52 out of 4 on a standards bar chart depicting 2019 third grade English Language Arts PSSA results.

Third grade students with disabilities scored above the statewide average at 47.8% proficient on the 2019 Math PSSA's. The statewide average was 45.2%. 19.4% of those students scored Advanced, which is above the statewide average of 17.8%.

Third grade economically disadvantaged students were 64.5% proficient on the 2019 Math PSSA's. This is slightly above the statewide average of proficiency which was 45.2%.

Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school is a strong stepping stone to work towards meeting the varying needs of students and increasing student growth and achievement.

Building administration and teachers promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and

Challenges

4 on a standards bar chart depicting 2019 third grade English Language Arts PSSA results, there is room for growth which can be achieved by teaching Social Studies through Literacy instruction, a cross-curricular approach, in the primary grades.

Third grade students with disabilities were 39.7% proficient on the 2019 English Language Arts PSSA's. This is significantly lower than the overall third grade level of proficiency which was 64%. 1.5% of those students scored Advanced, which was well below the statewide average of 17.8%.

Third grade economically disadvantaged students were 51.2% proficient on the 2019 English Language Arts PSSA's. This is significantly lower than the overall third grade level of proficiency which was 64%. 4.8% of those students scored Advanced, which was well below the statewide average of 17.8%.

Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed by all teachers.

Providing frequent, timely, and systematic feedback and support on instructional practices was strongly and effectively addressed with the building Literacy Coach. The Literacy Coach positions across the district have been cut. The challenge now is how to compensate for the embedded professional development that addressed effective instructional practices.

Using multiple professional learning designs to support the learning needs of staff was feasible with a building Literacy

Strengths

physically. This creates a strong learning environment where children can grow and thrive emotionally and academically.

Challenges

Coach. With that position being cut, we must now determine how we will grow teachers professionally in a differentiated delivery model.

Most Notable Observations/Patterns

Third grade English Language Arts PSSA scores for 2019 were lower than desired. The implementation of a new program may have influenced this. As the program implementation strengthens, this should build a stronger literacy foundation and be reflected in assessment scores. The obstacles of the pandemic will challenge and lengthen this process. Team observations note that the overall academic performance of second grade does not set a strong foundation for the entry into third grade and presents a challenge to future performance.

Challenges

Discussion Point

Priority for Planning

On the 2019 English Language Arts PSSA's all student groups in third grade did not meet the interim goal/ improvement target. Performance decreased from the previous year.

The level of classroom instruction must be lifted across the curriculum to provide lessons that are focused, differentiate instruction, and promote opportunities for high-level thinking. Assessments should be designed to meet student needs and accurately address outcomes. This is a particular need in second grade to set the stage for third grade.



The percent of third grade students who scored advanced on the 2019 English Language Arts PSSA's fell below the statewide average. 13% scored "advanced." The statewide average was 17.8%.

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

Second grade demonstrated low performance on STAR Early Literacy in the winter of 2019-2020 with a proficiency level of 55% and average growth of 55 points. This grade level needs to lay a firm foundation for third grade and set the students up for success on the PSSA's and to meet the Future Ready PA Index Interim Target. .

The level of second grade instruction must be lifted consistently across the grade level in order to increase student achievement and set the students up for success in third grade.



Now that the 2030 Math PSSA statewide goal has been met, the challenge will be to maintain that level of proficiency or higher.

When looking at the Science PSSA's three year average for specific groups, the slightly below average population in fourth grade showed moderate evidence that they did not meet the standard for academic growth. Strengthening instruction in reading nonfiction text and science application with that population will increase performance in the upper elementary grades.

Although third grade scored a 2.52 out of 4 on a standards bar chart depicting 2019 third grade English Language Arts PSSA results, there is room for growth which can be achieved by teaching Social Studies through Literacy instruction, a cross-curricular approach, in the primary grades.

Students need more practice and experience interacting with nonfiction text. Social Studies needs to be taught through literacy instruction. A cross-curricular connection is crucial. Supplementing instruction with materials to support this instruction is imperative.

Third grade students with disabilities were 39.7% proficient on the 2019 English Language Arts

High level thinking is not always emphasized with students with disabilities, which is a state

Challenges

Discussion Point

Priority for Planning

PSSA's. This is significantly lower than the overall third grade level of proficiency which was 64%. 1.5% of those students scored Advanced, which was well below the statewide average of 17.8%.

testing expectation. Students need more opportunities to read text on their independent and instructional levels throughout the day. They must be provided with a variety of below-level fiction and non-fiction text.

Third grade economically disadvantaged students were 51.2% proficient on the 2019 English Language Arts PSSA's. This is significantly lower than the overall third grade level of proficiency which was 64%. 4.8% of those students scored Advanced, which was well below the statewide average of 17.8%.

Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed by all teachers.

Effective use of materials and delivery of instruction that is differentiated is paramount.

Providing frequent, timely, and systematic feedback and support on instructional practices was strongly and effectively addressed with the building Literacy Coach. The Literacy Coach positions across the district have been cut. The challenge now is how to compensate for the embedded professional development that addressed effective instructional practices.

A large faculty makes frequent and timely feedback difficult. With the loss of the Literacy Coach, it will be more challenging. Best instructional practices need refinement across classrooms and across the curriculum.



Using multiple professional learning designs to support the learning needs of staff was feasible with a building Literacy Coach. With that position being cut, we

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

must now determine how we will grow teachers professionally in a differentiated delivery model.

ADDENDUM B: ACTION PLAN

Action Plan: Charlotte Danielson Framework for Teaching

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Building and/or District administration will complete at least 2 walk-throughs (in person or in distance learning classroom) with follow-up feedback per second grade classroom teacher throughout the course of the 2020-2021 school year. | 08/31/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Building and district administration will perform formal observations and classroom walk-throughs with a focus on second grade classroom instruction. They will provide feedback to the teachers to move instruction forward. The components of Danielson's Rubric that will be a focus are: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a-Communicating with students Domain III- Component 3d-Using Assessment in Instruction | Formal teacher observations in paetep; Teacher walk-through feedback in paetep |

| Material/Resources/Supports Needed | PD Step |
|---|---------|
| The Framework for Teaching Evaluation Instrument; Pennsylvania Electronic Teacher Evaluation Portal | no |

Action Steps**Anticipated Start/Completion Date**

Building and/or District administration will complete at least 1 formal observation rubric (in person or in distance learning classroom) with follow-up feedback per second grade classroom teacher throughout the course of the 2020-2021 school year.

08/31/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administration will perform formal observations and classroom walk-throughs with a focus on second grade classroom instruction. They will provide feedback to the teachers to move instruction forward. The components of Danielson's Rubric that will be a focus are: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a-Communicating with students Domain III- Component 3d-Using Assessment in Instruction

Formal teacher observations in paetep; Teacher walk-through feedback in paetep

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

The Framework for Teaching Evaluation Instrument; Pennsylvania Electronic Teacher Evaluation Portal

no



Action Steps**Anticipated Start/Completion Date**

Curriculum leaders and teacher leaders will facilitate professional learning groups/communities to promote professional collaboration.

08/31/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Building and district administration will perform formal observations and classroom walk-throughs with a focus on second grade classroom instruction. They will provide feedback to the teachers to move instruction forward. The components of Danielson's Rubric that will be a focus are: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a-Communicating with students Domain III- Component 3d-Using Assessment in Instruction

Formal teacher observations in paetep; Teacher walk-through feedback in paetep

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

Units of Study Manuals, Math Manuals, Webinars/Videos/Power Points on Best Instructional Practices; Data on Classroom Performance

yes



Action Plan: Strategy Group/Small group targeted instruction

| Action Steps | Anticipated Start/Completion Date |
|---|--|
| Third grade Reading Strategy groups will be formed based upon third grade STAR Reading results and formative assessment conducted during classroom instruction. | 08/31/2020 - 06/11/2021 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Monitor STAR Reading results; Classroom walk-throughs and formal teacher observations | STAR Reading Benchmark results; running records, anecdotal notes during strategy groups |

| Material/Resources/Supports Needed | PD Step |
|---|----------------|
| STAR Reading Assessment, Units of Study Reading Manuals, leveled text | no |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|--------------------------------|
| <p>At least 80% of second grade teachers, (classroom teachers, specialists and special education teachers) will perform at a proficient level (score of 2 or above) in each of the following components on the Danielson Framework for Teaching Evaluation Instrument: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a- Communicating with students Domain III- Component 3d-Using Assessment in Instruction (Second Grade Instruction to support entry to third grade)</p> | <p>Charlotte Danielson Framework for Teaching</p> | <p>Curriculum leaders and teacher leaders will facilitate professional learning groups/communities to promote professional collaboration.</p> | <p>08/31/2020 - 06/11/2021</p> |
| <p>All second grade classroom teachers will receive a minimum of two administrative walk-throughs with feedback through our teacher observation system by the end of the 2020-2021 school year. (Second Grade Walk-Throughs)</p> | | | |
| <p>At least 80% of second grade teachers, (classroom teachers, specialists and special education teachers) will perform at a proficient level (score of 2 or above) in each of the following components on the Danielson Framework for Teaching Evaluation Instrument: Domain I- Component 1e- Designing Coherent Instruction Domain I- Component 1f- Designing Student Assessment Domain II- Component 2b-Establish a culture for Learning Domain III- Component 3a- Communicating with students Domain III- Component 3d-Using Assessment in Instruction (Second Grade Instruction)</p> | | | |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|--|---|--|
| Professional Learning Communities that focus on literacy and math | Third grade classroom teachers, Reading Specialists, Math Specialists, Special Education Teachers | Best Practices in Literacy and Math Instruction |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| Anecdotal Notes taken during PLC's, Teaching Performance as observed in classroom walk-throughs and formal observations; STAR Reading results; iReady math results | 08/31/2020 - 06/11/2021 | Missy Kern & Susan Price/ ELA Curriculum Leaders Michele Herrmann/ Math Curriculum Leader Roger Pomposello/ Principal |
| Danielson Framework Component Met in this Plan: | | This Step meets the Requirements of State Required Trainings: |
| | | Language and Literacy Acquisition for All Students |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|--|---|--|-----------------------------------|
| Title I Parent and Schoolwide Plan review meeting | Focus of Schoolwide Plan and how teachers, parents and all stakeholders will play a role in the implementation of the plan; information on Title I | Meeting via online platform such as Zoom or in person | Parents, Teachers, Principal, Assistant Principal | Fall 2020 and Winter 2021 meeting |
| Title I Parent and Schoolwide Revision Meeting | Review and revision of the Schoolwide Plan | Meeting via online platform such as Zoom or in person | Parents, Teachers, Principal, Assistant Principal, Community Members | Spring 2021 meeting |

