

## **THE NEW ACADEMY CS**

2500 Jonquil Way

CSI School Plan | 2021 - 2022

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### **MISSION STATEMENT**

The mission of New Academy Charter School, based on the belief that all students can learn, is to produce citizens able to think critically and function successfully, with integrity, in a rapidly changing, highly competitive world. We accept the responsibility to prepare students for life-long learning by providing a quality education through varied learning experiences in partnership with our community.

### **VISION STATEMENT**

New Academy Charter School (NACS) is a place where all students can reach their full potential. Students are a community's most precious treasure. An individualized approach to teaching addresses the unique needs of all students and helps the students to progress along their chosen pathway. NACS staff strives to instill a sense of grit and perseverance through the implementation of a growth mindset philosophy that provides students with a toolbox for success regardless of their chosen path. New Academy Charter School believes in meeting students where they are, cultivating their unique talents and interests, and growing them to realize their full potential. Students leave NACS armed with the knowledge and skills necessary for them to continue growing as individual learners so that they create a successful future for themselves and society in an ever-changing world.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students reach their fullest academic potential by engaging in a balanced academic core curriculum while being given the opportunity to pursue their passions in a safe, positive, and differentiated environment. Student Achievement is the most important thing. We must do it well.

### **STAFF**

Staff are committed to each student's success through a commitment to a shared set of goals and values while being respected for their individual passions, strengths, knowledge and skills. Our school is only as great as the people in it. There are no excuses!

### **ADMINISTRATION**

All staff must be a lead learner. It starts with school leaders. If you are a leader, do everything you can to grow yourself and create the right environment for others to grow.

### **PARENTS**

Families and schools must have a mutually supportive, active partnership to contribute to the growth and development of their children. Each and every person and student at New Academy Charter School is significant. I matter. You matter.

### **COMMUNITY**

Community partners are an extension of the school whose involvement in the educational process enriches opportunity for our students. We matter. We will never give up on our students. Every child deserves an adult who will never give up on them.

### **OTHER (OPTIONAL)**

Interactions between students, teachers, staff, parents, and community partners must be respectful and collaborative in order to maintain effective relationships.



## STEERING COMMITTEE

Name	Position	Building/Group
Jamie Hopkins	Principal	The New Academy Charter School
Kristen Harpster	Executive Director	The New Academy Charter School
Kelsey Poole	Education Specialist	New Academy Charter School
Bruce Fullard	Teacher	The New Academy Charter School
Sal Costanzo	Chief Administrative Director	The New Academy Charter School
Bill Casile	Community Representative	Duquesne University
Melissa Miller	Attendance Counselor	The New Academy Charter School
LaKhy'a Thomas	Student	The New Academy Charter School
Shatonna Charlton	Parent	The New Academy Charter School
Shara Wohlgemuth	SPED Teacher	The New Academy Charter School
Ashley Clark	Regular Education Teacher	The New Academy Charter School
Kaitlin Kenney	Teacher	New Academy Charter School
Kyle Edgar	Other	New Academy Charter School

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we develop and implement a culturally relevant, rigorous and aligned system of curriculum, instruction, and assessment, Then our system will be designed to eliminate learning gaps and empower our students to take ownership of their learning by connecting current learning with post-graduation goals.	Mathematics English Language Arts
If we as a team build a system that promotes self-awareness, healthy social-emotional competencies, and academic safety, then we will address our internal biases, and develop a school culture that promotes a receptive learning environment amongst our students. When these barriers are broken down, students will develop self-efficacy, think critically, and develop problem-solving skills so that they are well-prepared for graduation and lifelong learning.	Regular Attendance

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Engage instructional teams in developing standards-aligned units  
(<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
	growth goal
ELA Growth	By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Identify Project Team (Curriculum Specialist and Teachers) Project Organizational Chart (document that will be made and shared out with teachers)	2021-07-01 - 2021-08-31	Curriculum Specialist, Principal	Mentor/administrative team support when needed
Determine Communication Plan and Exchange Contact Information; Curriculum Specialist will be contacting teachers during summer months that they are scheduled to be here about curriculum development activities. An email will be sent out each Monday by the Curriculum Specialist to update what should be completed by a certain date. If teachers have not completed the task by the listed date of completion a time will be set up for a one on one session with the Curriculum Specialist to get it done.	2021-07-01 - 2021-08-31	Curriculum Specialist	Mentor/administrative team support when needed
Establish Calendar of Work Sessions, Deadlines, and Other Time Constraints; Curriculum Specialist will add to the calendar work sessions, deadlines, and other time constraints for curriculum work once the master schedule is completed	2021-07-01 - 2021-08-31	Curriculum Specialist	Master Schedule for 2021-2022 school year
Establish Project Tracker; Curriculum Specialist will design a project	2021-07-01 -	Curriculum	Master Schedule for 2021-

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
tracker document with dates and deadlines once master schedule is completed	2021-08-31	Specialist	2022 school year
Establish protocols for ongoing monitoring and evaluation of teaching and learning: Administrative Walk Throughs, Grade Level/PLC/Department meeting data tasks and outcomes, coaching cycles, peer observations, and student feedback surveys	2021-07-01 - 2021-08-31	Principal, Curriculum Specialist, teachers	School calendar, coaching cycle calendar, student surveys, data meeting tasks and expected outcomes, peer observation schedule
Determine platform that will be used to house curriculum. Draft a sample template that includes all of these elements.	2021-07-01 - 2021-08-31	Curriculum Specialist, Principal	Mentor/administrative support as needed
Ensure each course has a syllabus, scope and sequence, pacing guide, assessment, and lesson plan with highlighted sections: learning objectives, student evaluation strategies, enrichment activities, and remediation supports	2021-07-01 - 2021-08-31	Curriculum Specialist	Mentor/administrative support as needed
Teachers will build clarity around unit priorities by completing the following steps with support from Curriculum Specialist: unwrap the priority standards, determine the concepts and skills, decide on big ideas, identify 21st century skills, create the assessments, and plan engaging learning experiences	2021-07-01 - 2021-08-31	Curriculum Specialist and teachers	Mentor/administrative support as needed
At the end of the first nine weeks teachers will have the second unit, weekly, and daily lesson plans mapped out for the second nine weeks and reflections on the first nine weeks daily and weekly lesson plans.	2021-08-24 - 2021-10-29	Curriculum Specialist and teachers	Curriculum Specialist support as needed



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We will complete this during PLC and department meeting times throughout the first nine weeks.			
At the end of the second nine weeks teachers will have the third unit, weekly, and daily lesson plans mapped out for the third nine weeks and reflections on the second nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the second nine weeks.	2021-11-01 - 2022-01-17	Curriculum Specialist and teachers	Curriculum Specialist support as needed
At the end of the third nine weeks teachers will have the third unit, weekly, and daily lesson plans mapped out for the third nine weeks and reflections on the second nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the second nine weeks.	2022-01-18 - 2022-03-25	Curriculum Specialist and teachers	Curriculum Specialist support as needed
At the end of the fourth nine weeks teachers will have the fourth unit, weekly, and daily lesson plans mapped out for the fourth nine weeks and reflections on the third nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the third nine weeks.	2022-03-28 - 2022-06-07	Curriculum Specialist and teachers	Curriculum Specialist support as needed
At the end of the fourth nine weeks teachers will have taught their entire curriculum. Curriculum Specialist and teachers will reflect on the year's units and see if there is anything we want to keep, change, or add in based on new practices we may want to try. Based on first nine weeks lesson plan reflections we will make changes to the first nine weeks	2022-06-08 - 2022-07-29	Curriculum Specialist and teachers	Curriculum Specialist support as needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
lesson plans for next school year. We will do this during PLC and department meeting times throughout the fourth nine weeks.			
Teachers will introduce and teach the unit of study to students, administer progress monitoring checks/pre and post assessments, score/analyze student data, and decide how to differentiate instruction based on data analysis.	2021-08-24 - 2022-06-07	Teachers	Curriculum Specialist support as needed
Curriculum Specialist will collaborate with Mentor for duration of the 2021-2022 school year to revisit and revise action steps, overcome any presenting barriers and provide support pertaining to curriculum and assessment.	2021-07-01 - 2022-06-30	Curriculum Specialist, Mentor	Mentor Contractual Agreement - \$6,000 CSI Funds
Teachers will receive mini professional developments before beginning unit planning tasks during the summer.	2021-07-01 - 2021-08-20	Curriculum Specialist and teachers	Curriculum Specialist support as needed
Teachers will receive mini professional developments throughout the school year for areas of need with unit planning or implementing the curriculum	2021-08-24 - 2022-06-07	Curriculum Specialist and teachers	Curriculum Specialist support as needed
Utilizing Trauma Champions during PLC time to discuss trauma informed/cultural relevance conversations at the beginning and then moving into how we can utilize these topics in our unit building, lesson plans, etc.	2021-08-02 - 2022-06-30	Champions, Curriculum Specialist	Trauma informed coordinator support; Curriculum support as needed
Monitoring of action steps: The completion of action steps and impact of	2021-07-01 -	Leadership	Monitoring Tool

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the strategy will be monitored in monthly and quarterly routines with the leadership team.	2022-06-30	Team	
Collaborate with administration regarding curriculum development; establish system of communication loops with all parties involved	2021-07-01 - 2022-06-30	Curriculum Specialist, Principal, Teachers	Curriculum, feedback process

### Anticipated Outcome

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

### Monitoring/Evaluation

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

### Evidence-based Strategy

Assess student learning frequently (assessment for learning)  
 (<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)

### Measurable Goals

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Math Growth	By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal
ELA Growth	By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Create a data team among staff	2021-07-01 - 2021-08-31	Curriculum Specialist; Principal; Executive Director	Teacher volunteers from each grade level and department
Order ALEKS program with applicable training for Math progress monitoring and intervention	2021-07-01 - 2021-08-31	Executive Director and Principal	ALEKS program / training - \$10,000 CSI Funds
Hire Reading and Math Interventionist	2021-07-01 - 2021-08-31	Curriculum Specialist	Interventionist
Secure AIMSWeb training in order to help school leadership team build the knowledge and skills necessary to maximize the impact of the information generated as a result of AIMSweb implementation	2021-07-01 - 2021-07-30	Executive Director, Principal, Curriculum Specialist	Professional Development - \$10,000 CSI Funds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set up bi-weekly data team meeting times throughout the school year	2021-07-01 - 2022-06-30	Curriculum Specialist	Master Schedule/21-22 School Calendar
All students will complete the Fall 2021 AIMSWeb assessment by end of October	2021-08-24 - 2021-10-29	Curriculum Specialist	Assessment schedule
Curriculum Specialist will update data wall with student scores after Fall, Winter, and Spring AIMSWeb assessments	2021-11-01 - 2022-06-07	Curriculum Specialist	Data wall; AIMSWeb scores
ELA and Math teachers will review the data with students and plan goals with students for Winter 2022 AIMSWeb assessment	2021-11-01 - 2021-11-30	Teachers	AIMSWeb data conference tracker
All students will complete the Winter 2022 AIMSWeb assessment by the end of February	2021-12-01 - 2022-01-31	Curriculum Specialist	Assessment schedule
ELA and Math teachers will review the data with students and plan goals with students for Spring 2022 AIMSWeb assessment	2022-02-01 - 2022-02-28	Teachers	AIMSWeb data conference tracker
All students will complete the Spring 2022 AIMSWeb assessment by the end of May	2022-04-01 - 2022-05-13	Curriculum Specialist	Assessment schedule
ELA and Math teachers will review the data with students and plan goals with students for Fall 2022 AIMSWeb assessment	2022-05-16 - 2022-05-31	Teachers	AIMSWeb data conference tracker
Develop a celebration system for Academic Success with student celebrations and acknowledgements.	2021-07-01 - 2021-08-31	Principal, Executive Director,	Educational Materials and supplies for celebrations and acknowledgements -

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Steering Committee School Team	\$2,000 CSI Funds
Establish a universal Formative Assessment requirement for all lesson plans	2021-07-01 - 2021-08-06	Curriculum Specialist, Principal, Department Heads	Types of Formative Assessment, ways to carry out assessment
School leaders will monitor weekly lesson plans to ensure that each contains embedded formative assessment. School leaders will employ follow-up strategies including: email, in-person check-ins, and supported lesson planning cohorts.	2021-09-01 - 2022-05-31	Curriculum Specialist, Principal	System of Monitoring
Ensure that lesson plans & formative assessments are effectively implemented by having teachers submit formative assessment data weekly	2021-09-01 - 2022-05-30	Curriculum Specialist, Principal	System of Monitoring
Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty	2021-07-01 - 2021-08-06	Curriculum Specialist, Principal	Resources regarding Formative Assessment, support
Seek out professional development for assessment and data for leadership team and coaching for teachers in order to help school leadership team build the knowledge and skills necessary to build	2021-07-01 - 2022-06-30	Leadership Team, Consultant	Consultant Contractual Agreement - \$6,000 CSI Funds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teachers' capacity to use formative assessment to accelerate student learning			
Form school-wide formative assessment student tracker; Determine expectations for how faculty should use formative assessment tracker; Teach the teachers how to use tracker	2021-07-01 - 2021-08-06	Curriculum Specialist, Principal, teachers	Formative assessment tracker; assessment tracker expectations document
Each teacher will conference with each of their students at least two times per quarter and each student will update their trackers 2 times per quarter	2021-08-24 - 2022-05-31	Teachers	Student data trackers
Follow up with teachers on the formative assessment student tracker; embed this as a piece into our PLC or data meeting time at least 4 times a year	2021-08-24 - 2022-06-01	Curriculum Specialist	
Engage in team PLCs with a trauma informed and culturally relevant lens where we develop, review data, and continue to support and practice implementation of the formative assessment cycle as a way of engaging learners in experiences aligned to grade-level academic standards. Use checklists for learning targets and success criteria to reflect on and strengthen formative assessments.	2021-08-23 - 2022-06-10	Teachers, Curriculum Specialist, Principal	Formative assessment checklists; PLC or other meeting times; formative assessment data
Engage in team PLCs with a trauma informed and culturally relevant lens where we develop, review data, and continue to support and practice implementation of the formative assessment cycle as a way of engaging learners in experiences aligned to grade-level academic	2021-08-02 - 2022-06-30	Teachers, Curriculum Specialist, Principal	Formative assessment checklists; PLC or other meeting times; formative assessment data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
standards. Use checklists for learning targets and success criteria to reflect on and strengthen formative assessments.			
Develop assessment calendar for all assessments.	2021-07-01 - 2021-08-31	Curriculum Specialist	20-21 School Calendar, Master Schedule
Identify logistics of AIMSWeb testing windows to ensure all students have the opportunity to complete the assessment.	2021-08-02 - 2022-04-15	Curriculum Specialist	Assessment calendar, master schedule
Monitoring of action steps: The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-07-01 - 2022-06-30	Leadership Team	Monitoring Tool
Growth goals: identify each student's individualized growth target after administering assessment.	2021-08-02 - 2021-11-30	Curriculum Specialist, Data Team	AIMSWeb Scores
Determine when/how teachers will use formative assessment data to analyze where students are, where they need to go.	2021-07-01 - 2021-08-31	Administration, Curriculum Specialist	Expectations, agenda forms
Based on analysis of formative assessment data, collaborate to determine what actions teachers will take to assist students in meeting their growth goals.	2021-08-02 - 2022-06-30	Teachers, Curriculum Specialist	Student data trackers, instruction interventions
<b>Anticipated Outcome</b>			



-Student tracker for success criteria -Formative Assessment Tracker

### Monitoring/Evaluation

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

### Evidence-based Strategy

Implement schoolwide trauma-informed social-emotional learning for adults and students (<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>) (<https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/>)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Growth	By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Have all staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	2021-08-09 - 2021-08-11	Trauma Coordinator, Principal, Executive	Risking Connections Training from Traumatic Stress Institute

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Director	
Conduct Quarter 2 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	2021-10-29 - 2021-10-29	Principal, Executive Director, Champions	Risking Connections Refresher Training from Traumatic Stress Institute
Conduct Quarter 3 Refresher Training Tying back to summer reading , focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	2022-01-28 - 2022-01-28	Champions	Risking Connections Refresher Training from Traumatic Stress Institute
Conduct Quarter 4 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	2022-03-25 - 2022-03-25	Champions	Risking Connections Refresher Training from Traumatic Stress Institute
Conduct Round 1 Panorama SEL survey for students and staff Staff - August Students - September	2021-08-09 - 2021-09-17	Principal	Panorama Social-Emotional Learning Survey
Review survey results with a panel of teachers and staff to establish baseline	2021-09-20 - 2021-09-30	Principal, Executive Director, Panel of Teachers/Staff	Results of Panorama Social-Emotional Learning Survey
Conduct Round 2 Panorama SEL survey for students and staff	2022-01-03 - 2022-01-31	Principal	Panorama Social-Emotional Learning Survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review survey results with a panel of teachers and staff to determine impact on students and staff and then share with all participants.	2022-02-18 - 2022-02-18	Principal, Executive Director, Panel of Teachers/Staff	Results of Panorama Social-Emotional Learning Survey
Conduct Round 3 Panorama SEL survey for students and staff	2022-05-02 - 2022-05-31	Principal	Panorama Social-Emotional Learning Survey
Review survey results with panel of teachers and staff to determine impact on students and staff, share with all participants and determine next steps	2022-06-01 - 2022-06-01	Principal, Executive Director, Panel of Teachers/Staff	Results of Panorama Social-Emotional Learning Survey
Research School-wide SEL Essentials to gain a better understanding of the areas of impact we should be focusing on and planning around.	2021-06-01 - 2021-08-20	Principal, Executive Director, CSI School Team	The Casel School-wide SEL Essentials
Brainstorm Ideas to increase 'Sense of Belonging' and 'Adult Self-Care' competencies	2021-06-01 - 2021-08-20	Principal, Executive Director, CSI School Team	The Casel School-wide SEL Essentials, Panorama User Guide to Social Emotional Learning, other SEL resources
Develop action plan for building Self-Care into school schedule /	2021-06-01 -	Administration.	Materials and Supplies for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
routines Adding in components around 'What is Culture?', 'Identity', & 'Cultural Biases'	2021-08-20	Teachers and Staff	Workshops and Activities - \$5,000 CSI Funds
Develop action plan for building Sense of Belonging into school schedule / routines for both students and staff in the capacity of various electives, clubs and/or committees to align with a trauma-informed approach and give students & adults other opportunities to build community.	2021-06-01 - 2021-08-20	Administration. Teachers and Staff	Materials and Supplies for Electives, Clubs and/or Committees - \$5,000 CSI Funds Stipends for Teachers who Facilitate an Elective, Club or Committee - \$26,000 CSI Funds
Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.	2021-07-01 - 2022-06-30	Leadership Team, Consultant	Consultant Contractual Agreement - \$6,000 CSI Funds
Run monthly report for students who have been enrolled for at least 90 days to gather regular attendance rate related to Future PA Ready Index	2021-09-01 - 2022-05-31	Executive Director	PIM's Data, PowerSchool SIS
Implement Progressive Discipline and Interventions policy (PBIS Step 1)	2021-08-24 - 2022-06-07	Behavior Support Team	Policy, forms, resources
Implement Check & Connect program	2021-08-24 - 2022-06-07	C&C Mentors	System/App - \$500 CSI Funds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase books "What Happened To You?" by: Dr. Bruce Perry & Oprah Winfrey for summer reading with Champions	2021-06-07 - 2021-09-30	Executive Director	Books - \$500 CSI Funds
Review summer reading with Champions to develop Refresher Training for all staff	2021-08-09 - 2021-09-30	Executive Director, Principal	Workbook
Review summer reading with Champions to develop Refresher Training for all staff	2021-08-09 - 2021-09-30	Executive Director, Principal	Workbook
Develop a system of accountability for brick and mortar and virtual settings (i.e., observations, look for's etc..) to ensure staff and student growth	2021-08-09 - 2021-09-30	Trauma Coordinator	Information provided b the Traumatic Stress Institute
Monitoring of action steps: The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	2021-07-01 - 2022-06-30	Leadership Team	Monitoring Tool

### Anticipated Outcome

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

### Monitoring/Evaluation

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama

Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Curriculum Specialist will collaborate with Mentor for duration of the 2021-2022 school year to revisit and revise action steps, overcome any presenting barriers and provide support pertaining to curriculum and assessment.</p>	<p>07/01/2021 - 06/30/2022</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			





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<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



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<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



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<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



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<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Secure AIMSWeb training in order to help school leadership team build the knowledge and skills necessary to maximize the impact of the information generated as a result of AIMSweb implementation</p>	<p>07/01/2021 - 07/30/2021</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty</p>	<p>07/01/2021 - 08/06/2021</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Seek out professional development for assessment and data for leadership team and coaching for teachers in order to help school leadership team build the knowledge and skills necessary to build teachers' capacity to use formative assessment to accelerate student learning</p>	<p>07/01/2021 - 06/30/2022</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Form school-wide formative assessment student tracker; Determine expectations for how faculty should use formative assessment tracker; Teach the teachers how to use tracker</p>	<p>07/01/2021 - 08/06/2021</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Have all staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	08/09/2021 - 08/11/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Conduct Quarter 2 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	10/29/2021 - 10/29/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Conduct Quarter 3 Refresher Training Tying back to summer reading , focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	01/28/2022 - 01/28/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Conduct Quarter 4 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	03/25/2022 - 03/25/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (<a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a>) (<a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a>)</p>	<p>Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.</p>	<p>07/01/2021 - 06/30/2022</p>

## 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

2021-06-17

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

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Superintendent/Chief Executive Officer

Kristen Harpster

2021-06-29

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School Improvement Facilitator Signature

Erin Stiling

2021-06-29

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Building Principal Signature

Jamie Hopkins

2021-06-28

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

According to the PA Future Ready Index the Career Standard Benchmark is met at 100%.

According to the PA Future Ready Index the Career Standard Benchmark is met at 100% for the all student group, black, economically disadvantaged, and students with disabilities sub-groups .

The utilization of Xello has equipped students with the knowledge, real-world skills, and planning capabilities to navigate their future.

Our Title 1 Program and Plan provides interventions and services to all students.

Graduation Rate - 4 year Cohort Economically Disadvantaged Currently 54.5%, below Statewide average, but is trending upwards and exceeds the schoolwide average of 36%.

Graduation Rate - 5 year Cohort Economically Disadvantaged Currently 48.1%, below Statewide average, but exceeds the schoolwide average of 35%.

### Challenges

Hands on participation in the community is difficult because they reside all over the county and we do not have a designated position to coordinate.

Title 1 funding is determined on October 1 and our enrollment increases in the Winter/Spring.

With more funding we could increase our interventions and expand services (after school programs, tutoring etc...).

Graduation Rate - 4 & 5 Year Cohort

Attendance Rate

English Language Arts/Literature Overall

Mathematics/Algebra Overall

Science/Biology Overall

We need more student participation in benchmark and intervention assessments.



## Strengths

Mathematics - Meeting Annual Academic Growth Expectations (PVAAS) Economically Disadvantaged Currently at 50%. Not meeting the Statewide growth standard of 70%, but is trending upwards.

19% of students enrolled participated in the winter ELA AIMSWeb assessments. 30% of students enrolled participated in the Spring ELA AIMSWeb assessments.

Within those Spring ELA benchmarks, of those that completed them in their entirety, we were able to identify the following: 8th grade: Low Risk: 1 Medium Risk: 0 High Risk: 0 9th grade: Low Risk: 4 Medium Risk: 1 High Risk: 4 10th grade: Low Risk: 6 Medium Risk: 1 High Risk: 3 11th grade: Low Risk: 4 Medium Risk: 1 High Risk: 8 12th grade: Low Risk: Medium Risk: High Risk:

Within those Winter ELA benchmarks, of those that completed them in their entirety, we were able to identify the following: 9th grade: Low Risk: Medium Risk: High Risk: 1 10th grade: Low Risk: 7 Medium Risk: 1 High Risk: 2 11th grade: Low Risk: 4 Medium Risk: 1 High Risk: 2 12th grade: Low Risk: 2 Medium Risk: 2 High Risk:

An increasing portion of our students participated in the AIMSWeb assessment throughout the year; 13% of enrolled students participated in the Winter Math AIMSWeb assessments. 32% of enrolled students participated in the Spring Math

## Challenges

Silent Reading Fluency is our biggest challenge in every grade level with our students who had to complete the Oral Reading Fluency.

We need more student participation in the Math AIMSWeb benchmark and intervention assessments to accurately place them into their academic tier.

Number Sense Fluency is our biggest challenge in every grade level with our students who have completed their Winter, Spring, or both Math AIMSWeb benchmarks.

Not Applicable

EP1: Align curricular materials and lesson plans to the PA Standards EP3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Students with Disabilities Read 180 1st test (13 test takers): Basic - 23% Below Basic - 69% 2nd Test (1 test taker): Below Basic - 100%

## Strengths

AIMSWeb assessments.

Within those Spring Math AIMSWeb benchmarks, of those that completed them in their entirety, we were able to identify the following: 8th grade: Low Risk: 0 Medium Risk: 0 High Risk: 1 9th grade: Low Risk: 4 Medium Risk: 2 High Risk: 3 10th grade: Low Risk: 6 Medium Risk: High Risk: 4 11th grade: Low Risk: 7 Medium Risk: 4 High Risk: 5

Within those Winter Math AIMSWeb benchmarks, of those that completed them in their entirety, we were able to identify the following: 9th grade: Low Risk: Medium Risk: 1 High Risk: 1 10th grade: Low Risk: 1 Medium Risk: 4 High Risk: 2 11th grade: Low Risk: 1 Medium Risk: 1 High Risk: 3

Not Applicable

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Continuously monitor implementation of the school improvement plan and adjust as needed

Use multiple professional learning designs to support the learning needs of staff

## Challenges

Economically Disadvantaged Read 180 1st Test (22 test takers): Proficient - 18% Basic - 18% Below Basic 64% 2nd Test (1 test taker): Below Basic - 100%

Black Read 180 1st Test (18 test takers): Proficient - 17% Basic - 22% Below Basic - 61% 2nd Test (1 test taker): Below Basic - 100%

## Strengths

Students with Disabilities Progress Monitoring on IEP Goals

Quarter 1: Academic Math (46 Students) - 15% Reading (40

Students) - 1% Writing (21 Students) - 0% \*Behavior All Goals (61

Students) - 1% \*Virtual Quarter 2: Academic Math (47 Students) -

11% Reading (42 Students) - 21% Writing (21 Students) - 1%

\*Behavior All Goals (62 Students) - 1% \*Virtual Quarter 3: Academic

Math (47 Students) - 36% Reading (47 Students) - 38% Writing (21

Students) - 14% \*Behavior All Goals (62 Students) - 0% \*Virtual

Economically Disadvantaged AIMSWeb Winter/Spring

Benchmarks 8th Grade- Spring 2021 100% (1) of students scored in

the 1-10th %ile range 9th Grade- Spring 2021 30% (3) of students

scored in the 1-10th %ile range, 30% (3) of students scored in the

11-25th %ile range, and 40% (4) of students scored in the 26-74th

%ile range 10th Grade- Spring 2021 40% (4) of students scored in

the 1-10th %ile range, 10% (1) of students scored in the 11-25th %ile

range, and 50% (5) scored in the 26-74th %ile range 11th Grade-

Spring 2021 31.3% (5) of students scored in the 1-10th %ile range,

31.3% (5) of students scored in the 11-25th %ile range, 37.5% (6) of

students scored in the 26-74th %ile range

Black AIMSWeb Winter/Spring Benchmarks 8th Grade- Spring

2021 100% (1) of students scored in the 1-10th %ile range 9th

Grade- Spring 2021 30% (3) of students scored in the 1-10th %ile

range, 30% (3) of students scored in the 11-25th %ile range, and

40% (4) of students scored in the 26-74th %ile range 10th Grade-

Spring 2021 40% (4) of students scored in the 1-10th %ile range,

## Strengths

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10% (1) of students scored in the 11-25th %ile range, and 50% (5) scored in the 26-74th %ile range 11th Grade- Spring 2021 31.3% (5) of students scored in the 1-10th %ile range, 31.3% (5) of students scored in the 11-25th %ile range, 37.5% (6) of students scored in the 26-74th %ile range

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## Most Notable Observations/Patterns

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Although, as a school, we have a shared vision and a plan for promoting, enhancing and sustaining a positive school climate, we lack time for teachers to meet with students to identify them as at-risk and assign interventions to support graduation and transition from high school. Teachers are in need of a comprehensive system to address the barriers to learning and teaching as well as how to re-engage students who are dis-engaged. Teachers lack the specialized instruction needed to engage our students in post-secondary skills to prepare students for college and career readiness. There is a lack of consistent discipline procedures that are aligned with the goals of supporting students, their learning and being respectful to all individuals. Our discipline procedures are not enhanced with authentic student-driven opportunities for reconciliation when appropriate. Overall classroom instruction is in-effective because, novice teachers, who lack re-teaching strategies, content differentiation, remediation and reflection practices, due to an absence of responsibility and ownership of students' learning as well as minimal meaningful and timely feedback from administration. The school community does not hold every member responsible and accountable for ensuring that all students achieve the rigorous outcomes established for them. Teachers do not set high expectations and academic rigor for all students in their instructional planning which directly correlates to the schools' poor test scores.

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

Graduation Rate - 4 & 5 Year Cohort

**Attendance Rate**

EP1: Align curricular materials and lesson plans to the PA Standards EP3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Historically, we have focused on behavior; currently we are making a shift to increase the academic focus on teaching and learning. Although we have flexibility in our curriculum, instruction, and assessments, it is imperative that we align our curriculum, instruction, and assessment with high expectations to eliminate learning gaps.

EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Self-awareness has not been a priority as a faculty; therefore, there is a lack of ability to support and model for students appropriate ways to engage in coping strategies that will allow for learning in the upstairs brain (school, personal, etc.), and how to get out of the downstairs brain (reactive, trauma based, fight/flight/freeze).

## ADDENDUM B: ACTION PLAN

**Action Plan: Engage instructional teams in developing standards-aligned units**  
(<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)

Action Steps	Anticipated Start/Completion Date
Identify Project Team (Curriculum Specialist and Teachers) Project Organizational Chart (document that will be made and shared out with teachers)	07/01/2021 - 08/31/2021

Monitoring/Evaluation	Anticipated Output
-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal	- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

Material/Resources/Supports Needed	PD Step	Comm Step
Mentor/administrative team support when needed	no	yes

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**Action Steps****Anticipated Start/Completion Date**

Determine Communication Plan and Exchange Contact Information; Curriculum Specialist will be contacting teachers during summer months that they are scheduled to be here about curriculum development activities. An email will be sent out each Monday by the Curriculum Specialist to update what should be completed by a certain date. If teachers have not completed the task by the listed date of completion a time will be set up for a one on one session with the Curriculum Specialist to get it done.

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Mentor/administrative team support when needed

no

no



**Action Steps****Anticipated Start/Completion Date**

Establish Calendar of Work Sessions, Deadlines, and Other Time Constraints; Curriculum Specialist will add to the calendar work sessions, deadlines, and other time constraints for curriculum work once the master schedule is completed

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Master Schedule for 2021-2022 school year

no

yes





**Action Steps****Anticipated Start/Completion Date**

Establish Project Tracker; Curriculum Specialist will design a project tracker document with dates and deadlines once master schedule is completed

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Master Schedule for 2021-2022 school year

no

no



**Action Steps****Anticipated Start/Completion Date**

Establish protocols for ongoing monitoring and evaluation of teaching and learning: Administrative Walk Throughs, Grade Level/PLC/Department meeting data tasks and outcomes, coaching cycles, peer observations, and student feedback surveys

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

School calendar, coaching cycle calendar, student surveys, data meeting tasks and expected outcomes, peer observation schedule

no

no



**Action Steps****Anticipated Start/Completion Date**

Determine platform that will be used to house curriculum. Draft a sample template that includes all of these elements.

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Mentor/administrative support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

Ensure each course has a syllabus, scope and sequence, pacing guide, assessment, and lesson plan with highlighted sections: learning objectives, student evaluation strategies, enrichment activities, and remediation supports

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Mentor/administrative support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

Teachers will build clarity around unit priorities by completing the following steps with support from Curriculum Specialist: unwrap the priority standards, determine the concepts and skills, decide on big ideas, identify 21st century skills, create the assessments, and plan engaging learning experiences

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Mentor/administrative support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

At the end of the first nine weeks teachers will have the second unit, weekly, and daily lesson plans mapped out for the second nine weeks and reflections on the first nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the first nine weeks.

08/24/2021 - 10/29/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

At the end of the second nine weeks teachers will have the third unit, weekly, and daily lesson plans mapped out for the third nine weeks and reflections on the second nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the second nine weeks.

11/01/2021 - 01/17/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

At the end of the third nine weeks teachers will have the third unit, weekly, and daily lesson plans mapped out for the third nine weeks and reflections on the second nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the second nine weeks.

01/18/2022 - 03/25/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

At the end of the fourth nine weeks teachers will have the fourth unit, weekly, and daily lesson plans mapped out for the fourth nine weeks and reflections on the third nine weeks daily and weekly lesson plans. We will complete this during PLC and department meeting times throughout the third nine weeks.

03/28/2022 - 06/07/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

At the end of the fourth nine weeks teachers will have taught their entire curriculum. Curriculum Specialist and teachers will reflect on the year's units and see if there is anything we want to keep, change, or add in based on new practices we may want to try. Based on first nine weeks lesson plan reflections we will make changes to the first nine weeks lesson plans for next school year. We will do this during PLC and department meeting times throughout the fourth nine weeks.

06/08/2022 - 07/29/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

Teachers will introduce and teach the unit of study to students, administer progress monitoring checks/pre and post assessments, score/analyze student data, and decide how to differentiate instruction based on data analysis.

08/24/2021 - 06/07/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

no

no



**Action Steps****Anticipated Start/Completion Date**

Curriculum Specialist will collaborate with Mentor for duration of the 2021-2022 school year to revisit and revise action steps, overcome any presenting barriers and provide support pertaining to curriculum and assessment.

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Mentor Contractual Agreement - \$6,000 CSI Funds

yes

no



**Action Steps****Anticipated Start/Completion Date**

Teachers will receive mini professional developments before beginning unit planning tasks during the summer.

07/01/2021 - 08/20/2021

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

yes

no



**Action Steps****Anticipated Start/Completion Date**

Teachers will receive mini professional developments throughout the school year for areas of need with unit planning or implementing the curriculum

08/24/2021 - 06/07/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum Specialist support as needed

yes

no

**Action Steps****Anticipated Start/Completion Date**

Utilizing Trauma Champions during PLC time to discuss trauma informed/cultural relevance conversations at the beginning and then moving into how we can utilize these topics in our unit building, lesson plans, etc.

08/02/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Trauma informed coordinator support; Curriculum support as needed

yes

no



**Action Steps****Anticipated Start/Completion Date**

Monitoring of action steps: The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Monitoring Tool

no

no





**Action Steps****Anticipated Start/Completion Date**

Collaborate with administration regarding curriculum development; establish system of communication loops with all parties involved

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

-Lesson plans -Coaching cycles -Student growth in attendance, behavior, and grades via Check and Connect -People involved: Curriculum Specialist, teachers, Principal

- Unit plans (including, but not limited to, Big 3 graphic organizers that are student-facing) - Increase in teacher clarity about relevancy of planning and purpose of instruction - Increase in teacher efficacy

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

Curriculum, feedback process

no

no

**Action Plan: Assess student learning frequently (assessment for learning)**  
 (<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>)

**Action Steps****Anticipated Start/Completion Date**

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Create a data team among staff

07/01/2021 - 08/31/2021

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**Monitoring/Evaluation****Anticipated Output**

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1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

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-Student tracker for success criteria -Formative Assessment Tracker

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

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Teacher volunteers from each grade level and department

no

yes

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**Action Steps****Anticipated Start/Completion Date**

Order ALEKS program with applicable training for Math progress monitoring and intervention

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

ALEKS program / training - \$10,000 CSI Funds

yes

no



**Action Steps****Anticipated Start/Completion Date**

Hire Reading and Math Interventionist

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Interventionist

no

no

**Action Steps****Anticipated Start/Completion Date**

Secure AIMSweb training in order to help school leadership team build the knowledge and skills necessary to maximize the impact of the information generated as a result of AIMSweb implementation

07/01/2021 - 07/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSweb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Professional Development - \$10,000 CSI Funds

yes

no



**Action Steps****Anticipated Start/Completion Date**

Set up bi-weekly data team meeting times throughout the school year

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Master Schedule/21-22 School Calendar

no

no



**Action Steps****Anticipated Start/Completion Date**

All students will complete the Fall 2021 AIMSWeb assessment by end of October

08/24/2021 - 10/29/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Assessment schedule

no

no

**Action Steps****Anticipated Start/Completion Date**

Curriculum Specialist will update data wall with student scores after Fall, Winter, and Spring AIMSWeb assessments

11/01/2021 - 06/07/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Data wall; AIMSWeb scores

no

no



**Action Steps****Anticipated Start/Completion Date**

ELA and Math teachers will review the data with students and plan goals with students for Winter 2022 AIMSWeb assessment

11/01/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

AIMSWeb data conference tracker

no

yes



**Action Steps****Anticipated Start/Completion Date**

All students will complete the Winter 2022 AIMSWeb assessment by the end of February

12/01/2021 - 01/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Assessment schedule

no

no

**Action Steps****Anticipated Start/Completion Date**

ELA and Math teachers will review the data with students and plan goals with students for Spring 2022 AIMSWeb assessment

02/01/2022 - 02/28/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

AIMSWeb data conference tracker

no

yes

**Action Steps****Anticipated Start/Completion Date**

All students will complete the Spring 2022 AIMSWeb assessment by the end of May

04/01/2022 - 05/13/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Assessment schedule

no

no

**Action Steps****Anticipated Start/Completion Date**

ELA and Math teachers will review the data with students and plan goals with students for Fall 2022 AIMSWeb assessment

05/16/2022 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

AIMSWeb data conference tracker

no

yes

**Action Steps****Anticipated Start/Completion Date**

Develop a celebration system for Academic Success with student celebrations and acknowledgements.

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Educational Materials and supplies for celebrations and acknowledgements - \$2,000 CSI Funds

no

no

**Action Steps****Anticipated Start/Completion Date**

Establish a universal Formative Assessment requirement for all lesson plans

07/01/2021 - 08/06/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Types of Formative Assessment, ways to carry out assessment

no

yes

**Action Steps****Anticipated Start/Completion Date**

School leaders will monitor weekly lesson plans to ensure that each contains embedded formative assessment. School leaders will employ follow-up strategies including: email, in-person check-ins, and supported lesson planning cohorts.

09/01/2021 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

System of Monitoring

no

no





**Action Steps****Anticipated Start/Completion Date**

Ensure that lesson plans & formative assessments are effectively implemented by having teachers submit formative assessment data weekly

09/01/2021 - 05/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

System of Monitoring

no

no

**Action Steps****Anticipated Start/Completion Date**

Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty

07/01/2021 - 08/06/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Resources regarding Formative Assessment, support

yes

no



**Action Steps****Anticipated Start/Completion Date**

Seek out professional development for assessment and data for leadership team and coaching for teachers in order to help school leadership team build the knowledge and skills necessary to build teachers' capacity to use formative assessment to accelerate student learning

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Consultant Contractual Agreement - \$6,000 CSI Funds

yes

no



**Action Steps****Anticipated Start/Completion Date**

Form school-wide formative assessment student tracker; Determine expectations for how faculty should use formative assessment tracker; Teach the teachers how to use tracker

07/01/2021 - 08/06/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Formative assessment tracker; assessment tracker expectations document

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Each teacher will conference with each of their students at least two times per quarter and each student will update their trackers 2 times per quarter

08/24/2021 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Student data trackers

no

yes

**Action Steps****Anticipated Start/Completion Date**

Follow up with teachers on the formative assessment student tracker; embed this as a piece into our PLC or data meeting time at least 4 times a year

08/24/2021 - 06/01/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

no

yes

**Action Steps****Anticipated Start/Completion Date**

Engage in team PLCs with a trauma informed and culturally relevant lens where we develop, review data, and continue to support and practice implementation of the formative assessment cycle as a way of engaging learners in experiences aligned to grade-level academic standards. Use checklists for learning targets and success criteria to reflect on and strengthen formative assessments.

08/02/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Formative assessment checklists; PLC or other meeting times; formative assessment data

no

no



**Action Steps****Anticipated Start/Completion Date**

Engage in team PLCs with a trauma informed and culturally relevant lens where we develop, review data, and continue to support and practice implementation of the formative assessment cycle as a way of engaging learners in experiences aligned to grade-level academic standards. Use checklists for learning targets and success criteria to reflect on and strengthen formative assessments.

08/23/2021 - 06/10/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Formative assessment checklists; PLC or other meeting times; formative assessment data

no

no





**Action Steps****Anticipated Start/Completion Date**

Develop assessment calendar for all assessments.

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

20-21 School Calendar, Master Schedule

no

no



**Action Steps****Anticipated Start/Completion Date**

Identify logistics of AIMSWebb testing windows to ensure all students have the opportunity to complete the assessment.

08/02/2021 - 04/15/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Assessment calendar, master schedule

no

no

**Action Steps****Anticipated Start/Completion Date**

Monitoring of action steps: The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Monitoring Tool

no

no



**Action Steps****Anticipated Start/Completion Date**

Growth goals: identify each student's individualized growth target after administering assessment.

08/02/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

AIMSWeb Scores

no

no

**Action Steps****Anticipated Start/Completion Date**

Determine when/how teachers will use formative assessment data to analyze where students are, where they need to go.

07/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Expectations, agenda forms

no

no



**Action Steps****Anticipated Start/Completion Date**

Based on analysis of formative assessment data, collaborate to determine what actions teachers will take to assist students in meeting their growth goals.

08/02/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Meeting agendas (PLC, data, grade level, and department) 2. AIMSWeb data 3. Student grades 4. Instructional pacing and content being taught (are we repeating instruction for weeks at a time or differentiating based on formative assessment data) 5. Celebration system for academic success 6. Lesson plan cohort size and needs 7. Weekly formative assessment data 8. Student conferences

-Student tracker for success criteria -Formative Assessment Tracker

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

Student data trackers, instruction interventions

no

no

**Action Plan: Implement schoolwide trauma-informed social-emotional learning for adults and students**

(<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>) (<https://www.attendanceworks.org/reducing-chronic->

**absence-with-a-trauma-informed-approach/)**

**Action Steps**

**Anticipated Start/Completion Date**

Have all staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'

08/09/2021 - 08/11/2021

**Monitoring/Evaluation**

**Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Risking Connections Training from Traumatic Stress Institute

yes

no



**Action Steps****Anticipated Start/Completion Date**

Conduct Quarter 2 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'

10/29/2021 - 10/29/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Risking Connections Refresher Training from Traumatic Stress Institute

yes

no





**Action Steps****Anticipated Start/Completion Date**

Conduct Quarter 3 Refresher Training Tying back to summer reading , focus on 'What is Culture?', 'Identity', & 'Cultural Biases'

01/28/2022 - 01/28/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

Risking Connections Refresher Training from Traumatic Stress Institute

yes

no



**Action Steps****Anticipated Start/Completion Date**

Conduct Quarter 4 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'

03/25/2022 - 03/25/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

Risking Connections Refresher Training from Traumatic Stress Institute

yes

no



**Action Steps****Anticipated Start/Completion Date**

Conduct Round 1 Panorama SEL survey for students and staff Staff - August Students - September

08/09/2021 - 09/17/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Panorama Social-Emotional Learning Survey

no

no



**Action Steps****Anticipated Start/Completion Date**

Review survey results with a panel of teachers and staff to establish baseline

09/20/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Results of Panorama Social-Emotional Learning Survey

no

no

**Action Steps****Anticipated Start/Completion Date**

Conduct Round 2 Panorama SEL survey for students and staff

01/03/2022 - 01/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Panorama Social-Emotional Learning Survey

no

no



**Action Steps****Anticipated Start/Completion Date**

Review survey results with a panel of teachers and staff to determine impact on students and staff and then share with all participants.

02/18/2022 - 02/18/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Results of Panorama Social-Emotional Learning Survey

no

yes



**Action Steps****Anticipated Start/Completion Date**

Conduct Round 3 Panorama SEL survey for students and staff

05/02/2022 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Panorama Social-Emotional Learning Survey

no

no

**Action Steps****Anticipated Start/Completion Date**

Review survey results with panel of teachers and staff to determine impact on students and staff, share with all participants and determine next steps

06/01/2022 - 06/01/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

Results of Panorama Social-Emotional Learning Survey

no

yes





**Action Steps****Anticipated Start/Completion Date**

Research School-wide SEL Essentials to gain a better understanding of the areas of impact we should be focusing on and planning around.

06/01/2021 - 08/20/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

The Casel School-wide SEL Essentials

no

no



**Action Steps****Anticipated Start/Completion Date**

Brainstorm Ideas to increase 'Sense of Belonging' and 'Adult Self-Care' competencies

06/01/2021 - 08/20/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

The Casel School-wide SEL Essentials, Panorama User Guide to Social Emotional Learning, other SEL resources

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop action plan for building Self-Care into school schedule / routines Adding in components around 'What is Culture?', 'Identity', & 'Cultural Biases'

06/01/2021 - 08/20/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

Materials and Supplies for Workshops and Activities - \$5,000 CSI Funds

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop action plan for building Sense of Belonging into school schedule / routines for both students and staff in the capacity of various electives, clubs and/or committees to align with a trauma-informed approach and give students & adults other opportunities to build community.

06/01/2021 - 08/20/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Materials and Supplies for Electives, Clubs and/or Committees - \$5,000 CSI Funds Stipends for Teachers who Facilitate an Elective, Club or Committee - \$26,000 CSI Funds

no

no

**Action Steps****Anticipated Start/Completion Date**

Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make Intentional shifts from conversation to practice.

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

Consultant Contractual Agreement - \$6,000 CSI Funds

yes

no



**Action Steps****Anticipated Start/Completion Date**

Run monthly report for students who have been enrolled for at least 90 days to gather regular attendance rate related to Future PA Ready Index

09/01/2021 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

PIM's Data, PowerSchool SIS

no

no



**Action Steps****Anticipated Start/Completion Date**

Implement Progressive Discipline and Interventions policy (PBIS Step 1)

08/24/2021 - 06/07/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Policy, forms, resources

no

no



**Action Steps****Anticipated Start/Completion Date**

Implement Check &amp; Connect program

08/24/2021 - 06/07/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

System/App - \$500 CSI Funds

no

no





**Action Steps****Anticipated Start/Completion Date**

Purchase books "What Happened To You?" by: Dr. Bruce Perry & Oprah Winfrey for summer reading with Champions

06/07/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program 2. Teacher/Staff/ Student Attendance 3. Trauma Informed RICH Language being used 4. Panorama Survey Results 5. Discipline referrals 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase 2. Decrease in student suspensions 3. An increase in students' sense of belonging as indicated through survey results

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

Books - \$500 CSI Funds

no

no



**Action Steps****Anticipated Start/Completion Date**

Review summer reading with Champions to develop Refresher Training for all staff

08/09/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Workbook

no

no



**Action Steps****Anticipated Start/Completion Date**

Review summer reading with Champions to develop Refresher Training for all staff

08/09/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Workbook

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop a system of accountability for brick and mortar and virtual settings (i.e., observations, look for's etc..) to ensure staff and student growth

08/09/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Information provided b the Traumatic Stress Institute

no

no



**Action Steps****Anticipated Start/Completion Date**

Monitoring of action steps: The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

07/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

1. Bi-Weekly Monitoring via CSI program  
 2. Teacher/Staff/ Student Attendance  
 3. Trauma Informed RICH Language being used  
 4. Panorama Survey Results  
 5. Discipline referrals  
 6. Check & Connect App (Mentor Forms)

1. Attendance rate for staff and students will increase  
 2. Decrease in student suspensions  
 3. An increase in students' sense of belonging as indicated through survey results

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

Monitoring Tool

no

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Curriculum Specialist will collaborate with Mentor for duration of the 2021-2022 school year to revisit and revise action steps, overcome any presenting barriers and provide support pertaining to curriculum and assessment.</p>	<p>07/01/2021 - 06/30/2022</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Teachers will receive mini professional developments before beginning unit planning tasks during the summer.</p>	<p>07/01/2021 - 08/20/2021</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Teachers will receive mini professional</p>	<p>08/24/2021 - 06/07/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>		<p>developments throughout the school year for areas of need with unit planning or implementing the curriculum</p>	
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Utilizing Trauma Champions during PLC time to discuss trauma informed/cultural relevance</p>	<p>08/02/2021 - 06/30/2022</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>		<p>conversations at the beginning and then moving into how we can utilize these topics in our unit building, lesson plans, etc.</p>	
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Order ALEKS program with applicable training for Math progress monitoring and intervention</p>	<p>07/01/2021 - 08/31/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>(Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30,</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Secure AIMSWeb training in order to help school leadership team build the knowledge and skills necessary to maximize the impact of the information generated as a result of AIMSweb</p>	<p>07/01/2021 - 07/30/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)		implementation	
By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)	Assess student learning frequently (assessment for learning) ( <a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a> )	Develop plan for formative assessment professional development and ongoing support for school leadership team and faculty	07/01/2021 - 08/06/2021
By June 30, 2022, 90% of students who participate in at			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Seek out professional development for assessment and data for leadership team and coaching for teachers in order to help school leadership team build the</p>	<p>07/01/2021 - 06/30/2022</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will</p>		<p>knowledge and skills necessary to build teachers' capacity to use formative assessment to accelerate student</p>	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
meet their ELA growth goal (ELA Growth)		learning	
By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)	Assess student learning frequently (assessment for learning) ( <a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a> )	Form school-wide formative assessment student tracker; Determine expectations for how faculty should use formative assessment tracker; Teach the teachers how to use tracker	07/01/2021 - 08/06/2021
By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Have all staff trained in "Risking Connections" provided by Traumatic Stress Institute. Focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	08/09/2021 - 08/11/2021
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Conduct Quarter 2 Refresher Training Tying back to summer reading, focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	10/29/2021 - 10/29/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Conduct Quarter 3 Refresher Training Tying back to summer reading , focus on 'What is Culture?', 'Identity', & 'Cultural Biases'	01/28/2022 - 01/28/2022
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Conduct Quarter 4 Refresher Training Tying back to summer reading, focus on 'What is	03/25/2022 - 03/25/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)</p>		<p>Culture?', 'Identity', &amp; 'Cultural Biases'</p>	
<p>By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (<a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a>) (<a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a>)</p>	<p>Participate in on-going (monthly) Professional Development for Effective Leadership. Including reflection on; Skills for Effective Leadership, Awareness of Cultural Biases, Courageous Conversations, How to encourage other to make</p>	<p>07/01/2021 - 06/30/2022</p>



**Measurable  
Goals**

**Action Plan Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

Intentional shifts  
from conversation  
to practice.

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## PROFESSIONAL DEVELOPMENT PLANS

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Trauma Informed Training

Teachers and Staff

Risking Connections Training provided by  
Traumatic Stress Institute

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

ARTIC Scale Results Traumatic Stress Institute Training Test  
Scores

08/09/2021 - 08/13/2021

Trauma Coordinator

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

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

- 2b: Establishing a Culture for Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 1d: Demonstrating Knowledge of Resources
- 2d: Managing Student Behavior
- 4f: Showing Professionalism
- 2a: Creating and Environment of Respect and Rapport
- 3a: Communicating with Students
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2c: Managing Classroom Procedures
- 4e: Growing and Developing Professionally

Trauma Informed Training (Act 18)

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Trauma Informed Refreshers

Teachers

Trauma Informed Training Refreshers

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<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Observations - RICH language and behaviors being used throughout the school	10/29/2021 - 03/25/2022	Champions

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1d: Demonstrating Knowledge of Resources	Trauma Informed Training (Act 18)
2d: Managing Student Behavior	
4f: Showing Professionalism	
2a: Creating and Environment of Respect and Rapport	
3a: Communicating with Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
2c: Managing Classroom Procedures	
4e: Growing and Developing Professionally	



Professional Development Step	Audience	Topics of Prof. Dev
Effective Leadership	Leadership Team	Professional and personal skill building for effective leadership

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey results - change in culture Observation - confident and effective leadership	07/01/2021 - 06/30/2022	Executive Director/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	
3b: Using Questioning and Discussion Techniques	

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Professional Development Step	Audience	Topics of Prof. Dev
Collaborate with Mentor	Curriculum Specialist	Curriculum Development

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Application to curriculum development	07/01/2021 - 06/30/2022	Curriculum Specialist

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1c: Setting Instructional Outcomes	
3c: Engaging Students in Learning	
1e: Designing Coherent Instruction	
4e: Growing and Developing Professionally	

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Mini Professional Development	Teachers	Unit Planning

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Unit Planning Documents	06/14/2021 - 05/31/2022	Curriculum Specialist

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

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

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

ALEKS Training

Math and Special Education Department

How to use the ALEKS program

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Program use

07/01/2021 - 08/20/2021

Department Head

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

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

3c: Engaging Students in Learning

3a: Communicating with Students

1d: Demonstrating Knowledge of Resources

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Secure AIMSWeb Training

Administration & Select Teachers

How to use the program in all capacities (set-up, execution, reports etc...)

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

The ability to use the program effectively

07/01/2021 - 08/31/2021

Curriculum Specialist

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

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

1d: Demonstrating Knowledge of Resources

4b: Maintaining Accurate Records

4e: Growing and Developing Professionally

1f: Designing Student Assessments

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Formative Assessment PD

Teachers

Formative Assessment and student data tracker

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Use of student data tracker

07/01/2021 - 08/31/2021

Curriculum Specialist

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**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

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

4c: Communicating with Families

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Assessment & Data PD

Leadership Team & Teachers

Formative Assessment & Data (collection, analyze, usage of etc...)

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Application of skills learned

07/01/2021 - 06/30/2022

Principal and Executive Director

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

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

- 
- 1f: Designing Student Assessments
  - 3c: Engaging Students in Learning
  - 4b: Maintaining Accurate Records
  - 1c: Setting Instructional Outcomes
  - 2b: Establishing a Culture for Learning
  - 3d: Using Assessment in Instruction
  - 4c: Communicating with Families
  - 1e: Designing Coherent Instruction
  - 3b: Using Questioning and Discussion Techniques
  - 4a: Reflecting on Teaching
  - 1d: Demonstrating Knowledge of Resources
  - 3a: Communicating with Students
  - 3e: Demonstrating Flexibility and Responsiveness
  - 4e: Growing and Developing Professionally
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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Bridging Trauma Awareness with Academics	Teachers	How to use the Trauma training to build culturally relevant units and lesson plans

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Lesson Plans and Curriculum	08/09/2021 - 06/10/2022	Champions

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)
3c: Engaging Students in Learning	
4f: Showing Professionalism	
2a: Creating and Environment of Respect and Rapport	
4a: Reflecting on Teaching	
1d: Demonstrating Knowledge of Resources	
3e: Demonstrating Flexibility and Responsiveness	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	
4e: Growing and Developing Professionally	



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Identify Project Team (Curriculum Specialist and Teachers) Project Organizational Chart (document that will be made and shared out with teachers)</p>	<p>2021-07-01 - 2021-08-31</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Engage instructional teams in developing standards-aligned units (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Establish Calendar of Work Sessions, Deadlines, and Other Time Constraints; Curriculum Specialist will add to the calendar work sessions, deadlines, and other time constraints for curriculum work once the master schedule is completed</p>	<p>2021-07-01 - 2021-08-31</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Create a data team among staff</p>	<p>2021-07-01 - 2021-08-31</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>ELA and Math teachers will review the data with students and plan goals with students for</p>	<p>2021-11-01 - 2021-11-30</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>		<p>Winter 2022 AIMSWeb assessment</p>	
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>ELA and Math teachers will review the data with students and plan goals with students for Spring 2022 AIMSWeb assessment</p>	<p>2022-02-01 - 2022-02-28</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>(Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30,</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>ELA and Math teachers will review the data with students and plan goals with students for Fall 2022 AIMSWeb assessment</p>	<p>2022-05-16 - 2022-05-31</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Establish a universal Formative Assessment requirement for all lesson plans</p>	<p>2021-07-01 - 2021-08-06</p>
<p>By June 30, 2022, 90% of students who participate in at</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p> <p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Form school-wide formative assessment student tracker; Determine expectations for how faculty should use formative assessment tracker; Teach the teachers how to use tracker</p>	<p>2021-07-01 - 2021-08-06</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
meet their ELA growth goal (ELA Growth)			
By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)	Assess student learning frequently (assessment for learning) ( <a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a> )	Each teacher will conference with each of their students at least two times per quarter and each student will update their trackers 2 times per quarter	2021-08-24 - 2022-05-31
By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their Math growth goal (Math Growth)</p>	<p>Assess student learning frequently (assessment for learning) (<a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a>)</p>	<p>Follow up with teachers on the formative assessment student tracker; embed this as a piece into our PLC or data meeting time at least 4 times a year</p>	<p>2021-08-24 - 2022-06-01</p>
<p>By June 30, 2022, 90% of students who participate in at least two AIMSWeb assessments will meet their ELA growth goal (ELA Growth)</p>			
<p>By June 7, 2022, 30% of students</p>	<p>Implement schoolwide trauma-informed social-emotional learning for adults and students (<a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-</a></p>	<p>Review survey results with a</p>	<p>2022-02-18 - 2022-02-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	package) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	panel of teachers and staff to determine impact on students and staff and then share with all participants.	18
By June 7, 2022, 30% of students will have regular attendance, as defined by PA Future Ready Index, from a baseline of 12.5% from 2019-2020. (Attendance Growth)	Implement schoolwide trauma-informed social-emotional learning for adults and students ( <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a> ) ( <a href="https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/">https://www.attendanceworks.org/reducing-chronic-absence-with-a-trauma-informed-approach/</a> )	Review survey results with panel of teachers and staff to determine impact on students and staff, share with all participants and determine next steps	2022-06-01 - 2022-06-01



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Sharing Results	Teachers/Staff/Students	Results of Panorama Survey

  

Anticipated Timeframe	Frequency	Delivery Method
01/03/2022 - 02/28/2022	Middle of Year	Brief

  

Lead Person/Position
Principal

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Communication Step	Audience	Topics/Message of Communication
Sharing Results and Next Steps	Teachers/Staff/Students	Results of final Panorama Survey and desired next steps

  

Anticipated Timeframe	Frequency	Delivery Method
05/02/2022 - 06/30/2021	End of Year	Presentation



**Lead Person/Position**

Principal

**Communication Step**

**Audience**

**Topics/Message of Communication**

Project Organizational Chart

Teachers

General information, calendar, deadlines, who's, what's, when's and where's etc...

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

07/01/2021 - 08/30/2021

1 time

Presentation

**Lead Person/Position**

Curriculum Specialist

**Communication Step**

**Audience**

**Topics/Message of Communication**

Data Team

Teachers

Needs, responsibilities, expectations, distribution responsibilities

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

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07/01/2021 - 08/31/2021

1 time with follow up as needed

Email

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**Lead Person/Position**

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Curriculum Specialist

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Make plan available for Stakeholders	2021-2022 School Improvement Plan	Website	Community Parents Students Staff	June 30, 2021-June 1, 2022
Review plan with teachers/staff	2021-2022 School Improvement Plan - "Your Role"	Presentation Workshop	Teachers/Staff	August 2021
Provide information to students	2021-2022 School Improvement Plan	Student focus groups	Students	August 2021 - October 2021
Provide information to parents/guardians	2021-2022 School Improvement Plan	Newsletter	Parents/Guardians	August 2021 - October 2021

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