

## **SYLVAN HEIGHTS SCIENCE CS**

915 S 13th St

TSI Title 1 School Plan | 2021 - 2022

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### **MISSION STATEMENT**

The mission of the Sylvan Heights Science Charter School is to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity.

### **VISION STATEMENT**

We envision our school to be a place where ... • All students experience success. • Students are proficient in the Sciences (including Computer Science), English Language Arts, Reading and Mathematics, and strive to become life-long learners. • STEM (Science, Technology, Engineering and Math) concepts are infused throughout the curriculum. • Curriculum, programs and services are data-driven and aligned to the standards. • Different learning styles and stages of development are recognized, and the faculty and staff help each child progress to reach his/her maximum potential. • The school community reflects diversity in all of its dimensions. • The school complements the broader educational community and works collaboratively with the community to ensure students are equipped with the necessary skills for future career opportunities. • Learning opportunities are provided to our parents and others in the community. • The staff are dedicated to teaching and learning. • The school nurtures and supports the learning of staff by providing ongoing professional development opportunities.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Student Agreement: I know that my education is important. It will help me to become a better person. I want my parents to help me, but I am the one who has to do the work. I know that I am responsible for my own success, and I will work to the best of my ability. Therefore, I agree to do the following: 1. Try my best all of the time. 2. Do my class work and homework on time. 3. Be at school on-time everyday in uniform, unless I am sick. 4. Pay attention to my teachers. 5. Be responsible for my own behavior. 6. Be cooperative with adults who supervise me. 7. Be respectful to others, including classmates and school personnel. 8. Ask for help when I need it. 9. Come to school each day ready to learn and/or participate in remote/online learning during emergency school schedule changes due to COVID-19 or weather-related emergencies.

### **STAFF**

Teacher/Staff Agreement: I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability: 1. Teach necessary concepts to my students. 2. Become aware of my students' learning needs. 3. Communicate with parents on a regular basis regarding student progress and achievement. 4. Provide parents with necessary assistance to help their children at home. 5. Use a variety of activities to promote learning, motivation, and interest. 6. Show all students that I care about them and their progress. 7. Maintain high expectations for my students and myself. 8. Keep parents informed of special school events affecting their children.

### **ADMINISTRATION**

Sylvan Heights Science Charter School will provide a high quality program of curriculum and instruction in a supportive and effective learning environment that will enable success for every student. School administrators will: 1. Treat each child with dignity and respect. 2. Strive to address the individual needs of each student. 3. Acknowledge that parents are vital to the success of this school and its students. 4. Provide a safe, positive, healthy learning environment for each student. 5. Ensure every student access to quality learning experiences appropriate to his or her development. 6. Ensure that school staff communicates clear expectations for performance to both parents and students. 7. Ensure appropriate participation of parents in decisions relating to the education of their children. 8. Believe that every child can be successful and

can achieve. 9. Provide an environment that allows for positive communication between teacher, parent, and student.

## **PARENTS**

Parent/Guardian Agreement: I realize that my daughter/son's years as a child are very important. I also understand that my participation in my child's education will help her/his achievement and attitude toward learning. I recognize the importance of working cooperatively with the school and the teachers. Therefore, I agree to carry out the following responsibilities to the best of my ability: 1. Provide a home environment that encourages and supports my child's learning. 2. Give my child an adequate, quiet, well-lighted place to study. 3. Make sure my child gets adequate sleep each night. 4. Ensure that my child is at school on-time, well-fed, and in uniform. 5. Spend at least 15 minutes each day helping my child study. 6. Attend Back-to-School Nights, parent conferences, and Title I parent meetings and activities when possible. 7. Encourage my child's efforts and participate in decisions relating to the education of my child. 8. Stay aware of what my child is learning. 9. Help my child keep a positive attitude toward school and learning. 10. Hold high expectations for my child. 11. Read all school notes and communications and respond as needed. 12. Help my child learn to respect classmates, school personnel, and school property. 13. Try to volunteer a minimum of 15 hours of service toward the activities of the school per family (as permitted depending on COVID-19 restrictions and recommended guidelines for social distancing).

## **COMMUNITY**

Sylvan Heights Science Charter School welcomes community support and volunteers. Together, the community members agree to work in cooperation and collaboration with the Sylvan Heights Science Charter School by: 1. Ensuring for each individual child's physical and emotional safety during presentations, activities, program participation and field trips. 2. Treating all students with respect and maintain student confidentiality. 3. Including parents, school volunteers and staff in the planning, scheduling and implementation of community events that occur within the school building or on school grounds.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Susan Roth	Principal/CAO	Sylvan Heights Science Charter School
Melena Overdorf	Safe Schools Co./teacher	Sylvan Heights Science Charter School
Jessica Nordai	Pupil Services Coordinator	Sylvan Heights Science Charter School
Anu Reynolds	Resource Teacher/Math	Sylvan Heights Science Charter School
Rebecca Doty	Reading Specialist	Sylvan Heights Science Charter School
Michael Furry	Teacher	Sylvan Heights Science Charter School
Marlin Stevens	School Counselor	Sylvan Heights Science Charter School
Ed Jaroch	Board Member	Sylvan Heights Science Charter School
Jasmine Early	Community Rep.	Neighborhood Center
Coryann Catalano-Alexandre	Community Rep.	Hbg. Young Professionals
Charles Finley	Parent	Sylvan Heights Science Charter School
Lori Lauver	Other	Sylvan Heights Science Charter SchoolSTEM Coordinator

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Team members will assist classroom teachers with strengthening their overall Tier I math instruction, and the delivery of targeted Tier II interventions.	Mathematics Mathematics
Students with one or more unexcused absences will be referred to the School Attendance Improvement Team (SAIP) for immediate support and guidance. Improvement Plans will be developed accordingly, with input from the student and the student's family.	Regular Attendance Parent and family engagement
During the Summer of 2021, a Sylvan Heights' designated team worked to develop critical routines necessary to maximize instruction. All Staff were provided professional development on these routines prior to the start of the 2021-2022 school year.	Community school model

## ACTION PLAN AND STEPS

<b>Evidence-based Strategy</b>
PBIS
<b>Measurable Goals</b>

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

Attendance Improvement To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19).

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
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Implement Policy 204 beginning with the first day of school.	2021-08-25 - 2022-06-03	Marty Stevens, School Counselor	Title 1 School Counselor Salary: \$58,860.00 Title 1 School Counselor Benefits: \$6,417.64
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**Anticipated Outcome**

Evidenced by consistent tracking and reporting of attendance

**Monitoring/Evaluation**

Daily, weekly, monthly and quarterly follow-up.

**Evidence-based Strategy**

PBIS

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

Improve Parent and Parents/guardians of chronically absent students will increase their school engagement by attending school

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

family engagement in SAIP meetings

required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or dojo.

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

Follow Attendance Policy 204 as it pertains to SAIP meetings

2021-08-25 - 2022-06-03

Marty Stevens, School Counselor

Title 1 School Counselor salary: \$58,860.69 Title 1 School Counselor benefits: \$6,417.64 Homeless Supplies (clothing, shoes etc.): \$680.00

**Anticipated Outcome**

Improved family participation in SAIP meetings leading to overall increased attendance.

**Monitoring/Evaluation**

Bi-weekly follow-up.

**Evidence-based Strategy**

Envision

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



Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Improvement	To improve student achievement in the areas of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To improve end of year Acadience benchmark testing scores to 60% proficient.	2021-08-25 - 2022-06-03	Anu Reynolds, Math Support Teacher	Title 1 Math Teacher Salary: \$46,125.26 Title 1 Math Teacher Benefits: \$6661.45 Title 1 Math Supplies; Interactive math games: \$207.11

Anticipated Outcome
Improved math proficiency

Monitoring/Evaluation
Benchmarked three times per school year

Evidence-based Strategy
PBIS

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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

PBIS Community School Model

All students will demonstrate knowledge of PBIS expected behavior as demonstrated by a practice of routines and procedures throughout the school day.

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

Visual observation of school-wide adherence to the PBIS Community School Model

2021-08-25 -  
2022-06-03Susan Roth,  
Principal/CAO

Materials and supplies for supporting social and emotional learning: calming tools and fidgets; cooperative learning games: \$500.00

**Anticipated Outcome**

Students and staff will demonstrated PBIS expected

**Monitoring/Evaluation**

Weekly observation and feedback provided to staff and students



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19). (Attendance Improvement)	PBIS	Implement Policy 204 beginning with the first day of school.	08/25/2021 - 06/03/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or dojo. (Improve Parent and family engagement in SAIP meetings)	PBIS	Follow Attendance Policy 204 as it pertains to SAIP meetings	08/25/2021 - 06/03/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve student achievement in the areas of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Math Improvement )	Envision	To improve end of year Acadience benchmark testing scores to 60% proficient.	08/25/2021 - 06/03/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students will demonstrate knowledge of PBIS expected behavior as demonstrated by a practice of routines and procedures throughout the school day. (PBIS Community School Model )	PBIS	Visual observation of school-wide adherence to the PBIS Community School Model	08/25/2021 - 06/03/2022

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

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School Board Minutes or Affirmation Statement

2021-08-31

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

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Chief School Administrator

Susan Roth

2022-07-20

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School Improvement Facilitator Signature

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Building Principal Signature

Susan Roth

2022-07-20

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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All student groups exceed the Standard Demonstrated Growth in English Language Arts.

All student groups meet the performance standard for attendance. During the 2019-2020 school year, the School implemented the Student Attendance Improvement Plan Team. This team worked with families on strategies for improving student attendance. In March 2020, just prior to the March 13th COVID-19 school closure, Sylvan Heights recorded a 95% attendance rate for the month of March. During the 2020-2021 school year, attendance rates slipped to 85%. This drop in attendance was largely due to COVID-19 related disruptions. The School is currently planning for full in-person learning for the 2021-2022 school year.

The School has contracted with the CAIU in providing Sylvan Heights with Social Work Support Services for the 2021-2022 school year.

During the past 2 school years, the school was fortunate to have wide variety of community members willing to come to our school and speak to our students about their career pathways, struggles and successes.

### Challenges

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Current proficient/advanced in the area of Math =17.7% . Target= 20% Additional measures are in the process of being implemented to increase proficiency for all student groups

Attendance Measure = 85.2% Target= 95% Additional measures are in the process of being implemented to increase proficiency for all student groups

During the 2019-2020 school year, staff attended Student Assistant Program (SAP) training and began to develop a plan for identifying students at-risk. The 2020-2021 school year will be the first year of implementation. The SAP Team will need to outline a plan/referral process for students, family and staff to refer students for assistance. The referral plan should be welcoming and non-judgmental in any way. The team members will also need to develop a system for following up on referred students and tracking their progress.

Previously, the school trained staff on administering and implemented beginning of the year, mid-year and end-of-year reading and math bench-marking. School administration will need to make sure new staff receive adequate professional development in this area and that already trained staff are held

## Strengths

The school has been able to form several community partners who have been more than willing to provide supplemental instruction and guidance to our young students. These partners include, the Harrisburg Young Professionals, The Neighborhood Center, and the YWCA.

During the 2018-2019 school year, the school was also fortunate enough to be visited by the 500 Men Group. Unfortunately, this event was cancelled due to the COVID-19 crisis. In the past, these community leaders also willingly provided our students with insight to their own careers in addition to reading each classroom stories.

All teachers participated in CAIU sponsored Acadience Reading Assessment training. This knowledge will help teachers to better understand how to group students by ability and to target their skill deficits.

During the 2019-2020 school year, the school piloted the Engage NY English Language Arts Curriculum and began introducing the 95% Phonics Curriculum. The School has since purchased curriculum to support all staff and students. The School has also scheduled all teachers for additional 95% group training for October 2021.

The School has purchase online math applications for all grade levels to help support in-person instruction. The School has hired

## Challenges

accountable for ongoing implementation of the plan.

The school successfully implemented a Student Attendance Improvement Team during the 2019-2020 school year. The current concern is supporting our families as we return to full in-person instruction.

The challenge is in scheduling community leaders and providing them with the opportunity to visit our school. We are presently exploring opportunities for community partners and representatives to participate via Zoom/Google Meet as a way to promote this continued relationship and while practicing social distancing.

Additionally, the school needs to develop a system for collecting data on the career fields the students have researched or explored so they will have a more complete portfolio when they move onto 5th grade.

Overall, students did not make adequate yearly progress due to COVID-19 related disruptions to the student's learning. All students have returned to full in-person learning for the 2021-2022 school year. The Staff is in the process of reteaching all school routines so that students are ready and able to learn.

The school has hired 2 additional staff members to assist classroom teachers with classroom instruction. The challenge is

## Strengths

a Technology Support teacher to help with the implementation of these applications to help ensure they are used with frequency and fidelity.

The Sylvan Heights Science Charter School has partnered with the CAIU in bringing the Carnegie STEM Excellence Pathway initiative to our school. Additionally the School was awarded funding via the PAsmart Targeted K-12 Computer Science and STEM Education Grant to assist Sylvan Heights' students in becoming technologically proficient during the 2020-2021 school year. This has led to the hiring of a Technology Support Teacher for the 2021-2022 school year. The Carnegie STEM Excellence Pathway initiative Bring in info from PAsmart and Carnegie STEM Excellence. (students need to become more technology literate.

n/a

Align curricular materials and lesson plans to the PA Standards: The SHSCS Board of Trustees has adopted the following standards aligned curriculum across all grade levels: Engage NY (for English Language Arts), Envision Math; 95% Group Phonics Instruction; Heggerty Phonemic Awareness; and FOSS- Hands-on Science Learning. All teachers receive the following staff support in regards to lesson planning and implementation: Lori Lauver, STEM Coordinator, supports the FOSS curriculum; Alex Elbert, Math Resource Teacher, supports the Envision math curriculum; Rebecca Doty, Reading Specialist, supports both the 95% phonics

## Challenges

scheduling these teachers to provide the classroom staff with maximum support.

Review of the current data demonstrates that Sylvan Heights's students do not have the technological skills necessary to meet the future career demands of the 21st Century.

n/a

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices: All teachers have been trained in administering Acadience Reading and Math Benchmark Assessments. All students will be assessed at the beginning, middle and end of the school year across all grade levels. Additionally, at the start of the 2020-2021 school year, students will be assessed via the Phonics for Intervention (PSI) and placed into small group instruction based on the combined results of these reading assessments. In the area of math instruction, students will take a pre-test at the beginning of each unit. Students will then be provided additional assistance, or enrichment based on the pre-test results. Additionally, all 3rd and 4th grade teachers will receive training on how to administer the Classroom Diagnostic Tool (CDT) to their students via the students' i-pads.

Identify and address individual student learning needs. All

## Strengths

instruction and Heggerty programs.

Implement an evidence-based system of school-wide positive behavior interventions and supports: Sylvan Heights Science Charter School implemented the PBIS intervention at the commencement of the 2013-14 school year in response to growing concerns raised by parents and teachers regarding student misconduct and its impact on the instructional program of the school. Our PBIS school-wide expectations are encapsulated by the notion that all school community members must demonstrate “Sylvan Heights PRIDE.” Students, staff, visitors and all other members of our school community display PRIDE by being Prepared, Respectful, Involved, Dedicated and Encouraging in everything that we do. A matrix, describing examples of actions and behaviors, is used to teach our 220 students how to demonstrate each expectation throughout our school and community. Sylvan Heights was recognized for high fidelity of PBIS implementation at the Tier I level during the PAPBS Implementer's Forum the past four years. For the last two years, we were also recognized for fidelity of implementation at the Tier II level. Our PBIS teams (tier one & two) meet monthly to review student misconduct data and implement action steps to address identified problems at the school-wide, classroom and individual student levels. These teams consist of administration, special education, counseling, general education teachers and special content teachers. Behavioral data is also presented regularly to staff. The implementation of PBIS has been credited for an overall

## Challenges

teachers received training at the start of the 2020-2021 school year on the Child Find process and where to seek guidance in assisting students who are not successful with Tier I and Tier II interventions.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based: The Core Data Team met over the summer months to review and revise the most essential lessons and corresponding assessments for targeted instruction across grade levels for English Language Arts and Math instruction. Assessments will be pre-loaded into the PowerSchool grading system, along with the standard's aligned pacing guide for each subject area. Grade-leveled Team Meetings are schedule to meet two times per month to review instructional pacing and student mastery of targeted topics. Grade-Leveled Teams, with the support of the school's administration, Core Data Team, and Multi-Tiered System of Support Team (MTSS), will receive additional training, guidance and professional development as warranted.

## Strengths

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positive increase in school culture. Moving forward, we continue to improve overall student discipline by reducing the number of student referrals, and increasing consistency of staff participation through recognition and incentives.

MTSS: Sylvan Heights Science Charter School participated in the Multi-Tiered System of Support (MTSS) initial administrative training in August 2019. During this time, a baseline needs assessment was conducted. On September 10, 2019, the school's core team participated in their first session of training. Topics covered included an MTSS overview, Teaming Roles and Responsibilities, Norms, Data-Bases Protocols, Elements of Core Meeting and Teaming. On October 14, 2019, the core team presented an overview to the school staff during professional development training. Additionally, core team members participated in online team meetings with the CAIU during the mandated COVID-19 school closure. During this time, the MTSS Team discussed end-of-year assessments, and created a to-do list for the summer months and start of the 2020-2021 school year. The school will continue to monitor its progress via pre and post assessments, fidelity checks and self-assessments. The school's MTSS team is also slated to continue its participation in the CAIU sponsored MTSS training for the 2020-2021 and 2021-2022 school years.

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**Most Notable Observations/Patterns**

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The team addressed concerns regarding students scoring below benchmark in both reading and math. The team reviewed all beginning of the year assessment tools, developed a plan for administering these assessments, and then provide interventions accordingly. Additionally, the team is concerned about high absenteeism rates and the impact low attendance has on student achievement.

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

Current proficient/advanced in the area of Math =17.7% . Target= 20% Additional measures are in the process of being implemented to increase proficiency for all student groups

All students will be administered the Acadience beginning of the year benchmark assessment. Additionally, all students will take the Envision Math pre-test to further assess student needs. Students will then receive targeted instruction.

Attendance Measure = 85.2% Target= 95% Additional measures are in the process of being implemented to increase proficiency for all student groups

Daily attendance will be reported to and tracked by the school's attendance officer. The School Improvement Attendance Team will work with individual families to develop a School Attendance Improvement Plan (SAIP).

Overall, students did not make adequate yearly progress due to COVID-19 related disruptions to the student's learning. All students have returned to full in-person learning for the 2021-2022 school year. The Staff is in the process of reteaching all school routines so that students are ready and able to learn.

## ADDENDUM B: ACTION PLAN

### Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Implement Policy 204 beginning with the first day of school.	08/25/2021 - 06/03/2022	yes	yes
Monitoring/Evaluation	Anticipated Output		
Daily, weekly, monthly and quarterly follow-up.	Evidenced by consistent tracking and reporting of attendance		
Material/Resources/Supports Needed		PD Step	Comm Step
Title 1 School Counselor Salary: \$58,860.00 Title 1 School Counselor Benefits: \$6,417.64		yes	yes
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**Action Plan: PBIS**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Follow Attendance Policy 204 as it pertains to SAIP meetings	08/25/2021 - 06/03/2022

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Bi-weekly follow-up.	Improved family participation in SAIP meetings leading to overall increased attendance.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Title 1 School Counselor salary: \$58,860.69 Title 1 School Counselor benefits: \$6,417.64 Homeless Supplies (clothing, shoes etc.): \$680.00	yes	yes



## Action Plan: Envision

Action Steps	Anticipated Start/Completion Date
To improve end of year Acadience benchmark testing scores to 60% proficient.	08/25/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Benchmarked three times per school year	Improved math proficiency

Material/Resources/Supports Needed	PD Step	Comm Step
Title 1 Math Teacher Salary: \$46,125.26 Title 1 Math Teacher Benefits: \$6661.45 Title 1 Math Supplies; Interactive math games: \$207.11	yes	yes

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## Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Visual observation of school-wide adherence to the PBIS Community School Model	08/25/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Weekly observation and feedback provided to staff and students	Students and staff will demonstrated PBIS expected

Material/Resources/Supports Needed	PD Step	Comm Step
Materials and supplies for supporting social and emotional learning: calming tools and fidgets; cooperative learning games: \$500.00	yes	yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19). (Attendance Improvement)	PBIS	Implement Policy 204 beginning with the first day of school.	08/25/2021 - 06/03/2022
Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or dojo. (Improve Parent and family engagement in SAIP meetings)	PBIS	Follow Attendance Policy 204 as it pertains to SAIP meetings	08/25/2021 - 06/03/2022
To improve student achievement in the areas of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Math Improvement )	Envision	To improve end of year Acadience benchmark testing scores to 60% proficient.	08/25/2021 - 06/03/2022
All students will demonstrate knowledge of PBIS expected behavior as demonstrated by a practice of routines and procedures throughout the school day. (PBIS Community School Model )	PBIS	Visual observation of school-wide adherence to the PBIS Community School Model	08/25/2021 - 06/03/2022

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Overview and Implementation	All Staff	PBIS demonstration and implementation across all areas

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of staff and students demonstrating lessons taught	08/10/2021 - 08/10/2021	CAIU Staff; Jessica Nordai

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

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19). (Attendance Improvement)	PBIS	Implement Policy 204 beginning with the first day of school.	2021-08-25 - 2022-06-03
Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or dojo. (Improve Parent and family engagement in SAIP meetings)	PBIS	Follow Attendance Policy 204 as it pertains to SAIP meetings	2021-08-25 - 2022-06-03
To improve student achievement in the areas of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Math Improvement )	Envision	To improve end of year Acadience benchmark testing scores to 60% proficient.	2021-08-25 - 2022-06-03
All students will demonstrate knowledge of PBIS expected behavior as demonstrated by a practice of routines and procedures throughout the school day. (PBIS Community School Model )	PBIS	Visual observation of school-wide adherence to the PBIS Community School Model	2021-08-25 - 2022-06-03

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## COMMUNICATIONS PLAN

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Back to School Nights	All Parents and Guardians	Review of Attendance Policy 204
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/09/2021 - 09/09/2021	1 scheduled event	Presentation
<b>Lead Person/Position</b>		
Susan Roth/Principal		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Sent Flyer home; posted to DoJO; posted to Website; posted reminders on DoJo.	School-wide Plan and Federal Programs Updates	Virtual Meeting via Google Meets	Parents	8/26/2021

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