VISION FOR LEARNING

At Foose we grow brains and persevere to meet high academic expectations, striving to consciously create a safe environment of respect, inclusion, and support of ethnic and racial diversity among all stakeholders, empowering each other to become life-long learners and future goal setters.

STEERING COMMITTEE

Name	Position	Building/Group
Will Hicks	Principal	Foose
Michelle Archie	Asst. Principal	Foose
Jill Harrison	Instructional Coach	Foose
Doug Kishbaugh	Reading Specialist	Foose
Pam Rayno	Title 1 Math Specialist	Foose
Susan Betcke	ESL Specialist / Parent	Foose
Patti Graham	KG Teacher	Foose
Lindsay Roberts	1st Grade Teacher	Foose
Abby Jones	2nd Grade Teacher	Foose
Kayla Mini	School Counselor	Foose
Crystal Thomas	Special Education	Foose
Philicia Muldrow-Lewis	Community Member / Parent	Foose
Julie Lehmer	Central Office Data Specialist	Central Office

Name	Position	Building/Group
Shawn Tuttle	Education Specialist	Foose
Jackie Castleman	District Level Leaders	Central Office

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By addressing the grade levels' problem of practice and learner-centered problem, teacher instruction and student growth and achievement will improve because teachers will be using Data Wise, a systematic process, to examine data to make instructional decisions. Also, addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data. By having a school focus on the Data Wise process, this will address the need for PL sessions to have a single focus rather than several foci throughout the year.	Essential Practices 1: Focus on Continuous Improvement of Instruction
By addressing our third and fourth grade students' SGP (Student Growth Percentile) on the Star assessment from BOY to EOY teachers will use this growth measure combined with the achievement data to better be able to plan the best instructional pathway for their students. This additional insight gives teachers a better understanding of how their students are growing.	Essential Practices 1: Focus on Continuous Improvement of Instruction
By addressing our district's special education audit results and addressing our school building's limited inclusion of special education students, the special education staff will collaborate with general education staff/administration to create professional learning sessions and a master schedule for the school building to include special education students with their general education peers throughout the day. This increase of special education students into the general education population will improve our buildings Least Restrictive Environment percentages.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data Wise Professional Learning and Data Analysis	By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a refresher PL on the Data Wise process. Share our Data Wise Story from 2020-2021 school year.	2021-08-23 - 2021-08-31	Harrison-Instructional Coach Data Wise Team Hicks-Principal Archie-Asst. Principal	PL on Google Slides Data Wise Handouts
Create a monthly Data Wise Check-In sheet for grade level	2021-08-23 -	Harrison-Instructional	Google Drive- folder for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teams that includes a section for Data Wise Q & As for grade level members.	2021-09-30	Coach	each grade level to house their Data Wise journey (includes Google form to ask questions) and their monthly grade level Data Wise check-in forms
Create a Data Wise noticings and wonderings document for grade levels and individual homerooms to use to analyze their BOY data.	2021-08-23 - 2021-09-30	Reading Specialists- Kishbaugh	Data Wise Noticing and wondering sheet for data
Administer the BOY, MOY, EOY Benchmark Assessments (grades kindergarten through fourth grade)	2021-08-23 - 2022-06-08	Reading Specialists- Kishbaugh and Gardjulis Math Interventionist- Rayno Assessment Team Homeroom teachers	STAR/Acadience Benchmark Assessments, Professional Development (Data Wise)
Plan and present two PL sessions on steps 1-2 and then steps 3-4 of the Data Wise Process and include an explanation of the monthly check-in sheet.	2021-09-07 - 2021-10-31	Harrison-Instructional Coach Hicks-Principal Archie-Asst. Principal	PL on Google Slides
Grade level teams and individual teachers using the BOY data will analyze and complete the Data Wise noticings and wonderings document, complete one for their entire grade level and one for your individual homeroom(or the data for the students they service- special educators, Math interventionist, ELL teachers, Reading Specialists, etc..).	2021-09-07 - 2021-10-31	Grade level Teams Homeroom teachers Reading Specialists Math Interventionist ELL teachers Special Education teachers	STAR/Acadience Benchmark Assessments reports for BOY data, Noticings and wonderings sheet for data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grade level teams complete the Data Wise check-in sheet monthly	2021-10-01 - 2022-05-31	Grade level Teams (K-4)	Google Drive- folder for each grade level to house their Data Wise journey (includes Google form to ask questions) Completed Monthly check-in forms for grade level teams
At a Data Wise Team meeting- meet to provide grade levels with updates on their monthly Data Wise check-ins and provide answers to any questions staff asked on the Google form in regards to their Data Wise progress	2021-10-01 - 2022-05-31	Grade level Teams (K-4) Hicks-Principal Archie-Asst. Principal Harrison-Instructional Coach Data Wise Team	Google Drive- folder for each grade level to house their Data Wise journey (includes Google form to ask questions) Monthly check-in forms for grade level teams
Plan and present two PL sessions on steps 5-6 and then steps 7-8 of the Data Wise Process	2021-10-01 - 2021-12-22	Harrison-Instructional Coach Hicks-Principal Archie-Asst. Principal	PL on Google Slides
Teachers will use the Data Wise improvement process to dig into their data and examine their instruction by using student data from: BOY Benchmark assessments, progress monitoring, and formative and summative assessments to make adjustments to meet the needs of their students	2021-11-01 - 2021-12-22	Homeroom teachers Grade level teams Hicks-Principal Archie-Assistant Principal Harrison-Instructional Coach, Data specialist for	Formative and summative assessment data and progress monitoring data. (STAR, Acadience, EIR, Open Court ELA, Eureka

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
both with whole and small group instruction. (Focus: priority question, learner-centered problem, problem of practice, and action steps)		each content area (Kishbaugh and Gardjulis- Reading Specialists , Rayno-Math Interventionists, Ritter and Betcke- ELL, Special Educ.)	Math)
Teachers will use the Data Wise improvement process to dig into their data and examine their instruction by using student data from: MOY Benchmark assessments, progress monitoring, and formative and summative assessments to make adjustments to meet the needs of their students both with whole and small group instruction. (Develop and implement grade level Data Wise action plan using the Data Wise improvement process)	2022-01-03 - 2022-06-08	Homeroom teachers Grade level teams Hicks-Principal Archie-Assistant Principal Harrison-Instructional Coach, Data specialist for each content area (Kishbaugh and Gardjulis- Reading Specialists , Rayno-Math Interventionists, Ritter and Betcke- ELL, Special Educ.)	Student performance data, assessment data, instructional plans to differentiate instruction, student groupings based on data, Administrator created data sheet/template
Grade level teams analyze their BOY and MOY data and complete noticings and wonderings from the data. Grade level teams will create their learner-centered problem, problem of practice, and action plans using the most current grade level student data.	2022-01-03 - 2022-03-31	Grade level Teams (K-4) Hicks-Principal Archie-Asst. Principal Harrison- Instructional Coach	Data Wise Template for each grade level Samples of LCP and PoP
Grade level teams implement and revise their action plans	2022-03-01 -	Grade level Teams (K-4)	Data Wise Action Plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
as needed. Grade level teams will review their short, medium, and long term goals of their Data Wise action plans.	2022-06-08	Hicks-Principal Archie-Asst. Principal Harrison-Instructional Coach	Template Sample of Action Plans
Teachers will use the Data Wise improvement process and EOY data to reflect on the effectiveness of their action plans and to evaluate if their short, medium, and long term goals were met.	2022-05-01 - 2021-06-08	Homeroom teachers Grade level teams Hicks-Principal Archie-Assistant Principal Harrison-Instructional Coach, Data specialist for each content area (Kishbaugh and Gardjulis-Reading Specialists , Rayno-Math Interventionists, Ritter and Betcke- ELL, Special Educ.)	Copy of grade level Data Wise action plan Student performance data, assessment data, instructional plans to differentiate instruction, student groupings based on data, Administrator created data sheet/template.

Anticipated Outcome

Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Monitoring/Evaluation

Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.

Evidence-based Strategy

By addressing our school's limited inclusion of special education students, the special education students Least Restrictive Environment percentage will improve because staff will collaborate to create a plan to include special education students more throughout the day with their general education peers. https://files.eric.ed.gov/fulltext/EJ1129873.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Inclusion of Special Education Students	By June 30, 2022, 80% of our full time special education students will increase time spent in regular education by 20%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a master schedule that includes special education students into general education classrooms in content such as morning meeting/SEL, specials, science, social studies, lunch, recess, assemblies, grade level celebrations/activities, field trips, etc.	2021-07-01 - 2021-09-30	Administration (Hicks, Archie, Tuttle) and Leadership Team Kishbaugh	Master Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop and execute a professional learning session to all professional staff of the importance and implementation of inclusion of special education students in general education classrooms.	2021-08-23 - 2021-09-30	Administration (Hicks, Archie, Tuttle) , Crystal Thomas, Special Education Staff and Professional Staff	"Can Do" descriptors, Presentation,
Create a schedule for the team to visit all K-4 general education classrooms.	2021-08-23 - 2021-09-30	Administration (Hicks, Archie, Tuttle) , Instructional Coach (Harrison), Professional Staff	Team of professional staff
Team will visit all K-4 general education classrooms and teach general education students about students with disabilities and various disabilities.	2021-09-06 - 2021-10-31	Administration (Hicks, Archie, Tuttle) , Instructional Coach (Harrison), Professional Staff	Professional staff, presentation, kids books about disabilities. ATSI grant funds used to purchase collaborative educational project based learning activities to use in inclusion classrooms.
Develop and execute a professional learning session to all professional staff on strategies/ideas on differentiating, accommodations/modifications to meet the needs of special education students.	2021-10-01 - 2021-12-22	Administration (Hicks, Archie, Tuttle) , Special Education Staff,	Presentation ATSI grant funds will be used to support professional learning needs and compensation to teachers for PD outside of

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		and Professional Staff	contractual school day.
Quarterly check-ins by administration to monitor and adjust the schedule and provide any further professional learnings that may be required based on teachers' need.	2021-10-01 - 2022-05-31	Administration (Hicks, Archie, Tuttle)	ATSI grant funds will be used to support professional learning needs and and compensation to teachers for PD outside of contractual school day.
Develop, distribute, and collect an Inclusion survey from all professional staff.	2022-04-01 - 2022-06-08	Administration (Hicks, Archie, Tuttle) ,and Leadership Team	survey

Anticipated Outcome

Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Monitoring/Evaluation

Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.

Evidence-based Strategy

Student SGP using STAR Reading and Math Benchmark assessments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student SGP Star Reading and Math	By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star Math and Reading benchmark assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a SGP tracking sheet for teachers who teach third and fourth grade students to record their SGPs for Star Reading and Math benchmark assessments and all progress monitoring.	2021-08-23 - 2021-09-30	Harrison- Instructional Coach Data Sub Committee lead by Doug Kishbaugh	SGP Tracking Sheet - Google Sheets
Create a Student Data Tracking Booklet for students who are in third and fourth grade to record their SGPs for Star Reading and Math benchmark assessments and progress monitoring. Booklets will be used for student/teacher conferencing throughout the school year.	2021-08-23 - 2021-09-30	Harrison- Instructional Coach Data Sub Committee lead by Doug Kishbaugh	Student Data Tracking Booklet
Review Star Growth Report and how to use the new SGP tracking/spreadsheet	2021-09-06 - 2021-10-31	Harrison- Instructional	PL on Star Growth report SGP tracking/spreadsheet in Google Sheets

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coach Hicks-Principal Archie-Asst. Principal	
Teachers of third and fourth grade students will complete the SGP Star Reading and Math tracking spreadsheet for each student after each benchmark assessment and progress monitoring.	2021-10-01 - 2022-06-08	Harrison-Instructional Coach Hicks-Principal Archie-Asst. Principal	SGP Tracking/spreadsheet - Google Sheets
Quarterly check-ins during grade level meetings with all teachers who teach third and fourth grade students to check their progress toward the Star SGP quarterly goals and use the STAR/student data/focus skills to drive small group instruction.	2021-10-01 - 2022-06-08	Harrison-Instructional Coach Hicks-Principal Archie-Asst. Principal Data Wise Team/Sub Committee	Teachers will have updated SGP tracking/spreadsheet Star Reports that show Focus Skills based on most recent data Data Wise Action Plan ATSI grant funds used to purchase educational incentives to promote student growth.
End of year final check-in during grade level meetings with all teachers who teach third and fourth grade students to reflect on their Star Reading and Math EOY data and their students' SGP growth from BOY to the EOY.	2022-05-01 - 2022-06-08	Harrison-Instructional Coach Hicks-Principal Archie-Asst. Principal	SGP Tracking/spreadsheet - Google Sheets
Staff participate in math professional learning series.	2022-01-03 - 2022-06-30	Harrison-Instructional	ATSI Grant funding used to provide professional learning and compensation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coach Hicks-Principal Archie-Asst. Principal	to teachers for PD outside of contractual school day.
Research, purchase, and implement math intervention materials.	2021-11-01 - 2022-06-30	Harrison-Instructional Coach Hicks-Principal Archie-Asst. Principal	ATSI Grant funding used to purchase math intervention materials and provide professional learning and compensation to teachers for PD outside of contractual school day.

Anticipated Outcome

Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Monitoring/Evaluation

PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Create a refresher PL on the Data Wise process. Share our Data Wise Story from 2020-2021 school year.	08/23/2021 - 08/31/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Administer the BOY, MOY, EOY Benchmark Assessments (grades kindergarten through fourth grade)	08/23/2021 - 06/08/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Plan and present two PL sessions on steps 1-2 and then steps 3-4 of the Data Wise Process and include an explanation of the monthly check-in sheet.	09/07/2021 - 10/31/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Plan and present two PL sessions on steps 5-6 and then steps 7-8 of the Data Wise Process	10/01/2021 - 12/22/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 80% of our full time special education students will increase time spent in regular education by 20%. (Inclusion of Special Education Students)	By addressing our school's limited inclusion of special education students, the special education students Least Restrictive Environment percentage will improve because staff will collaborate to create a plan to include special education students more throughout the day with their general education peers. https://files.eric.ed.gov/fulltext/EJ1129873.pdf	Develop and execute a professional learning session to all professional staff of the importance and implementation of inclusion of special education students in general education classrooms.	08/23/2021 - 09/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 80% of our full time special education students will increase time spent in regular education by 20%. (Inclusion of Special Education Students)	By addressing our school's limited inclusion of special education students, the special education students Least Restrictive Environment percentage will improve because staff will collaborate to create a plan to include special education students more throughout the day with their general education peers. https://files.eric.ed.gov/fulltext/EJ1129873.pdf	Develop and execute a professional learning session to all professional staff on strategies/ideas on differentiating, accommodations/modifications to meet the needs of special education students.	10/01/2021 - 12/22/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star Math and Reading benchmark assessments. (Student SGP Star Reading and Math)	Student SGP using STAR Reading and Math Benchmark assessments	Review Star Growth Report and how to use the new SGP tracking/spreadsheet	09/06/2021 - 10/31/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star Math and Reading benchmark assessments. (Student SGP Star Reading and Math)	Student SGP using STAR Reading and Math Benchmark assessments	Staff participate in math professional learning series.	01/03/2022 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star Math and Reading benchmark assessments. (Student SGP Star Reading and Math)	Student SGP using STAR Reading and Math Benchmark assessments	Research, purchase, and implement math intervention materials.	11/01/2021 - 06/30/2022

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		2021-06-21

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

Superintendent/Chief Executive Officer	Mr Eric B Turman	2021-11-09
School Improvement Facilitator Signature	Ami Healy	2021-11-09
Building Principal Signature	William Hicks	2021-11-08

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In 2018-19, ELA and Math Growth Score on Future Ready - ELA 89% and Math 77% which are above the Statewide Growth Score of 70%.

In 2018-19, ELA Growth Score on Future Ready - Hispanics , Economic Disadvantaged, and Students with Disabilities Met or exceeded goals - Hispanics (93%) , Economic Disadvantaged (86%), and Students with Disabilities (82%)

STAR Early Literacy: From Fall to Winter 2020-2021 in Kindergarten, 21 out of 68 students (42.6%) scored at or above the typical growth (35 SGP).

STAR Early Literacy : From Fall to Winter 2020-2021 in 1st Grade, 41 out of 95 students (43.2%) scored at or above the typical growth (35 SGP).

STAR Reading: In the 2020-2021 school year the 3rd grade in Star Reading at the MOY had 19 students achieve 35 or higher SGP. In Star Early Literacy, 3rd grade students (58 students) went from an average scale score of 648 on the pretest to a score of 671 on the posttest. A gain of 23. In MOY of 3rd grade ,11 out of 75 students scored at or above the minimum district benchmark proficiency

Challenges

Math proficiency on Future Ready - Each one of the subgroups dropped. ELs were 25% in 17-18 and 14.3% in 18-19. Students with disabilities were 31.7% in 17-18 and 5.3% in 18-19.

ELA Proficiency - 3rd and 4th Grades Disabilities - Decreased by 17.8% from 2017/2018 to 2018/2019

ELA Proficiency - 3rd and 4th Grade ELL's - Decreased by 7.9% from 2017/2018 to 2018/2019

From Fall 2020 to Winter 2021, the percentage of Foose students scoring a typical SGP of 35 or higher on the Star Reading Assessment decreased from 58.7% BOY to 19.8 MOY a difference of -38.9% and 260 more students assessed.

From Fall 2020 to Winter 2021, the percentage of Foose students scoring at or above the district Benchmark Proficiency levels on the Star Reading benchmarks went from 37.7% (308 students)to 10.8% (323 students). From BOY to MOY there was a difference of 26.9% .

From Fall 2020 to Winter 2021, on the Star Reading Benchmark, the Foose students in grades 1-3 decreased their average scale

Strengths	Challenges
level.	score.
STAR Reading: In the 2020-2021 school year the 4th grade increased their scale score from BOY to MOY by 15 points. In MOY of 4th grade, 4 out of 56 students scored at or above the minimum district benchmark proficiency level.	STAR Math - In MOY of 1st grade, 20 out of 82 students (24.4%) score at or above typical growth (35 SGP) from Fall to Winter 2020-2021. In MOY of 2020-2021 in 2nd grade, 21 out of 89 students (23.6%) students scored at or above the minimum district benchmark proficiency level. In MOY of 2020-2021 in 3rd grade, 18 out of 79 (22.8%) students scored at or above the minimum district benchmark proficiency level. In MOY of 2020-2021 in 4th grade, 18 out of 57 (31.6%) students scored at or above the minimum district benchmark proficiency level.
STAR Math - MOY of 2020-2021 1st Grade, 27 out of 88 students (30.7%) scored at or above the minimum district benchmark proficiency level.	
STAR Math - MOY of 2020-2021 2nd Grade, 27 out of 85 students (31.8%) had a SGP of 35 or higher and MOY of 2020-2021 3rd grade, 26 out of 80 (32.5% of students)had a SGP of 35 or above.	STAR Math - From Fall 2020 to Winter 2021, the percentage of Foose students scoring a typical SGP of 35 or higher on the Star Math Benchmark decreased from 56.7% BOY to 32.8% MOY a difference of -23.9% and 251 more students assessed.
STAR Math - MOY of 2020-2021 4th grade, 18 out of 57 students scored at or above the minimum district benchmark proficiency level. This average is higher than the school average by 4.8%. MOY of 2020-2021 4th grade, 28 out of 63 (44.4 % of students)had a SGP of 35 or above.	STAR Math - From Fall 2020 to Winter 2021, the percentage of Foose students scoring at or above the district Benchmark Proficiency levels on the Star Math benchmarks went from 38.5% (299 students)to 26.8% (313 students). From BOY to MOY there was a difference of - 11.7% .
2018-2019 PVAAS (4th grade Science - PSSA) In the year 2018-19, the year was moderate evidence that the school did not meet the standard for PA Academic Growth, slightly better than the three year average.	PVAAS - 2018-19 - PSSA, 4th grade - The 3 year average is trending down and showing significant evidence that the school did not meet the standard for PA academic growth.
2018-2019 PVAAS (4th grade Science - PSSA) In the year 2018-19, the middle Quintile showed evidence that they met the standard	Data from Foose's 2020-2021 staff and parent comp. plan survey :

Strengths

for PA Academic Growth.

Data from Foose's 2020-2021 staff and parent comp. plan survey : 89.2% of the faculty and staff in this school trust each other.

Data from Foose's 2020-2021 staff and parent comp. plan survey : 92.1% of the staff agreed that it is ok to discuss feelings, worries, and frustrations with other faculty or staff. 76.3% of the staff said they take responsibility for improving the school.

PVAAS - (4th PSSA - 2018-19) Hispanic - Growth Index - ELA 2.36 Dark Blue

English Learners - PVAAS - (4th PSSA - 2018-19) - Growth Index - Math 1.57 Light Blue

Students with Disabilities -PVAAS - (4th PSSA - 2018-19) - Growth Index - Math 1.86 Light Blue

Students with Disabilities -PVAAS - (4th PSSA - 2018-19) - Growth Index - ELA 1.23 Light Blue

STAR Math - From Fall 2020 to Winter 2021 on the Star Math benchmarks, In third and fourth grade there were gains with their average scale scores. In third grade the average scale score went from 418 to 426 a gain of +8. In Fourth grade the average scale score went from 501 to 532 a gain of +31.

Challenges

55.3% of the staff said the faculty and staff at this school work hard to build trusting relationships with parents

Data from Foose's 2020-2021 staff and parent comp. plan survey : 62.2% of the staff said we involve parents/guardians in the development of programs aimed at improving students' academic outcomes.

Data from Foose's 2020-2021 staff and parent comp. plan survey : 57.9% of the staff said that the PD activities and grade level meetings have been sustained and coherently focused rather than short term and unrelated.

Data from Foose's 2020-2021 staff and parent comp. plan survey : 61.1% % of the staff said that they have had opportunities to analyze student work/data occasionally.

In 2018-2019, PVAAS - PSSA, 4th grade - The 3 year average is trending down and showing significant evidence that the school did not meet the standard for PA academic growth.

Math proficiency on Future Ready - Each one of the subgroups dropped. ELs were 25% in 17-18 and 14.3% in 18-19. Students with disabilities were 31.7% in 17-18 and 5.3% in 18-19.

ELA Proficiency - 3rd and 4th Grades Disabilities - Decreased by 17.8% from 2017/2018 to 2018/2019. ELA Proficiency - 3rd and 4th

Strengths

Data from Foose's 2020-2021 staff and parent comp. plan survey : 86.5% of the staff said they feel responsible that all students learn. 100% of the staff said they usually look forward to working each day at this school.

Data from Foose's 2020-2021 staff and parent comp. plan survey : 97.3% of the staff said that the leadership team works to create a sense of community in this school. 97.3% of the staff said that the administrative team sets high standards for student learning.

2020-21 - #8: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Data from Foose's 2020-2021 staff and parent comp. plan survey : 85.7% of parents said that adults treat their child with respect. 85.7% of parents said that their child is never treated badly due to their race, ethnicity, or background.

2020-21 - # 10: Continuously monitor implementation of the school improvement plan and adjust as needed

2020-21 - # 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

Grade ELL's - Decreased by 7.9% from 2017/2018 to 2018/2019

In 2018-2019 Student Groups by Race/Ethnicity - PVAAS - (4th PSSA) - Black - Growth Index - Math -1.29 Yellow. In 2018-2019 Student Groups by Race/Ethnicity - PVAAS - (4th PSSA) - Black - Growth Index - ELA -0.22 Green

2020-21 - HBGSD = 12.3% of special education students in full time special education classrooms = corrective action

STAR Math - From Fall 2020 to Winter 2021 on the Star Math benchmarks, in grades 1-2 there was a decrease in their average scale scores from BOY to MOY. In first grade the average scale score went from 325 to 258 a difference of -67. In second grade the average scale score went from 356 to 343 a difference of -13.

2020-21 - #16 Identify professional learning needs through analysis of a variety of data

2020-21 - #3 Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

2020-21 - #4 Identify and address individual student learning needs

Most Notable Observations/Patterns

The overall trend is that we are having more success with STAR growth data in Math. However, in both ELA and Math student data reflects that we have a long way to go towards proficiency, especially in many of our sub-groups. We need to see an increase in ELA and Math student performance data during the school year to solidify our efforts during EOY assessments. (Focus on student data to drive instruction.)

Challenges	Discussion Point	Priority for Planning
2020-21 - #16 Identify professional learning needs through analysis of a variety of data	How do we have teachers take ownership of their data? What do they do with that data, once they have it? How do we use the data to change instructional practices in order to see student growth in ELA and Math?	
2020-21 - #3 Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Formative versus Summative. We are not analyzing our student performance data effectively to alter our instructional practices in the classroom.	
2020-21 - #4 Identify and address individual student learning needs	How do we include special education students back into our general education classrooms? What academic and specials can our special education students attend, with supports, with their general education peers?	

ADDENDUM B: ACTION PLAN

Action Plan: Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.

Action Steps	Anticipated Start/Completion Date
Create a refresher PL on the Data Wise process. Share our Data Wise Story from 2020-2021 school year.	08/23/2021 - 08/31/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
PL on Google Slides Data Wise Handouts	yes

Action Steps	Anticipated Start/Completion Date
Create a monthly Data Wise Check-In sheet for grade level teams that includes a section for Data Wise Q & As for grade level members.	08/23/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed		PD Step
Google Drive- folder for each grade level to house their Data Wise journey (includes Google form to ask questions) and their monthly grade level Data Wise check-in forms		no

Action Steps	Anticipated Start/Completion Date
Create a Data Wise noticings and wonderings document for grade levels and individual homerooms to use to analyze their BOY data.	08/23/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
Data Wise Noticing and wondering sheet for data	no

Action Steps	Anticipated Start/Completion Date
Administer the BOY, MOY, EOY Benchmark Assessments (grades kindergarten through fourth grade)	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
STAR/Acadience Benchmark Assessments, Professional Development (Data Wise)	yes

Action Steps	Anticipated Start/Completion Date
Plan and present two PL sessions on steps 1-2 and then steps 3-4 of the Data Wise Process and include an explanation of the monthly check-in sheet.	09/07/2021 - 10/31/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
PL on Google Slides	yes

Action Steps

Grade level teams and individual teachers using the BOY data will analyze and complete the Data Wise noticings and wonderings document, complete one for their entire grade level and one for your individual homeroom(or the data for the students they service-special educators, Math interventionist, ELL teachers, Reading Specialists, etc..).

Anticipated Start/Completion Date

09/07/2021 - 10/31/2021

Monitoring/Evaluation

Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.

Anticipated Output

Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed

STAR/Acadience Benchmark Assessments reports for BOY data, Noticings and wonderings sheet for data

PD Step

no

Action Steps	Anticipated Start/Completion Date
Grade level teams complete the Data Wise check-in sheet monthly	10/01/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed		PD Step
Google Drive- folder for each grade level to house their Data Wise journey (includes Google form to ask questions) Completed Monthly check-in forms for grade level teams		no

Action Steps	Anticipated Start/Completion Date
At a Data Wise Team meeting- meet to provide grade levels with updates on their monthly Data Wise check-ins and provide answers to any questions staff asked on the Google form in regards to their Data Wise progress	10/01/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
Google Drive- folder for each grade level to house their Data Wise journey (includes Google form to ask questions) Monthly check-in forms for grade level teams	no

Action Steps	Anticipated Start/Completion Date
Plan and present two PL sessions on steps 5-6 and then steps 7-8 of the Data Wise Process	10/01/2021 - 12/22/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
PL on Google Slides	yes

Action Steps	Anticipated Start/Completion Date
Teachers will use the Data Wise improvement process to dig into their data and examine their instruction by using student data from: BOY Benchmark assessments, progress monitoring, and formative and summative assessments to make adjustments to meet the needs of their students both with whole and small group instruction. (Focus: priority question, learner-centered problem, problem of practice, and action steps)	11/01/2021 - 12/22/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
Formative and summative assessment data and progress monitoring data. (STAR, Acadience, EIR, Open Court ELA, Eureka Math)	no

Action Steps	Anticipated Start/Completion Date
Teachers will use the Data Wise improvement process to dig into their data and examine their instruction by using student data from: MOY Benchmark assessments, progress monitoring, and formative and summative assessments to make adjustments to meet the needs of their students both with whole and small group instruction. (Develop and implement grade level Data Wise action plan using the Data Wise improvement process)	01/03/2022 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed		PD Step
Student performance data, assessment data, instructional plans to differentiate instruction, student groupings based on data, Administrator created data sheet/template		no

Action Steps	Anticipated Start/Completion Date
Grade level teams analyze their BOY and MOY data and complete noticings and wonderings from the data. Grade level teams will create their learner-centered problem, problem of practice, and action plans using the most current grade level student data.	01/03/2022 - 03/31/2022

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
Data Wise Template for each grade level Samples of LCP and PoP	no

Action Steps	Anticipated Start/Completion Date
Grade level teams implement and revise their action plans as needed. Grade level teams will review their short, medium, and long term goals of their Data Wise action plans.	03/01/2022 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
Data Wise Action Plan Template Sample of Action Plans	no

Action Steps	Anticipated Start/Completion Date
Teachers will use the Data Wise improvement process and EOY data to reflect on the effectiveness of their action plans and to evaluate if their short, medium, and long term goals were met.	05/01/2022 - 06/08/2021

Monitoring/Evaluation	Anticipated Output
Monthly Data Wise Team Meetings Agendas/Minutes, Completed grade level team Data Wise Action Plans and growth in student data toward the team's problem of practice outlined in the action plan steps, PL/PD Agendas and sign-in sheets, and Data Wise PL presentations.	Foster Quality Professional Learning -During the 2021-2022 school year, we will provide professional learning on the Data Wise improvement process to address this challenge. This will provide an explicit and systematic way for teachers to analyze their grade level and classroom data Focus on Continuous Improvement of staffs' Instruction and student performance data. It is anticipated that by teachers focusing on using student performance data to alter their instructional groupings and classroom strategies, this practice will become the "new" culture of the school building. Student academic growth will become evident across multiple measures as this culture becomes established in the school. https://ies.ed.gov/ncee/wwc/practiceguide/12

Material/Resources/Supports Needed	PD Step
Copy of grade level Data Wise action plan Student performance data, assessment data, instructional plans to differentiate instruction, student groupings based on data, Administrator created data sheet/template.	no

Action Plan: By addressing our school's limited inclusion of special education students, the special education students Least Restrictive Environment percentage will improve because staff will collaborate to create a plan to include special education students more throughout the day with their general education peers. https://files.eric.ed.gov/fulltext/EJ1129873.pdf

Action Steps	Anticipated Start/Completion Date
Create a master schedule that includes special education students into general education classrooms in content such as morning meeting/SEL, specials, science, social studies, lunch, recess, assemblies, grade level celebrations/activities, field trips, etc.	07/01/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed	PD Step
Master Schedule	no

Action Steps	Anticipated Start/Completion Date
Develop and execute a professional learning session to all professional staff of the importance and implementation of inclusion of special education students in general education classrooms.	08/23/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed	PD Step
"Can Do" descriptors, Presentation,	yes

Action Steps	Anticipated Start/Completion Date
Create a schedule for the team to visit all K-4 general education classrooms.	08/23/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed	PD Step
Team of professional staff	no

Action Steps	Anticipated Start/Completion Date
Team will visit all K-4 general education classrooms and teach general education students about students with disabilities and various disabilities.	09/06/2021 - 10/31/2021

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed		PD Step
Professional staff, presentation, kids books about disabilities. ATSI grant funds used to purchase collaborative educational project based learning activities to use in inclusion classrooms.		no

Action Steps	Anticipated Start/Completion Date
Develop and execute a professional learning session to all professional staff on strategies/ideas on differentiating, accommodations/modifications to meet the needs of special education students.	10/01/2021 - 12/22/2021

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed		PD Step
Presentation ATSI grant funds will be used to support professional learning needs and compensation to teachers for PD outside of contractual school day.		yes

Action Steps	Anticipated Start/Completion Date
Quarterly check-ins by administration to monitor and adjust the schedule and provide any further professional learnings that may be required based on teachers' need.	10/01/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed	PD Step
ATSI grant funds will be used to support professional learning needs and and compensation to teachers for PD outside of contractual school day.	no

Action Steps	Anticipated Start/Completion Date
Develop, distribute, and collect an Inclusion survey from all professional staff.	04/01/2022 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Revisions of IEPs to new master schedule, dictating a change to their LRE percentage category.	Identify and address individual student learning needs. By focusing on this goal, students with special needs will be included into our general education and accepted by their peers. This therefore, will produce better outcomes for our students with special needs after graduation.

Material/Resources/Supports Needed	PD Step
survey	no

Action Plan: Student SGP using STAR Reading and Math Benchmark assessments

Action Steps	Anticipated Start/Completion Date
Create a SGP tracking sheet for teachers who teach third and fourth grade students to record their SGPs for Star Reading and Math benchmark assessments and all progress monitoring.	08/23/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
SGP Tracking Sheet - Google Sheets	no

Action Steps	Anticipated Start/Completion Date
Create a Student Data Tracking Booklet for students who are in third and fourth grade to record their SGPs for Star Reading and Math benchmark assessments and progress monitoring. Booklets will be used for student/teacher conferencing throughout the school year.	08/23/2021 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed		PD Step
Student Data Tracking Booklet		no

Action Steps	Anticipated Start/Completion Date
Review Star Growth Report and how to use the new SGP tracking/spreadsheet	09/06/2021 - 10/31/2021

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
PL on Star Growth report SGP tracking/spreadsheet in Google Sheets	yes

Action Steps	Anticipated Start/Completion Date
Teachers of third and fourth grade students will complete the SGP Star Reading and Math tracking spreadsheet for each student after each benchmark assessment and progress monitoring.	10/01/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
SGP Tracking/spreadsheet - Google Sheets	no

Action Steps	Anticipated Start/Completion Date
Quarterly check-ins during grade level meetings with all teachers who teach third and fourth grade students to check their progress toward the Star SGP quarterly goals and use the STAR/student data/focus skills to drive small group instruction.	10/01/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
Teachers will have updated SGP tracking/spreadsheet Star Reports that show Focus Skills based on most recent data Data Wise Action Plan ATSI grant funds used to purchase educational incentives to promote student growth.	no

Action Steps	Anticipated Start/Completion Date
End of year final check-in during grade level meetings with all teachers who teach third and fourth grade students to reflect on their Star Reading and Math EOY data and their students' SGP growth from BOY to the EOY.	05/01/2022 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
SGP Tracking/spreadsheet - Google Sheets	no

Action Steps	Anticipated Start/Completion Date
Staff participate in math professional learning series.	01/03/2022 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
ATSI Grant funding used to provide professional learning and compensation to teachers for PD outside of contractual school day.	yes

Action Steps	Anticipated Start/Completion Date
Research, purchase, and implement math intervention materials.	11/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
PL/PD Agendas and sign-in sheets, SGP tracking/spreadsheet GLM attendances and agendas	Identify and address individual student learning needs. By focusing on this goal, students will show a typical year's worth of growth (SGP 35-65) in Reading and Math using the Star assessments.

Material/Resources/Supports Needed	PD Step
ATSI Grant funding used to purchase math intervention materials and provide professional learning and compensation to teachers for PD outside of contractual school day.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Create a refresher PL on the Data Wise process. Share our Data Wise Story from 2020-2021 school year.	08/23/2021 - 08/31/2021
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise	Administer the BOY, MOY, EOY Benchmark Assessments (grades kindergarten through fourth grade)	08/23/2021 - 06/08/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.		
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Plan and present two PL sessions on steps 1-2 and then steps 3-4 of the Data Wise Process and include an explanation of the monthly check-in sheet.	09/07/2021 - 10/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
achievement and growth. (Data Wise Professional Learning and Data Analysis)			
By June 30, 2022, 100% of our professional staff, who actively instruct ELA and Math at Foose will receive professional learning on the Data Wise Process to help analyze and monitor students' progress and embed the process into their professional practices with fidelity as evident through lesson plans, collaborative planning, and grade level meetings. Educators will develop action plans to address learner-centered problem(s) and problem of practice(s) (root causes) affecting student achievement and growth. (Data Wise Professional Learning and Data Analysis)	Student performance data must determine and alter instructional practices within the school using the Data Wise process. https://ies.ed.gov/ncee/wwc/practiceguide/12. By addressing the need for the Data Wise process, teachers will become proficient through professional learning in utilizing data to drive their instruction. Student growth and achievement will improve because teachers will have a systematic and explicit process for analyzing their data.	Plan and present two PL sessions on steps 5-6 and then steps 7-8 of the Data Wise Process	10/01/2021 - 12/22/2021
By June 30, 2022, 80% of our full time special education students will increase time spent in regular education by 20%. (Inclusion of Special Education Students)	By addressing our school's limited inclusion of special education students, the special education students Least Restrictive Environment percentage will improve because staff will collaborate to create a plan	Develop and execute a professional learning session to all professional staff of the importance and implementation of inclusion of	08/23/2021 - 09/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	to include special education students more throughout the day with their general education peers. https://files.eric.ed.gov/fulltext/EJ1129873.pdf	special education students in general education classrooms.	
By June 30, 2022, 80% of our full time special education students will increase time spent in regular education by 20%. (Inclusion of Special Education Students)	By addressing our school's limited inclusion of special education students, the special education students Least Restrictive Environment percentage will improve because staff will collaborate to create a plan to include special education students more throughout the day with their general education peers. https://files.eric.ed.gov/fulltext/EJ1129873.pdf	Develop and execute a professional learning session to all professional staff on strategies/ideas on differentiating, accommodations/modifications to meet the needs of special education students.	10/01/2021 - 12/22/2021
By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star Math and Reading benchmark assessments. (Student SGP Star Reading and Math)	Student SGP using STAR Reading and Math Benchmark assessments	Review Star Growth Report and how to use the new SGP tracking/spreadsheet	09/06/2021 - 10/31/2021
By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star	Student SGP using STAR Reading and Math Benchmark assessments	Staff participate in math professional learning series.	01/03/2022 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Math and Reading benchmark assessments. (Student SGP Star Reading and Math)			
By June 30, 2022, 90% of our third and fourth graders will achieve an SGP of 35 or higher from the BOY to the EOY Star Math and Reading benchmark assessments. (Student SGP Star Reading and Math)	Student SGP using STAR Reading and Math Benchmark assessments	Research, purchase, and implement math intervention materials.	11/01/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Wise Improvement Process Refresher PL	Professional Staff and Administration	Overview of the 8 steps in the Data Wise Improvement process "the swoosh" , the ACE Habits of Mind, noticings and wonderings protocol, tell our Data Wise Story from 2020-2021 school year (3rd grade team)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
noticing and wondering protocol (use sample of data)	08/23/2021 - 08/31/2021	Harrison-Instructional Coach, Data Wise Team ,Hicks-Principal, Archie-Asst. Principal, 3rd grade team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Continuity PL on giving student assessments and scoring student assessments - Acadience and STAR. (fidelity check)	Assessment Team, Testing Teachers, and Administration	How to properly assess and score Acadience and STAR assessments.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Have each assessing teacher give the student assessment(s) to the instructional coach and have their responses scored.	08/23/2021 - 09/30/2021	Instructional Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
PL on the prepare and some of the inquire phase: Step One (Organize for Collaborative Work) and Step Two (Build Assessment Literacy) and Step Three (Create Data Overview) and Step Four (Dig into Student Data)	Professional Staff and Administration	Step One (Organize for Collaborative Work) and Step Two (Build Assessment Literacy) and Step Three (Create Data Overview) and Step Four (Dig into Student Data) of the Data Wise Improvement Process. (2 separate sessions: each addressing 2 steps in the process with ideas for application).

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
noticings and wonderings of grade level and classroom data, completed priority question and learned-center problem based on data	09/01/2021 - 10/31/2021	Harrison-Instructional Coach ,Hicks-Principal, Archie-Asst. Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
PL on the rest of the inquire phase and the act phase: Step Five (Examine Instruction) and Step Six (Develop Action Plan) and Step Seven (Plan to Assess Progress) and Step Eight (Act and Assess)	Professional Staff and Administration	PL on the inquire and act phase: Step Five (Examine Instruction) and Step Six (Develop Action Plan) and Step Seven (Plan to Assess Progress) and Step Eight (Act and Assess) (2 separate sessions: each addressing 2 steps in the process with ideas for application).

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Problem of Practice, grade level team action plan with action steps	10/01/2021 - 12/22/2021	Harrison-Instructional Coach, Hicks-Principal, Archie-Asst. Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Review STAR Growth Report and how to use the new SGP tracking/Spreadsheet	Professional Staff for third and fourth grade students and Administration	PL on the Star Growth Report and how to use the new SGP tracking/spreadsheet

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers being able to access and complete the tracking/spreadsheet as well as the STar Growth Report to see SGP data and progress	09/06/2021 - 10/31/2021	Harrison-Instructional Coach, Hicks-Principal, Archie-Asst. Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
PL on Implementation of Inclusion of Special Education students in general education classrooms.	Professional Staff, Administration	"how to" include and interact, roles/responsibilities, Special Education Law for the adults- what does inclusion look like, and empathy training

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
determination of push-in classrooms and date to begin, lessons showing collaboration between general education and special education teachers	08/23/2021 - 09/30/2021	Administration (Hicks, Archie, Tuttle) , Instructional Coach (Harrison), Professional Staff

Danielson Framework Component Met in this Plan:

1b: Demonstrating Knowledge of Students

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
PL on Implementation of Inclusion of Special Education students in general education classrooms - Part 2.	Professional Staff, Administration	How to differentiate and accommodate students with special needs into our general educational classroom.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Adjustments to schedule and/or instructional practices and strategies used within our general education classrooms.	10/01/2021 - 12/22/2021	Administration (Hicks, Archie, Tuttle) , Instructional Coach (Harrison), Professional Staff

Danielson Framework Component Met in this Plan:

1b: Demonstrating Knowledge of Students

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Overview of new 2021-2022 plan/goals for staff on May 18th, 2021 during our virtual PD day	Goals and timelines PDs being offered to support implementation	Digital (Google document) via Zoom	All professional staff	May 2021
Post school improvement plan for public comment and review	Plan in its entirety for all to review.	On District Website	Entire School Community	May 21, 2021 to June 21, 2021
Overview of Student Goal #2 (SGP) and introduce Student Data Tracking Book to all 3rd and 4th graders in September/October 2021. Lead by 3rd and 4th grade homeroom teachers.	Introduce Student Data Tracking Booklets and conferencing with students throughout the year (SGP goal)	Hard Copy of Student Data Tracking Booklets	All 3rd and 4th grade students	September/October 2021
Overview of plan/goals for returning staff in August 2021	Goals and timelines PDs being offered to support implementation	Digital (Google document) and hardcopy in BOY staff paperwork	All professional staff	August 2021
Quarterly updates of status of plan	Current (quarterly) Status and any revisions	Digital for school community and during Grade Level Meetings	Entire School Community	Throughout entire 2021-22 school year
EOY reflection and status. (Steps for moving	How did we do? Where do	Digital	Entire	End of 2021-22

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
forward)	we go from here?		School Community	school year