

SYLVAN HEIGHTS SCIENCE CS

915 S 13th St

TSI Title 1 School Plan | 2022 - 2023

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
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
Jenna Reitz	Community Rep.	Hbg. Young Professionals Outreach
Charles Finley	Parent	Sylvan Heights Science Charter School
Lori Lauver	Other	Sylvan Heights Science Charter SchoolSTEM Coordinator
Que'Trina Sims-Shelton	Community Member	Neighborhood Center

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The math resource teacher and supplemental support teachers will assist classroom teachers with strengthening their overall Tier I math instruction, and the delivery of targeted Tier II interventions.	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.	Parent and family engagement
The reading specialist and support teachers will assist classroom teachers with strengthening their overall Tier I reading instruction, and the delivery of targeted Tier II interventions.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Implementing math exemplars	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematical proficiency	To improve student achievement in the area of Math to reflect a combined average score of 80% of students

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

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**

Ms. Reynolds will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.

2022-08-24 -
2023-06-05

Anu Reynolds,
Title 1 Math
Resource
Teacher

Title 1 Math Resource Teacher Salary: \$46,665.50
Title 1 Math Resource Teacher Benefits \$ 4328.00
Supplies to support Title 1 Math Resource Teacher: Math exemplar interventions and supplies to supplement core Envision Math curriculum: \$ 600.00

Anticipated Outcome

Student outcomes will increase to an overall average of 60% proficiency by the end of the school year as documented by Acadience end-of-year testing.

Monitoring/Evaluation

Administration will verify students are actively engaging in math exemplar instruction during building walk-throughs.

Evidence-based Strategy

Implementing small group reading instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Literacy	To improve student achievement in the area of Reading to reflect a combined average score of 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
Ms. Doty, Reading Specialist, will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.	2022-08-23 - 2023-06-02	Ms. Doty, Reading Specialist	Title 1 Reading Specialist Salary: \$46,662.50 Title 1 Reading Specialist Benefits: \$4328.00 Title 1 Reading Specialist Supplies: \$500.00

Anticipated Outcome

All students will progress through the 95% group phonics curriculum with at least 60% of all students demonstrating reading proficiency by the end of the school year.

Monitoring/Evaluation

Administration will verify students are actively engaged in small group reading interventions during building walk-throughs.

Evidence-based Strategy

Engage parents in student attendance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Improved parent and family engagement

Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 50% 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
Direct contact will be made with parents as soon as their child has accumulated one unexcused absence.	2022-08-24 - 2023-06-05	Mr. Stevens, School Counselor	Title 1 School Counselor Salary: \$58,000.00 Title 1 School Counselor Benefits: \$6209.00 Title 1 School Counselor Supplies/homeless (clothing/shoes): \$200.00

Anticipated Outcome

Parents will improve their engagement in SAIP meetings to 40% thus increasing their child's compliance with compulsory school attendance.

Monitoring/Evaluation

Monitoring of parent participation in schedule SAIP meetings and ongoing communication logs.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve student achievement in the area of Math to reflect a combined average score of 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Mathematical proficiency)	Implementing math exemplars	Ms. Reynolds will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.	08/24/2022 - 06/05/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve student achievement in the area of Reading to reflect a combined average score of 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Reading Literacy)	Implementing small group reading instruction	Ms. Doty, Reading Specialist, will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.	08/23/2022 - 06/02/2023

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.

School Board Minutes or Affirmation Statement

2022-07-18

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

Chief School Administrator

Susan Roth

2022-09-05

School Improvement Facilitator Signature

Building Principal Signature

Susan Roth

2022-09-05

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

With the hiring of a full-time PE/Health teacher, both grade leveled teachers are now able to participate in grade-level MTSS data review meetings 2 time per month with the MTSS team. The team includes the Pupil Services Coordinator and the Reading Specialist.

In addition of having a Reading Specialist, the School has hired 2 additional support teachers to provide supplemental Tier II reading interventions to all grade levels.

The School's technology teacher was able to consistently assist with the implementation of DreamBox and 1st in Math supplemental math applications.

The School continued to implement core math instruction (grades K-4th) via the Envision math curriculum.

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

Challenges

Overall, students did not make adequate yearly progress due to COVID-19 related disruptions to the student's learning. All students did return to full in-person learning for the 2021-2022 school year. However, COVID-19 continued to disrupt the consistency and continuity of the program being delivered. This also delayed the start of the after-school supplemental reading intervention program.

The school has hired 2 additional staff members to assist classroom teachers with reading instruction. The challenge is scheduling these teachers to provide the classroom staff with maximum support.

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

Students who struggle in the area of reading and math, also

Strengths

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.

The School intends to reintroduce hands on Science, Technology and Engineering experiences both within the classroom and by taking students off-site for field excursions.

During the spring of 2022, 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.

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. We are in the process of scheduling learning opportunities for the 2022-2023 school year.

The School has contracted with the CAIU in providing Sylvan Heights with full-time social work support for the 2022-2023 school year.

In addition to providing school supplies to all students, the School also provides transportation for students who participate in after-school and summer school supplemental programming if

Challenges

struggle to meet proficiency in the area of Science.

The challenge has been in scheduling community leaders and providing them with the opportunity to visit our school due to interruptions caused by the COVID-19 pandemic.

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.

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 accountable for ongoing implementation of the plan.

Students and their families will require ongoing support in the area of student attendance and family engagement.

n/a

Ensuring the use of 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 were assessed at the beginning,

Strengths

warranted.

n/a

Aligned 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; Anu Reynolds Math Resource Teacher, supports the Envision math curriculum; Rebecca Doty, Reading Specialist, supports both the 95% phonics instruction and Heggerty programs.

Implement of 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

Challenges

middle and end of the school year across all grade levels. Additionally, at the start of the school year, students were 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 were also assessed in the areas of computation, concepts and applications via the Acadience Benchmarking assessment.

Maintaining an efficient master schedule is critical for the overall success of school-wide implementations.

Current proficient/advanced in the area of Math = 7.7% Additional measures are in the process of being implemented to increase proficiency for all student groups

Attendance Measure = 78.6% Additional measures are in the process of being implemented to increase proficiency for all student groups

Current proficient/advanced in the area of English Language Literature = 18.56% Additional measures are in the process of being implemented to increase proficiency for all student groups

Strengths

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 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

Strengths

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. During the 2021-2022 school year, teachers participated in grade-level MTSS meetings 2 times per month, and the MTSS team met to review data on the opposite Tuesdays.

96.4% of all student groups participated in English Language Literature PSSA assessment testing and 92.9% of all student groups participated in Math PSSA assessment testing.

82% of students of the Hispanic Student Group meets or exceeds the statewide goal for attendance.

Most Notable Observations/Patterns

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.

Challenges

Discussion Point

Priority for Planning

Current proficient/advanced in the area of Math = 7.7% Additional measures are in the process of being implemented to increase proficiency for all student groups

All students will be administered the Acadience math beginning-of-year benchmark assessment in fall 2022. Scores will be compared to end-of-year spring 2022 benchmark assessments for learning loss/gain. Students will then received the appropriate level of support/enrichment based on their needs.

Attendance Measure = 78.6% 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).

Current proficient/advanced in the area of English Language Literature = 18.56% Additional measures are in the process of being implemented to increase proficiency for all student groups

All students will be administered the Acadience reading beginning-of-year benchmark assessment in fall 2022. Scores will be compared to end-of-year spring 2022 benchmark assessments for learning loss/gain. Students will then received the appropriate level of support/enrichment based on their needs.

ADDENDUM B: ACTION PLAN

Action Plan: Implementing math exemplars

Action Steps	Anticipated Start/Completion Date
Ms. Reynolds will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.	08/24/2022 - 06/05/2023

Monitoring/Evaluation	Anticipated Output
Administration will verify students are actively engaging in math exemplar instruction during building walk-throughs.	Student outcomes will increase to an overall average of 60% proficiency by the end of the school year as documented by Acadience end-of-year testing.

Material/Resources/Supports Needed	PD Step	Comm Step
Title 1 Math Resource Teacher Salary: \$46,665.50 Title 1 Math Resource Teacher Benefits\$ 4328.00 Supplies to support Title 1 Math Resource Teacher: Math exemplar interventions and supplies to supplement core Envision Math curriculum: \$ 600.00	yes	no

Action Plan: Implementing small group reading instruction

Action Steps	Anticipated Start/Completion Date
Ms. Doty, Reading Specialist, will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.	08/23/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Administration will verify students are actively engaged in small group reading interventions during building walk-throughs.	All students will progress through the 95% group phonics curriculum with at least 60% of all students demonstrating reading proficiency by the end of the school year.

Material/Resources/Supports Needed	PD Step	Comm Step
Title 1 Reading Specialist Salary: \$46,662.50 Title 1 Reading Specialist Benefits: \$4328.00 Title 1 Reading Specialist Supplies: \$500.00	yes	no

Action Plan: Engage parents in student attendance

Action Steps	Anticipated Start/Completion Date
Direct contact will be made with parents as soon as their child has accumulated one unexcused absence.	08/24/2022 - 06/05/2023

Monitoring/Evaluation	Anticipated Output
Monitoring of parent participation in schedule SAIP meetings and ongoing communication logs.	Parents will improve their engagement in SAIP meetings to 40% thus increasing their child's compliance with compulsory school attendance.

Material/Resources/Supports Needed	PD Step	Comm Step
Title 1 School Counselor Salary: \$58,000.00 Title 1 School Counselor Benefits: \$6209.00 Title 1 School Counselor Supplies/homeless (clothing/shoes): \$200.00	no	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve student achievement in the area of Math to reflect a combined average score of 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Mathematical proficiency)	Implementing math exemplars	Ms. Reynolds will provide whole group and grade level professional development at the beginning of the school year and will provide ongoing support during collaborative teaching opportunities throughout the school year.	08/24/2022 - 06/05/2023
To improve student achievement in the area of Reading to reflect a combined average score of 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. (Reading Literacy)	Implementing small group reading instruction	Ms. Doty, Reading Specialist, will provide whole group and grade level professional development at	08/23/2022 - 06/02/2023

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

the beginning of
the school year
and will provide
ongoing support
during
collaborative
teaching
opportunities
throughout the
school year.

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

Implementing math exemplars

All classroom, support teachers and
instructional assistants.

Enhancing core math instruction with math
exemplars

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will improve their math proficiency to an average of 80% on the end of year benchmarking assessments. Students who are not progressing on targeted goals will received supplemental tier II instruction on skill deficits.	08/16/2022 - 06/02/2023	Anu Reynolds, Title I Math Resource Teacher

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

Professional Development Step	Audience	Topics of Prof. Dev
Small group reading interventions	All classroom teachers, support teachers and teaching assistants	Demonstration of how daily small group reading instruction should be implemented with fidelity

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will progress through the 95% Group phonics modules leading to 60% of students achieving proficiency.	08/23/2022 - 06/02/2023	Ms. Doty, Reading Specialist

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

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 50% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or dojo. (Improved parent and family engagement)	Engage parents in student attendance	Direct contact will be made with parents as soon as their child has accumulated one unexcused absence.	2022-08-24 - 2023-06-05

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent Education	Parents of students who have at least 1 or more unexcused absence.	Importance of attendance and how consistent attendance is linked to improved student achievement; how to modify the morning routine for success;
Anticipated Timeframe	Frequency	Delivery Method
07/20/2022 - 06/05/2023	Parents will be contacted by letter to inform them of accumulated unexcused absences.	Letter Posting on district website Newsletter
Lead Person/Position		
Mr. Stevens, School Counselor		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Principal/CAO will share with the Board during the July 18, 2022 Board meeting an overview of the TSI Title 1 School Plan	Overview of goals, professional development and action plan.	Public Board Meeting Information posted to DoJo for parent viewing and comments	Board of Trustees Public Parents Staff	July 18, 2022
Quarterly Parent Engagement Meetings	Update parents on progress towards goals and other related information How to increase parent engagement in student learning.	Hybrid Model (In-person and online participation)	Parents and community members	September/October 2022 January 2023 March 2023 June 2023
Mail newsletter home/post to school's website	School happenings Important information and dates	Newsletter	Parents and community members	At least quarterly

