

**HOOVER EL SCH**

500 Trenton Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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## **VISION FOR LEARNING**

The Nesahaminy community builds futures by empowering each child to become a productive citizen and a lifelong learner.

## STEERING COMMITTEE

Name	Position	Building/Group
David Glennon	Principal	Hoover Elementary
Tara Ring	Teacher	Hoover Elementary
Joan Brooks	Teacher	Hoover Elementary
Kate Sitler	Paraprofessional	Hoover Elementary
Kristy Osborn	Community Member	Hoover Elementary
Kathryn Jadczak	Paraprofessional	Hoover Elementary
Kathy Szatkowski	Community Member	Bucks County IU
Rachel Kornblau	District Level Leaders	District
Beth McGinty	District Level Leaders	District
Laura Krantz	Teacher	Hoover Elementary
Katherine Maguire	Teacher	Hoover Elementary
Stacy Skale	Teacher	Hoover Elementary
Patty Jackson	Teacher	Hoover Elementary

Name	Position	Building/Group
Jason Bowman	Chief School Administrator	District
Michelle Burkholder	District Level Leaders	District
Erica Samaroo	Parent	Hoover Elementary
Jeff Jadczyk	Community Member	Hoover Elementary
Grishma Patel	Parent	Hoover Elementary
Eric Meade	Parent	Hoover Elementary

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we provide high quality ELA core instruction, evidence-based reading interventions at all tiers to target student needs, support teachers with high quality professional learning and coaching support, implement a new literacy program that is more aligned to the standards, and approach reading with a structured literacy lens, then we will increase reading growth and achievement for our students.	Early Literacy  Essential Practices 3: Provide Student-Centered Support Systems
If we use data in a consistant manner to inform instruction at all tiers of suppport and implement intervention with fidelity, then we will increase student growth.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS Student Reading Supports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

K-2 DIBELS Reading Goal	By June 2024 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners.
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K-4 iReady Reading Growth Goal	By June 2024 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer Universal screeners: i-Ready Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4.	2023-09-05 - 2023-10-13	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Diagnostic login, Chromebooks, headphones, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Teachers and MTSS team (Title I Reading Specialist, Reading Specialist,	2023-10-03 - 2023-10-20	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic reports, DIBELS reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in reading, create student groups and assign students to Tier 2 and 3 interventions as needed.			
Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY	2023-09-11 - 2024-06-14	Ben Welwood, Literacy Specialist Jennifer McAndrew, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, Tiered intervention list, intervention plans and schedules, Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency and Word Warm Ups phonics subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan, Sound City Phonemic Awareness supplement as outlined in the district Title I plan, Sound City Professional Development paid for with Title I Funds as outlined in the district Title I plan, UFLI Manuals, Supplemental Academic Materials for intervention support as outlined in the district Title I

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
diagnostics.			plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils.
Monitor students' progress between benchmarks throughout the year to make adjustments as needed.	2023-09-29 - 2024-06-14	Ben Welwood, Literacy Specialist Jennifer McAndrew, Title I Reading Specialist	Material/Resources/Supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, DIBELS progress monitoring, iReady Growth monitoring, iReady math comp checks, iReady My Path reports, Guidance Counselor.
Administer mid-year benchmark assessments: iReady Reading Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4.	2024-01-08 - 2024-01-31	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: iReady Reading Diagnostic login, Chromebooks, headphones DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers and MTSS team analyze data from MOY i-Ready Reading diagnostic to adjust Tier 2 and 3 student groups and interventions based on data.	2024-01-26 - 2024-02-16	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Administer End of Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the end-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4.	2024-05-06 - 2024-05-31	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic, Chromebooks, DIBELS assessments, headphones, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Teachers and MTSS team analyze data from EOY i-Ready Reading diagnostic	2024-05-31 - 2024-06-14	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.			

### Anticipated Outcome

Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

### Monitoring/Evaluation

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

### Evidence-based Strategy

MTSS Student Math Supports

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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K-4 iReady Math Growth Goal      By June 2024 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer Universal screeners: i-Ready Math Diagnostic administered to all students K-4 at the beginning-of-the-year.	2023-09-05 - 2023-10-13	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic login, Chromebooks, headphones, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in math, create student groups and assign students to Tier 2 and 3 interventions as needed.	2023-10-02 - 2023-10-20	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan.
Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need	2023-09-13 - 2024-06-14	Ben Welwood, Literacy Specialist Jennifer McAndrew, Title I Reading	Material/Resources/Supports Needed to carry out this action step are Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan, Federal Instructional Assistants paid for with Title I funds as outlined in the district Title I plan, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
identified by universal screener, MOY and EOY diagnostics.		Specialist	Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Bridges in Mathematics, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders, dry erase boards, dry erase markers, dry erasers, pencils
Monitor students' progress between benchmarks throughout the year to make adjustments as needed.	2023-09-29 - 2024-06-14	Ben Welwood, Literacy Specialist Jennifer McAndrew, Title I Reading Specialist	Material/Resources/Supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, iReady Growth monitoring, iReady math comp checks, iReady My Path reports, Guidance Counselor, Bridges progress monitoring.
Administer mid-year benchmark assessments: iReady Math Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4.	2024-01-08 - 2024-01-31	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, headphones DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Teachers and MTSS team analyze data from MOY i-Ready Math diagnostic to adjust Tier 2 and 3 student groups and interventions	2024-01-26 - 2024-02-16	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
based on data.			
Administer End of Year Benchmark assessment: iReady Math Diagnostic administered to all students at the end-of-the-year.	2024-05-06 - 2024-05-31	Dave Glennon, Principal	Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, headphones, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

Anticipated Outcome
Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Monitoring/Evaluation
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS Student Reading Supports	Administer	09/05/2023
By June 2024 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)		Universal screeners: i-Ready Reading Diagnostic administered to all students K-4 at the beginning-of- the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4.	- 10/13/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS Student Reading Supports	Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.	09/11/2023
By June 2024 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)			- 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)	MTSS	Implement Math	09/13/2023
	Student Math Supports	supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	- 06/14/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

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



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

\_\_\_\_\_  
Chief School Administrator

\_\_\_\_\_  
School Improvement Facilitator Signature

\_\_\_\_\_  
Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

All Student Group Proficient or Advanced in Science (78.2%) is above the statewide average (54.4%).

Percentage of All Groups meeting the Standard Demonstrating Growth in Mathematics/Algebra 1 (77%) is above the Statewide Average (75.3%) and the Statewide Growth Standard (70%)

Percentage of All Groups meeting the Standard Demonstrating Growth in Science (87%) is above the Statewide Average (75.1%) and the Statewide Growth Standard (70%)

91% of the kindergarten students reached proficiency in the EOY iReady Reading assessment, increasing by 54 percentage points from a baseline of 37% proficient.

80% of the first grade students reached proficiency by the EOY DIBELS assessment from a baseline of 63% proficient. This is an increase of four percentage points from EOY 2022.

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

All Student Group Proficient/Advanced in ELA (55.9%) is below 2022 Measure of Interim Progress (67.9%) and shows a decrease from the previous year (61.4%)

19.1% of Students with Disabilities meeting Proficient/Advanced in ELA shows the group does not meet the measure of Interim Progress Goal for Students with Disabilities for 2022(37.3% in 2022) and a decrease since 2021 (43.6%).

Attendance (79.7%) is below the state average (82.2%).

59% of students met avg. growth on the EOY Math diagnostic. Below is the grade level breakdown: Grade K 62% Grade 1 48% Grade 2 49% Grade 3 60% Grade 4 79% We would like to increase student growth.

62% of second grade students scored at the proficient level in the DIBELS EOY assessment, which is a decrease from 69% in the BOY assessment.

Many students in our school do not have the funds available to attend college.

Many students in our school do not know what they need to do in

## Strengths

78% of the kindergarten students reached proficiency by the EOY DIBELS assessment from a baseline of 34% proficient. This is an increase of four percentage points from EOY 2022.

74% of the fourth grade students met their typical growth goal in the EOY iReady Reading diagnostic.

81.7% of the All Student Group scored in the Proficient or the Advanced range. The Statewide Average was 63.7%.

In 2022-2023, we assigned two Career Exploration activities to our 4th grade students. We also assigned two Career Exploration activities to our 3rd grade students.

"College and Career" School Spirit days at Hoover have made all students (K-4) aware of the colleges that staff members have attended, and strategies for paying for college (Army R.O.T.C. Scholarships, Loans, etc.)

80% of the Economically Disadvantaged Student Group scored in the Proficient or the Advanced range on the 4th Grade Science PSSA in 2021.

Percentage of Proficient or Advanced in Math (57.8%) is above the statewide average (35.5%).

The percent of students Advanced in Mathematics/Algebra

## Challenges

elementary school, middle school, and in high school in order to prepare for college.

56.4% of our Students with Disabilities scored in the Basic or Below Basic range on the PSSA ELA test in 2021.

67.2% of our Economically Disadvantaged students scored in the Basic or the Below Basic range on the PSSA Math assessment in 2021.

60 or 61% of first, second and third grade students reached their typical growth goals according to the EOY iReady Reading Diagnostic.

48% of the first grade students met their typical growth goal in the EOY iReady Math Diagnostic

Collectively shape the vision for continuous improvement of teaching and learning

iReady Reading Diagnostic Growth 64% of students met avg. growth on the EOY Reading diagnostic. Below is the grade level breakdown: Grade K 65% Grade 1 61% Grade 2 60% Grade 3 61% Grade 4 74% We would like to increase student growth.

65% of Economically Disadvantaged students meeting Proficient/Advanced in Science/Biology represents a decrease from the previous year (80%)

## Strengths

(27.9%) is above the Statewide Average (14.6%)

Identify and address individual student learning needs

88% of our kindergarten students scored in the Proficient Range on the iReady EOY Math Diagnostic, an increase of 47 percentage points from the baseline of 41% in the BOY assessment

78% of the fourth grade students met their typical growth goal in the EOY iReady Math Diagnostic.

75% of our kindergarten students scored in the Proficient Range on the iReady EOY Math Diagnostic Assessment, an increase of 39 percentage points from the baseline of 36% in the BOY assessment.

64.4% of third grade students scored Proficient/Advanced in PSSA Math. The Statewide Average was 47.7%.

45.2% of our students scored Advanced in Science/Biology, which is above the statewide average of 23.8% and an increase from our score of 27.8% in 2021.

PSSA ELA- 2021 80.9% of our fourth grade Students with Disabilities scored in the Basic or Below Basic range on the PSSA ELA test in 2022, which is a increase of 24.5 percentage points from the 2021 average of 56.4%.

## Challenges

65% of Economically Disadvantaged students meeting Proficient/Advanced in Science/Biology represents a decrease from the previous year (80%)

51.6% of our Economically Disadvantaged students scored in the Basic or the Below Basic range on the PSSA ELA test in 2021.

65% of the Economically Disadvantaged Student Group scored in the Proficient or the Advanced range. While this score is above the Statewide Average of 54.4%, represents a decrease of 15 percentage points from the Economically Disadvantaged Student Group of 80% in 2021.

Provide frequent, timely, and systematic feedback and support on instructional practices

70.9% of our Third and Fourth Grade Students with Disabilities scored in the Basic or the Below Basic range on the PSSA Math assessment in 2021.

49% of the first grade students met their typical growth goal in the EOY iReady Math Diagnostic.

19.1% of the Students with Disabilities scored in the Proficient or the Advanced range. This score is below the Interim Progress Goal for Students with Disabilities for 2022 (44.2%) and represents a decrease of 40.6 percentage points from Student with

### Challenges

Disabilities average of 60.7% in 2021.

64% of students met avg. growth on the EOY Reading diagnostic. Below is the grade level breakdown: Grade K 65% Grade 1 61% Grade 2 60% Grade 3 61% Grade 4 74% We would like to increase student growth.

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### Most Notable Observations/Patterns

The DIBELS and iReady data indicate that the instruction varies greatly from classroom to classroom, and from grade level to grade level. Our District Canvas LMS has helped to standardize the elementary lesson plans in last three years but the standardization has not led to a consistent increase in the percentage of students reaching proficient and advanced ranges in the iReady end-of-year diagnostics in reading and math, in the DIBELS end-of-year benchmark assessment, nor in the PSSA-English Language Arts. There are two initiatives that will undoubtedly have a positive impact on the ELA performance of our students in the upcoming academic year. First, teachers will engage in AIM Institute's Pathways to Proficiency program in response to PDE's mandate to establish a program of professional development and applied practice in the Structured Literacy Program to improve reading and literacy outcomes. Secondly, a new ELA program, Houghton Mifflin Harcourt's Into Reading, will be implemented District-wide beginning in 2023-2024. This will entail professional development, monitoring the implementation of the program and evaluating outcomes. We will monitor the implementation of Reading and Math instruction through regular analysis of data by grade level, teacher, and student. There are also many students who are in need of social, emotional, and behavioral support. We will implement the SWPBIS program with fidelity in all grade levels to ensure that we provide Tier 1 and Tier 2 supports to students who are in need of behavioral support.

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Challenges	Discussion Point	Priority for Planning
All Student Group Proficient/Advanced in ELA (55.9%) is below 2022 Measure of Interim Progress (67.9%) and shows a decrease from the previous year (61.4%)	If we provide high quality ELA core instruction, evidence-based reading interventions at all tiers to target student needs, support teachers with high quality professional learning and coaching support, implement a new literacy program that is more aligned to the standards, and approach reading with a structured literacy lens, then we will increase reading growth and achievement for our students.	✓
19.1% of Students with Disabilities meeting Proficient/Advanced in ELA shows the group does not meet the measure of Interim Progress Goal for Students with Disabilities for 2022(37.3% in 2022) and a decrease since 2021 (43.6%).	If we provide high quality ELA core instruction, evidence-based reading interventions at all tiers to target student needs, support teachers with high quality professional learning and coaching support, implement a new literacy program that is more aligned to the standards, and approach reading with a structured literacy lens, then we will increase reading growth and achievement for our students.	
Attendance (79.7%) is below the state average (82.2%).	The school-based attendance committee will review attendance goals along with procedures for absentism with all teachers. The committee plans to have incentives in place to target returning students with high absentism in an attempt to improve their attendance.	
59% of students met avg. growth on the EOY Math diagnostic. Below is the grade level breakdown: Grade K 62% Grade 1 48% Grade 2 49% Grade 3 60% Grade 4 79% We would like to increase student growth.	K-4 teachers need to use iReady data in a consistent manner to inform whole group and small group instruction, and implement Tier 1 and Tier 2 interventions with fidelity.	✓
48% of the first grade students met their	K-4 teachers need to use iReady data in a consistent manner to inform	

Challenges	Discussion Point	Priority for Planning
typical growth goal in the EOY iReady Math Diagnostic	whole group and small group instruction, and implement Tier 1 and Tier 2 interventions with fidelity.	
Collectively shape the vision for continuous improvement of teaching and learning		
Provide frequent, timely, and systematic feedback and support on instructional practices		
62% of second grade students scored at the proficient level in the DIBELS EOY assessment, which is a decrease from 69% in the BOY assessment.	K-2 teachers need to use DIBELS data in a consistent manner to inform their whole group and small group instruction to implement Tier 1 and Tier 2 interventions with fidelity.	
60 or 61% of first, second and third grade students reached their typical growth goals according to the EOY iReady Reading Diagnostic.	K-4 teachers need to use iReady data in a consistent manner to inform whole group and small group instruction, and implement Tier 1 and Tier 2 interventions with fidelity.	
iReady Reading Diagnostic Growth 64% of students met avg. growth on the EOY Reading diagnostic. Below is the grade level breakdown: Grade K 65% Grade 1 61% Grade 2 60% Grade 3 61% Grade 4 74% We would like to increase student growth.		

Challenges	Discussion Point	Priority for Planning
64% of students met avg. growth on the EOY Reading diagnostic. Below is the grade level breakdown: Grade K 65% Grade 1 61% Grade 2 60% Grade 3 61% Grade 4 74% We would like to increase student growth.	If we use data in a consistent manner to inform instruction at all tiers of support and implement intervention with fidelity, then we will increase student growth.	



## **ADDENDUM B: ACTION PLAN**

### **Action Plan: MTSS Student Reading Supports**

Action Steps	Anticipated Start/Completion Date
Administer Universal screeners: i-Ready Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4.	09/05/2023 - 10/13/2023
Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.	Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.
Material/Resources/Supports Needed	PD Step
Material/Resources/Supports needed to carry out this action step are: i-Ready Diagnostic login, Chromebooks, headphones, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	yes
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Action Steps	Anticipated Start/Completion Date
<p>Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in reading, create student groups and assign students to Tier 2 and 3 interventions as needed.</p>	<p>10/03/2023 - 10/20/2023</p>
Monitoring/Evaluation	Anticipated Output
<p>Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.</p>	<p>Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.</p>
Material/Resources/Supports Needed	PD Step
<p>Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic reports, DIBELS reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan.</p>	<p>no</p>

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

Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.

09/11/2023 - 06/14/2024

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

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

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

Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, Tiered intervention list, intervention plans and schedules, Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency and Word Warm Ups phonics subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan, Sound City Phonemic Awareness supplement as outlined in the district Title I plan, Sound City Professional Development paid for with Title I Funds as outlined in the district Title I plan, UFLI Manuals, Supplemental Academic Materials for intervention support as outlined in the district Title I plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils.

yes

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

Monitor students' progress between benchmarks throughout the year to make adjustments as needed.

09/29/2023 - 06/14/2024

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

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

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

Material/Resources/Supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, DIBELS progress monitoring, iReady Growth monitoring, iReady math comp checks, iReady My Path reports, Guidance Counselor.

no

Action Steps	Anticipated Start/Completion Date
<p>Administer mid-year benchmark assessments: iReady Reading Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4.</p>	<p>01/08/2024 - 01/31/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.</p>	<p>Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.</p>
Material/Resources/Supports Needed	PD Step
<p>Material/Resources/Supports needed to carry out this action step are: iReady Reading Diagnostic login, Chromebooks, headphones DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.</p>	<p>no</p>

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

Teachers and MTSS team analyze data from MOY i-Ready Reading diagnostic to adjust Tier 2 and 3 student groups and interventions based on data.

01/26/2024 - 02/16/2024

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

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

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

Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

no

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Action Steps	Anticipated Start/Completion Date
<p>Administer End of Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the end-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4.</p>	<p>05/06/2024 - 05/31/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.</p>	<p>Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.</p>
Material/Resources/Supports Needed	PD Step
<p>Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic, Chromebooks, DIBELS assessments, headphones, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.</p>	<p>no</p>
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Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from EOY i-Ready Reading diagnostic to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.	05/31/2024 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.	Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	no

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## Action Plan: MTSS Student Math Supports

Action Steps		Anticipated Start/Completion Date
Administer Universal screeners: i-Ready Math Diagnostic administered to all students K-4 at the beginning-of-the-year.		09/05/2023 - 10/13/2023
Monitoring/Evaluation		Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.		Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.
Material/Resources/Supports Needed		PD Step
Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic login, Chromebooks, headphones, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.		no
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**Action Steps****Anticipated Start/Completion Date**

Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in math, create student groups and assign students to Tier 2 and 3 interventions as needed.

10/02/2023 - 10/20/2023

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

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

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

Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan.

no

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

Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.

09/13/2023 - 06/14/2024

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

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.

Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
<p>Material/Resources/Supports Needed to carry out this action step are Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan, Federal Instructional Assistants paid for with Title I funds as outlined in the district Title I plan, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Bridges in Mathematics, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders, dry erase boards, dry erase markers, dry erasers, pencils</p>	yes

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Action Steps	Anticipated Start/Completion Date
Monitor students' progress between benchmarks throughout the year to make adjustments as needed.	09/29/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.	Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.
Material/Resources/Supports Needed	PD Step
Material/Resources/Supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, iReady Growth monitoring, iReady math comp checks, iReady My Path reports, Guidance Counselor, Bridges progress monitoring.	no

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Action Steps	Anticipated Start/Completion Date
Administer mid-year benchmark assessments: iReady Math Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4.	01/08/2024 - 01/31/2024
Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.	Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.
Material/Resources/Supports Needed	PD Step
Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, headphones DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	no

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Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from MOY i-Ready Math diagnostic to adjust Tier 2 and 3 student groups and interventions based on data.	01/26/2024 - 02/16/2024
Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.	Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.
Material/Resources/Supports Needed	PD Step
Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	no

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Action Steps	Anticipated Start/Completion Date
Administer End of Year Benchmark assessment: iReady Math Diagnostic administered to all students at the end-of-the-year.	05/06/2024 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, and Daily Interventionist lesson plans.	Educators monitoring all students' progress using a progress review cycle. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, headphones, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS Student Reading Supports	Administer	09/05/2023
By June 2024 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)		Universal screeners: i-Ready Reading Diagnostic administered to all students K-4 at the beginning-of- the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4.	- 10/13/2023
By June 2024 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS Student Reading Supports	Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the	09/11/2023 - 06/14/2024
By June 2024 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)		Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.	
	MTSS Student Math Supports	Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY	09/13/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and EOY diagnostics.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS *	New teachers, reading specialists and instructional assistants	Overview, administration and scoring of DIBELS Assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Course Quiz, Survey and Observation	09/01/2023 - 09/05/2023	Kim Maurizi, Title I Reading Specialist Rachel Kornblau, Literacy Coach

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

Professional Development Step	Audience	Topics of Prof. Dev
UFLI Foundations	Reading Specialists and federal instructional assistants	UFLI Implementation w/ Tier 2

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey and Observation	09/01/2023 - 04/30/2024	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Structured Literacy
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	

Professional Development Step	Audience	Topics of Prof. Dev
Sound City	New Reading Specialists and all instructional assistants	Implementation of Sound City

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey and Observation	09/18/2023 - 10/31/2023	Kim Maurizi, Title I Support

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

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

Structured Literacy

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Bridges Math

New reading specialists and federal instructional assistants

Program overview and delivery of Bridges Math Intervention

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Survey and Observation

09/11/2023 - 09/11/2023

Beth McGinty, Math Coach

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

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

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Reading Horizons Discovery	New Reading Specialists	New customer initial training empowers teachers and builds confidence on how to start using Reading Horizons Discovery. This includes how to deliver a lesson using all aspects of the instructional cycle to positively impact students and the next steps for professional learning. These sessions are for those that teach Kindergarten-3rd Grade.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Certificate of Completion	09/05/2023 - 09/06/2023	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Structured Literacy
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	

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Professional Development Step	Audience	Topics of Prof. Dev
Reading Horizons Discovery Coaching	Reading Specialists	Reading Horizons program implementation support tailored to needs the of the teacher.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation and application of strategies in the classroom.	08/31/2023 - 12/22/2023	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Structured Literacy
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	

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Professional Development Step	Audience	Topics of Prof. Dev
Read Naturally Live	New Reading Specialists and federal instructional assistants	Getting Started with Read Live, checking initial student placement and monitoring and adjusting instruction throughout the year

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of application to intervention	08/31/2023 - 09/29/2023	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	

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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The principal will communicate the plan to all stakeholders.	Review of PA Future Ready Index Student Achievement Goals	School Newsletter Staff Meeting PTO Meeting Website	Parents Teachers Staff Instructional Assistants PTO Executive Board Community	8/28/2023-10-15-23
The principal will communicate midyear Progress Update of the plan.	Review of Title I Goals Review of Title I Plan Review of all available data	School Newsletter Midyear Data Meeting PTO Meeting Website	Parents Teachers Support Staff PTO Executive Board Community	01/30/2024-02/15/2024
The principal will communicate an end of the Year Progress Update of the plan.	Review of Title I Goals Review of Title I Plan Review of all available data	School Newsletter End of the Year Data Meeting PTO Meeting Website	Parents Teachers Support Staff PTO Executive Board Community	06/01/2024-07/01/2024

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