

## **SUGAR VALLEY RURAL CS**

236 E Main St

ATSI Title 1 School Plan | 2021 - 2022

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### **MISSION STATEMENT**

The mission of the Sugar Valley Rural Charter School is to provide a rural, community-oriented lifelong learning center which both reflects and helps to shape the best of Sugar Valley's social, cultural and educational heritage. Striving for a continued zero dropout rate, high academic achievement, and 100% post-secondary continuing education, SVRCS extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors, employing multiple mediums, settings and locations to model and promote the practice of lifelong learning.

### **VISION STATEMENT**

SVRCS will support high quality education with a program that:

- Utilizes innovative approaches to learning.
- Strives to exceed measurable performance objectives, including student achievement.
- Routinely evaluates school operations.
- Operates on a responsible budget.
- Employs highly trained, professional staff.
- Evidences a high degree of parent satisfaction and community involvement.
- Collaborates with a governing board dedicated to policy-making.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth. Students will be engaged in their learning, exert their best efforts to achieve academic success, and post-secondary engagement.

### **STAFF**

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth. Staff will provide educational opportunities that meet each child where they are as individuals to maximize the potential of each.

### **ADMINISTRATION**

We set high standards for success, and support our staff and students professionally, academically, socially, and emotionally.

### **PARENTS**

As a rural school community, SVRCS parents will support academic growth, acceptance and diversity, and promote life-long learning within the student population and community.

### **COMMUNITY**

The SVRCS community will support academic growth, acceptance and diversity, and promote life-long learning within the student population and community. The community will also establish partnerships with SVRCS to provide opportunities for career engagement, athletics, leadership, and other extracurricular activities.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Amy Hockenberry	Teacher	SVRCS
Alicia Lamey	Teacher	SVRCS
Michael Fry	Teacher	SVRCS
Carrie Doyle	Teacher	SVRCS
Melissa Martin	Parent	SVRCS
Tracie Kennedy	Administration	SVRCS
William Deavor III	Administration	SVRCS
Diane Hubona	Director of Curriculum and Innovation / Central Intermediate Unit 10	Central Intermediate Unit 10
Broc Phillips	Teacher	SVRCS

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>All key stakeholders must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education.</p>	School climate and culture
<p>All staff working with K-2 teachers will be involved in developing ECRI routines/resources for K-2. They will be more likely to implement these resources/routines consistently, and effectively. They will be supported throughout the school year to ensure ongoing, and effective implementation. All teachers will be trained and practice, through ongoing workshop series on how to integrate ELA Standards across content areas. Collaborating with each other to share best practices will increase pace of implementation. They will be supported throughout the school year to ensure ongoing, and effective implementation.</p>	English Language Arts
<p>Algebra 1 A/B - 90 minutes per day to better address all Alg. 1 eligible content sufficient for long-term retention. Get More Math will be used in any/all grades 3-12 (more research supporting efficacy of this program. Better for long-term retention of skills). Math In Focus will be implemented in K-8 (Singapore Math shows more efficacy in fostering conceptual, visualization understanding as compared to many older programs). Ongoing meetings to share best practices.</p>	Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy
ECRI

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literacy	Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop ECRI Resources/Routines for MyView Literacy	2021-06-21 - 2021-07-20	Amy Rossman - Elementary Coordinator Brittany Hipple - Kindergarten Teacher, Tech Team member	Previous ECRI Routines/Resources MyView Literacy materials, K-2

### Anticipated Outcome

ECRI Routines/Resources for MyView Literacy K-2

### Monitoring/Evaluation

Check in during project. Monitor DIBELS, MAP data, local assessments to gauge efficacy of outputs produced.

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## Evidence-based Strategy

UBD, Differentiation through Co-Teaching

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Literacy

Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Develop, deliver ongoing workshop series centering on UBD, differentiation for academically diverse classes, in part by implementing co-teaching strategies, as well as addressing ELA standards in non-ELA content areas.

2021-06-21 -  
2021-07-20

Broc Phillips -  
Supervisor of  
Curriculum &  
Instruction K-12 Jodie  
Walizer - Secondary  
ELA Department Lead

Resources from Spring ELA  
Curriculum Committee, Wiggins &  
McTighe: UBD, Tomlinson: How to  
Differentiate Instruction in  
Academically Diverse Classrooms

## Anticipated Outcome

Increase in teacher's use of ELA standards in non-ELA content areas Increase in efficacy of teachers' use of co-teaching strategies Increase teachers' ability to meet diverse needs in a single classroom

## Monitoring/Evaluation

Summer check-points for development of workshop resources, meetings for planning. DIBELS - 7th-8th grade MAP 7th-12th grade Local ELA Assessments Lesson Plans (ELA Standards)

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### Evidence-based Strategy

Title I

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literacy	Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop, train Title I staff on expectations, timeframes for their responsibilities, duties.	2021-06-21 - 2021-07-20	Broc Phillips - Supervisor of Curriculum & Instruction K-12	Previous Title I job descriptions, duties, schedules.

### Anticipated Outcome

More efficient use of Title I hours. Increased outcomes for students in response to Title I interventions

### Monitoring/Evaluation

Weekly monitoring of Title I activities K-6.

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### Evidence-based Strategy

SWPBIS

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Culture of High Expectations	All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Update behavioral flowchart governing how and when teachers take action in response to student misbehavior. Deliver training at August in-service, and monitor staff	2021-06-21 - 2021-07-20	Broc Phillips - Supervisor of Curriculum & Instruction K-12 Jason Pletcher - SWPBIS	Previous behavioral flowchart PBIS assessments (BOQ, safety survey) and



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
usage.		Head Coach	data (behaviors).

### Anticipated Outcome

New behavioral flowchart to deliver to staff. Updated expectations for staff response to student misbehavior. More consistent delivery of consequences for student misbehavior.

### Monitoring/Evaluation

Monthly ODR data analysis. Quarterly meetings to discuss successes, areas of growth.

### Evidence-based Strategy

Algebra I A/B

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math/Algebra 1	Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop, deliver 90-minute-per-day Algebra I A/B	2021-06-21 - 2021-08-23	Broc Phillips - Supervisor of Curriculum & Instruction K-12 Amber Geise - Algebra I A/B Teacher	SCASD Algebra I A/B digital assets KCSD Algebra I summer course materials Get More Math

### Anticipated Outcome

All instructional materials, curriculum map for Algebra I A/B  
Increased student acquisition of algebra skills & knowledge  
Increased capacity for long-term retention of Algebra skills & knowledge  
Increased MAP Math scores  
Increased Keystone Algebra I scores

### Monitoring/Evaluation

4x per quarter observation of new course  
Monthly meetings with staff to increase efficacy of course  
Monitor staff usage, student progress in Get More Math  
Monitor MAP Data (Math) after each Test Term  
Analyze Keystone Algebra I scores as they arrive

### Evidence-based Strategy

Get More Math - math skills practice for long-term retention

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math/Algebra 1	Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Get More Math for grades 3-12	2021-06-21 - 2022-06-30	Amber Geise - Secondary Math Teacher Broc Phillips - Supervisor of Curriculum & Instruction K-12	Amber's GMM training, level 2 Tech Camp 2021 GMM Resources

### Anticipated Outcome

7-12 Teachers will use GMM in SY 2021-22 3-6 Teachers will be exposed to impact of GMM, begin to adopt 7-12 students will see improved math outcomes (local assessments, Study Island Diagnostics, MAP, PSSA, Keystone) as compared to Study Island

### Monitoring/Evaluation

Monitor GMM usage 7-12 on a weekly basis Monitor GMM student growth 7-12 on a weekly basis Monitor MAP achievement, growth after each Test Term Analyze PSSA Math, Keystone Alg. I scores as they arrive

### Evidence-based Strategy

Math in Focus K-8

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math/Algebra 1	Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Math in Focus K-8 (Singapore Math) during SY 2021-22	2021-06-21 - 2022-06-30	Broc Phillips - Supervisor of Curriculum & Instruction K-12	Math in Focus curricular materials, K-8. Math in Focus Data Portal (Administrator Account)

### Anticipated Outcome

Teachers of Math in grades K-8 will implement Math in Focus in SY 2021-22. Attitudes toward math will improve MAP Scores will increase as a result of MiF instruction PSSA Math scores will increase as a result of MiF instruction

### Monitoring/Evaluation

Monitor lesson plans for MiF math lessons Monitor mindset scans in MiF to track improvement of math attitudes Monitor MAP Math scores after each Test Term Analyze PSSA Math scores as they arrive



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)	ECRI	Develop ECRI Resources/Routines for MyView Literacy	06/21/2021 - 07/20/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	<p>UBD, Differentiation through Co-Teaching</p>	<p>Develop, deliver ongoing workshop series centering on UBD, differentiation for academically diverse classes, in part by implementing co-teaching strategies, as well as addressing ELA standards in non-ELA content areas.</p>	<p>06/21/2021 - 07/20/2021</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)	Title I	Develop, train Title I staff on expectations, timeframes for their responsibilities, duties.	06/21/2021 - 07/20/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education. (Culture of High Expectations)	SWPBIS	Update behavioral flowchart governing how and when teachers take action in response to student misbehavior. Deliver training at August in-service, and monitor staff usage.	06/21/2021 - 07/20/2021



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)	Get More Math - math skills practice for long-term retention	Implement Get More Math for grades 3-12	06/21/2021 - 06/30/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)	Math in Focus K-8	Implement Math in Focus K-8 (Singapore Math) during SY 2021-22	06/21/2021 - 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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Individualized instruction

Science/Biology

Four-Year Outreach

Technology

Career Standards Benchmark

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - ECRI, Heggerty (K-2), Read 180, summer programming.

Teacher and Student rapport - Small teacher to student ratio.

Technology - Study Island, Read 180, MAP, 1:1 Chromebooks.

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - Title 1, Math 180, summer programming.

Teacher and Student rapport - Small teacher to student ratio.

### Challenges

Literacy

Industry-Based Learning

English Language Arts/Literature

Mathematics/Algebra

Attendance

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage.

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage.

## Strengths

Technology - Study Island, Math 180, MAP, 1:1 Chromebooks.

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - Keystone Biology, STS, STEM, Tech Ed.

Teacher and Student rapport - Small teacher to student ratio.

Technology - Study Island, Math 180, MAP, 1:1 Chromebooks.

Individualized instruction - 12th grade career engagement course, 12th grade career-based ELA course, Math 12/personal finance, Living on your Own.

Differentiated class offerings - 12th grade career engagement course, 12th grade career-based ELA course, Math 12/personal finance, Living on your Own.

Teacher and Student rapport - Simulated interviews, senior career/college advisor/mentors.

Community Outreach - OVR (postsecondary transition), partnering with local businesses (First Quality, Truck-Lite).

Technology - Smart Futures, 1:1 Chromebooks, web-based college/workplace tours/presentations.

## Challenges

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

Industry-Based Learning - Limited availability due to Covid-19, CDC guidelines, location, transportation. TIW, Act 158 considerations will improve this challenge.

Community Outreach - Limited availability due to Covid-19, CDC guidelines, location, transportation. TIW, Act 158 considerations will improve this challenge.

Literacy

Attendance

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

Professional Learning - Workshop series led by members of currently meeting school committees will increase teachers' abilities to meet the diverse needs of students in mixed-ability settings, as well as in implementing literacy strategies in all content areas.

Foster a culture of high expectations for success for all students,

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## Strengths

Individualized instruction

Differentiated class offerings

Teacher and Student rapport

Community Outreach

Technology

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - ECRI, Heggerty (K-2), Read 180, summer programming.

Teacher and Student rapport - Small teacher to student ratio.

Community Outreach - Families, members of teaching staff, community involved in school initiatives.

Technology - Study Island, Read 180, MAP, 1:1 Chromebooks.

Individualized instruction - Systematic, collaborative planning processes (to ensure instruction is coordinated, aligned, and evidence-based) will increase the efficacy of curricular materials and lesson plans aligned to the PA Standards. Individualization for specific subgroups of students will be part of the planning process.

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## Challenges

educators, families, and community members - PBIS team will meet to develop and deliver training on implementing a consistent school-wide program for addressing and responding to student behavior, positive and negative. Academics and efforts aligned with post-secondary engagement will increase with student behaviors, driven by consistency in staff's methods for addressing, acknowledging behaviors.

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## Strengths

Differentiated class offerings - Systematic, collaborative planning processes (to ensure instruction is coordinated, aligned, and evidence-based) will increase the efficacy of curricular materials and lesson plans aligned to the PA Standards. Individualization for specific subgroups of students will be part of the planning process.

Teacher and Student rapport - PBIS can be leveraged to increase teacher and student rapport. This can lead to increased academic, post-secondary engagement.

Community Outreach - Act 158 graduation requirements push schools to find opportunities for the school to connect with the community in order to better educate students for the jobs available in the community. In SY 2021-22, there will be many more opportunities in this regard. Teacher in the Workplace grant will support this initiative.

Technology - Study Island, Read 180, MAP, 1:1 Chromebooks.  
Continuous upgrades, maintenance to Chromebook fleet.

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## Most Notable Observations/Patterns

Math/Algebra, Literacy, Career Benchmark, Professional Learning, Culture of High Expectations (consistency - staff, students, families).

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### Challenges

### Discussion Point

### Priority for Planning

Industry-Based Learning - Limited availability due to Covid-19, CDC guidelines, location, transportation. TIW, Act 158 considerations will improve this challenge.

Professional Learning - Workshop series led by members of currently meeting school committees will increase teachers' abilities to meet the diverse needs of students in mixed-ability settings, as well as in implementing literacy strategies in all content areas.

Low social-economic status population and PSSA data

Foster a culture of high expectations for success for all students, educators, families, and community members - PBIS team will meet to develop and deliver training on implementing a consistent school-wide program for addressing and responding to student behavior, positive and negative. Academics and efforts aligned with post-secondary engagement will increase with student behaviors, driven by consistency in staff's methods for addressing, acknowledging behaviors.

PBIS will play a strong role in re-development and delivery of school-wide behavioral expectations for students and staff. Delivery of training will occur with administrative support, as will follow-ups on a quarterly basis.

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

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage

K-2 teachers, paras, Title I staff will develop new ECRI routines and resources for MyView Literacy. Secondary ELA teachers will lead workshop series at in-services centering on differentiated instruction (meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, flexible co-teaching strategies), as well as using data to best inform ongoing instruction. Outline clear expectations/timeframes for Title I.

Mathematics/Algebra

Algebra 1 A/B - 90 minutes per day to better address all Alg. 1 eligible content sufficient for long-term retention. Get More Math will be used in any/all grades 3-12 (more research supporting efficacy of this program. Better for long-term retention of skills). Math In Focus will be implemented in K-8 (Singapore Math shows more efficacy in fostering conceptual, visualization understanding as compared to many older programs). Ongoing meetings to share best practices.

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## ADDENDUM B: ACTION PLAN

### Action Plan: ECRI

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Develop ECRI Resources/Routines for MyView Literacy	06/21/2021 - 07/20/2021		
Monitoring/Evaluation	Anticipated Output		
Check in during project. Monitor DIBELS, MAP data, local assessments to gauge efficacy of outputs produced.	ECRI Routines/Resources for MyView Literacy K-2		
Material/Resources/Supports Needed		PD Step	Comm Step
Previous ECRI Routines/Resources MyView Literacy materials, K-2		yes	yes
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## Action Plan: UBD, Differentiation through Co-Teaching

Action Steps	Anticipated Start/Completion Date		
Develop, deliver ongoing workshop series centering on UBD, differentiation for academically diverse classes, in part by implementing co-teaching strategies, as well as addressing ELA standards in non-ELA content areas.	06/21/2021 - 07/20/2021		
Monitoring/Evaluation	Anticipated Output		
Summer check-points for development of workshop resources, meetings for planning. DIBELS - 7th-8th grade MAP 7th-12th grade Local ELA Assessments Lesson Plans (ELA Standards)	Increase in teacher's use of ELA standards in non-ELA content areas Increase in efficacy of teachers' use of co-teaching strategies Increase teachers' ability to meet diverse needs in a single classroom		
Material/Resources/Supports Needed	PD Step	Comm Step	
Resources from Spring ELA Curriculum Committee, Wiggins & McTighe: UBD, Tomlinson: How to Differentiate Instruction in Academically Diverse Classrooms	yes	yes	
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**Action Plan: Title I**

**Action Steps**

**Anticipated Start/Completion Date**

Develop, train Title I staff on expectations, timeframes for their responsibilities, duties.

06/21/2021 - 07/20/2021

**Monitoring/Evaluation**

**Anticipated Output**

Weekly monitoring of Title I activities K-6.

More efficient use of Title I hours. Increased outcomes for students in response to Title I interventions

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Previous Title I job descriptions, duties, schedules.

yes

yes



## Action Plan: SWPBIS

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Update behavioral flowchart governing how and when teachers take action in response to student misbehavior. Deliver training at August in-service, and monitor staff usage.	06/21/2021 - 07/20/2021		
Monitoring/Evaluation	Anticipated Output		
Monthly ODR data analysis. Quarterly meetings to discuss successes, areas of growth.	New behavioral flowchart to deliver to staff. Updated expectations for staff response to student misbehavior. More consistent delivery of consequences for student misbehavior.		
Material/Resources/Supports Needed		PD Step	Comm Step
Previous behavioral flowchart PBIS assessments (BOQ, safety survey) and data (behaviors).		yes	yes
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## Action Plan: Algebra I A/B

Action Steps	Anticipated Start/Completion Date
Develop, deliver 90-minute-per-day Algebra I A/B	06/21/2021 - 08/23/2021

Monitoring/Evaluation	Anticipated Output
4x per quarter observation of new course Monthly meetings with staff to increase efficacy of course Monitor staff usage, student progress in Get More Math Monitor MAP Data (Math) after each Test Term Analyze Keystone Algebra I scores as they arrive	All instructional materials, curriculum map for Algebra I A/B Increased student acquisition of algebra skills & knowledge Increased capacity for long-term retention of Algebra skills & knowledge Increased MAP Math scores Increased Keystone Algebra I scores

Material/Resources/Supports Needed	PD Step	Comm Step
SCASD Algebra I A/B digital assets KCSD Algebra I summer course materials Get More Math	no	yes



**Action Plan: Get More Math - math skills practice for long-term retention**

Action Steps	Anticipated Start/Completion Date
Implement Get More Math for grades 3-12	06/21/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Monitor GMM usage 7-12 on a weekly basis Monitor GMM student growth 7-12 on a weekly basis Monitor MAP achievement, growth after each Test Term Analyze PSSA Math, Keystone Alg. I scores as they arrive	7-12 Teachers will use GMM in SY 2021-22 3-6 Teachers will be exposed to impact of GMM, begin to adopt 7-12 students will see improved math outcomes (local assessments, Study Island Diagnostics, MAP, PSSA, Keystone) as compared to Study Island

Material/Resources/Supports Needed	PD Step	Comm Step
Amber's GMM training, level 2 Tech Camp 2021 GMM Resources	yes	yes





## Action Plan: Math in Focus K-8

Action Steps	Anticipated Start/Completion Date
Implement Math in Focus K-8 (Singapore Math) during SY 2021-22	06/21/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Monitor lesson plans for MiF math lessons Monitor mindset scans in MiF to track improvement of math attitudes Monitor MAP Math scores after each Test Term Analyze PSSA Math scores as they arrive	Teachers of Math in grades K-8 will implement Math in Focus in SY 2021-22. Attitudes toward math will improve MAP Scores will increase as a result of MiF instruction PSSA Math scores will increase as a result of MiF instruction

Material/Resources/Supports Needed	PD Step	Comm Step
Math in Focus curricular materials, K-8. Math in Focus Data Portal (Administrator Account)	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	ECRI	Develop ECRI Resources/Routines for MyView Literacy	06/21/2021 - 07/20/2021
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	UBD, Differentiation through Co-Teaching	Develop, deliver ongoing workshop series centering on UBD, differentiation for academically diverse classes, in part by implementing co-teaching strategies, as well as addressing ELA standards in non-	06/21/2021 - 07/20/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	Title I	<p>Develop, train Title I staff on expectations, timeframes for their responsibilities, duties.</p>	06/21/2021 - 07/20/2021
<p>All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education. (Culture of High Expectations)</p>	SWPBIS	<p>Update behavioral flowchart governing how and when teachers take action in response to student misbehavior. Deliver training at August in-service, and monitor staff usage.</p>	06/21/2021 - 07/20/2021
<p>Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)</p>	Get More Math - math	Implement Get More Math for	06/21/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	skills practice for long-term retention	grades 3-12	
Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)	Math in Focus K-8	Implement Math in Focus K-8 (Singapore Math) during SY 2021-22	06/21/2021 - 06/30/2022

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ECRI Development	All staff who instruct K-2 teachers on ELA content	ECRI Routines for Reading Street Purpose of ECRI Different types of ECRI Resources How and when to use various types of ECRI Resources How to create ECRI Resources for regular classroom use

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
ECRI Resources/Routines produced for all units in MyView Literacy for grades K-2.	06/21/2021 - 07/20/2021	Amy Rossman - Elementary Coordinator Brittany Hipple - Kindergarten Teacher, Technology Team Member

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

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

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Secondary ELA Integration Workshop Series

Secondary Teachers (7-12)

UBD Framework - how it functions, applies in diverse Secondary settings, applies to integration of ELA content. Unpacking Standards - how it provides a progression of tasks for students to complete to elevate from low to high skill and knowledge with respect to any given standard. Integrating ELA standards across diverse content areas. Differentiation in academically diverse classrooms (rubrics) Using co-teaching strategies flexibly and with high efficacy

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
<p>Lesson plans will show progression of tasks from low to high throughout a unit of study (evidence of unpacking, UBD) Non-ELA lesson plans will contain one ELA content standard related to main content of lesson One new project produced (with rubrics, UBD planning inherent) over course of SY 2021-22. A result of workshop series. Lesson plans will outline co-teaching strategies used for lessons/units Observations conducted by Admin, BP will show evidence of flexible, effective use of co-teaching strategies</p>	<p>06/21/2021 - 06/30/2022</p>	<p>Broc Phillips - Supervisor of Curriculum &amp; Instruction K-12 Jodie Walizer - Secondary ELA Department Lead</p>

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

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

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

3a: Communicating with Students

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction



Professional Development Step	Audience	Topics of Prof. Dev
Behavioral Expectations - Consistency, Clarity	K-12 Teachers, Students	Cover updated behavioral flowchart, expectations for how and when staff will respond to student misbehavior. Outline expectations for ratio of positive to negative student behaviors (by EOY, 4:1 positive:negative acknowledgements) Staff duties for BOY all-student training (staff experts for various locations in school, student groups rotate to be trained, demonstrate understanding of behavioral expectations in all settings)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Proper use of behavioral flowchart, ODRs - adherence to new expectations - evidenced by ODRs 4:1 ratio of Phoenix Feathers in a class, grade level to ODRs Students each pass "assessment" of understanding of expectations for behaviors in all locations around the school	06/21/2021 - 08/24/2021	Broc Phillips - Supervisor of Curriculum & Instruction K-12 Jason Pletcher - SWPBIS Head Coach Amy Rossman - Elementary Coordinator Jamie Fox - Secondary Coordinator



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

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

- 2a: Creating and Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 1c: Setting Instructional Outcomes
- 2d: Managing Student Behavior
- 4c: Communicating with Families
- 1e: Designing Coherent Instruction
- 2e: Organizing Physical Space
- 1f: Designing Student Assessments
- 3a: Communicating with Students

Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Get More Math Training

3-12 Math Teachers

What is Get More Math? Designing activities in Get More Math Alignment to content taught Analyzing/using data in Get More Math

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Data in Get More Math will show student progress, teacher continued use of Get More Math	06/21/2021 - 06/30/2022	Amber Geise - Secondary Math Teacher, GMM Level II Certified

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

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

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



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Math in Focus	K-8 Math Teachers	What is Math in Focus, and how is it different from other Math programs? Getting to know unit/lesson structure, resources Understanding, using assessments Analyzing/using data in Math in Focus

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Lesson plans include Math in Focus elements Teacher/Student data (local assessment data) in MiF data depot continues to show growth MAP scores show evidence of student growth in Math PSSA Math scores show evidence of student growth	06/21/2021 - 06/30/2022	Broc Phillips - Supervisor of Curriculum & Instruction K-12 Brittany Hipple - Kindergarten Teacher, Technology Team Member Amanda Blazina - 4th Grade Teacher, Technology Team Member

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

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

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1f: Designing Student Assessments

Teaching Diverse Learners in an Inclusive Setting

3b: Using Questioning and Discussion Techniques

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating and Environment of Respect and Rapport

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4c: Communicating with Families

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	ECRI	Develop ECRI Resources/Routines for MyView Literacy	2021-06-21 - 2021-07-20
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	UBD, Differentiation through Co-Teaching	Develop, deliver ongoing workshop series centering on UBD, differentiation for academically diverse classes, in part by implementing co-teaching strategies, as well as addressing ELA standards in non-	2021-06-21 - 2021-07-20

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Literacy - K-2 teachers, paras, Special Ed Teachers, Title I staff will develop new ECRI routines and resources for MyView Literacy, and use ECRI routines correctly, consistently. Teachers in all content areas are meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies, as well as using data to best inform ongoing instruction. Title I staff are reaching a broad group of students equitably and effectively due to clear duties, timeframes. (Literacy)</p>	Title I	<p>ELA content areas.</p> <p>Develop, train Title I staff on expectations, timeframes for their responsibilities, duties.</p>	<p>2021-06-21 - 2021-07-20</p>
<p>All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education. (Culture of High Expectations)</p>	SWPBIS	<p>Update behavioral flowchart governing how and when teachers take action in response to student misbehavior. Deliver training at August in-service, and monitor staff usage.</p>	<p>2021-06-21 - 2021-07-20</p>
<p>Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)</p>	Algebra I A/B	<p>Develop, deliver 90-minute-per-day</p>	<p>2021-06-21 - 2021-08-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		Algebra I A/B	23
Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)	Get More Math - math skills practice for long-term retention	Implement Get More Math for grades 3-12	2021-06-21 - 2022-06-30
Mathematics/Algebra - Reach at least 45.2% (state average - FRPAI) proficient or advanced on PSSA Math, Keystone Algebra I exams. (Math/Algebra 1)	Math in Focus K-8	Implement Math in Focus K-8 (Singapore Math) during SY 2021-22	2021-06-21 - 2022-06-30

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
ECRI Development	All staff who instruct K-2 teachers on ELA content	ECRI Routines for Reading Street Purpose of ECRI Different types of ECRI Resources How and when to use various types of ECRI Resources How to create ECRI Resources for regular classroom use

Anticipated Timeframe	Frequency	Delivery Method
05/19/2021 - 07/20/2021	5 days during summer 2021	Brief

Lead Person/Position
Amy Rossman - Elementary Coordinator Brittany Hipple - Kindergarten Teacher, Technology Team Member

Communication Step	Audience	Topics/Message of Communication
Secondary ELA Integration Workshop Series	Secondary Teachers (7-12)	<p>UBD Framework - how it functions, applies in diverse Secondary settings, applies to integration of ELA content.</p> <p>Unpacking Standards - how it provides a progression of tasks for students to complete to elevate from low to high skill and knowledge with respect to any given standard. Integrating ELA standards across diverse content areas. Differentiation in academically diverse classrooms (rubrics) Using co-teaching strategies flexibly and with high efficacy</p>

Anticipated Timeframe	Frequency	Delivery Method
06/21/2021 - 06/30/2021	Two weeks before each in-service during SY 2021-22	Brief



**Lead Person/Position**

Broc Phillips - Supervisor of Curriculum & Instruction K-12 Jodie Walizer - Secondary ELA Department Lead

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Communication Step	Audience	Topics/Message of Communication
Behavioral Expectations - Consistency, Clarity	K-12 Teachers, Students	Cover updated behavioral flowchart, expectations for how and when staff will respond to student misbehavior. Outline expectations for ratio of positive to negative student behaviors (by EOY, 4:1 positive:negative acknowledgements) Staff duties for BOY all-student training (staff experts for various locations in school, student groups rotate to be trained, demonstrate understanding of behavioral expectations in all settings)

Anticipated Timeframe	Frequency	Delivery Method
06/21/2021 - 08/24/2021	3 summer work days Staff training once at 8/23 or 8/24 in-service Student training at BOY, with booster session at MY each school year	Presentation

**Lead Person/Position**

Broc Phillips - Supervisor of Curriculum & Instruction K-12 Jason Pletcher - SWPBIS Head Coach Amy Rossman - Elementary Coordinator  
Jamie Fox - Secondary Coordinator



<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Get More Math Training	3-12 Math Teachers	What is Get More Math? Designing activities in Get More Math Alignment to content taught Analyzing/using data in Get More Math

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
06/21/2021 - 06/30/2022	Once at Tech Camp 2021 (between 7/12-7/15/21) One training event with GMM product experts	Presentation

<b>Lead Person/Position</b>
Amber Geise - Secondary Math Teacher, GMM Level II Certified



<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Math in Focus	K-8 Math Teachers	What is Math in Focus, and how is it different from other Math programs? Getting to know unit/lesson structure, resources Understanding, using assessments Analyzing/using data in Math in Focus

**Anticipated Timeframe****Frequency****Delivery Method**

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06/21/2021 - 06/30/2021

Three sessions offered at Technology Camp  
2021 (7/12/21-7/15/21) "What's in the Box" training,  
6/10/21 - single event Onboarding training,  
6/18/21 - single event

Presentation

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**Lead Person/Position**

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Broc Phillips - Supervisor of Curriculum & Instruction K-12  
Brittany Hipple - Kindergarten Teacher, Technology Team Member  
Amanda Blazina - 4th Grade Teacher, Technology Team Member

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

