

LINCOLN EL SCH

98 Lefever Street

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Lincoln Elementary School, in accordance with Gettysburg Area School District provides a safe and caring learning environment where students develop skills to learn in an ever-changing world and accept responsibility to use these skills to achieve and graduate ready to learn, work, serve, and succeed in today's world and in a world we cannot yet define or imagine.

STEERING COMMITTEE

Name	Position	Building/Group
Matthew E. McFarland Sr.	Principal	Lincoln Elementary/GASD
Amanda Staub	Guidance Counselor	Lincoln Elementary/GASD
Sherry Becker	Reading Specialist	Lincoln Elementary/GASD
Andrea Sneeringer	Reading Specialist	Lincoln Elementary/GASD
Angela Suehr	Education Specialist	Lincoln Elementary/GASD
Shannon Jones	Learning Support Teacher	Lincoln Elementary/GASD
Beverly Bradnick	Learning Support Teacher	Lincoln Elementary/GASD
Amanda Stanley	Psychologist	Lincoln Elementary/GASD
Jamie La Vergne	Gifted Teacher	Lincoln Elementary/GASD
Lisa Gray	ESL Teacher	Lincoln Elementary/GASD
Jeffrey Matzner	District Level Leaders	GASD
Jason Perrin	Chief School Administrator	GASD
Kelly Dewees	District Level Leaders	GASD

Name	Position	Building/Group
Cassie Hays	Parent	Community
Ted Wells	Principal	GASD
Shelly Lappi	Principal	GASD
Jen Fleener	Community Member	Community
Lindsay Knouse	Community Member	Community

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students that identify as economically disadvantaged will undergo increased progress monitoring in the areas of ORF fluency, computation, and concepts and applications areas. We will focus and increase our efforts related to family and community involvement for this subgroup.	English Language Arts Mathematics Parent and family engagement
Students that identify as hispanic will undergo increased progress monitoring in the areas of ORF fluency, computation, and concepts and applications areas. We will focus and increase our efforts related to family and community involvement for this subgroup.	Early Literacy Mathematics Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

Reading Progress Monitoring - Economically Disadvantaged

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading - Economically Disadvantaged	80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	2023-08-15 - 2024-06-01	Dr. McFarland Mrs. Morris	Acadience Probes

Anticipated Outcome

An increase in reading progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.

Monitoring/Evaluation

Classroom teacher Dr. McFarland Mrs. Morris bi-weekly acadience probes

Evidence-based Strategy
Math Progress Monitoring - Economically Disadvantaged

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math - Economically Disadvantaged	80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	2023-08-15 - 2024-06-01	Dr. McFarland Mrs. Fox	Acadience Probes

Anticipated Outcome
An increase in math progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.

Monitoring/Evaluation
Classroom teacher Dr. McFarland Mrs. Fox bi-weekly acadience probes

Evidence-based Strategy				
Reading Progress Monitoring - Hispanic				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
Reading - Hispanic	80 % of students that identify as hispanic will perform at or above level in the reading composite score.			
Action Step		Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students that identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.		2023-08-15 - 2024-06-01	Dr. McFarland Mrs. Morris	Acadience Probes
Anticipated Outcome				
An increase in reading progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.				
Monitoring/Evaluation				
Classroom teacher Dr. McFarland Mrs. Morris bi-weekly acadience probes				
<div></div>				

Evidence-based Strategy
Math Progress Monitoring - Hispanic

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math - Hispanic	80% of students that identify as hispanic will perform at or above level in the math composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students that identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	2023-08-15 - 2024-06-01	Dr. McFarland Mrs. Fox	Acadience Books

Anticipated Outcome
An increase in math progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.

Monitoring/Evaluation
Classroom teacher Dr. McFarland Mrs. Fox bi-weekly acadience probes

Evidence-based Strategy

Parent Involvement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reading - Economically Disadvantaged

80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.

Math - Economically Disadvantaged

80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.

Family Engagement - Economically Disadvantaged

Parent and family engagement will increase by 40% for our families that identify as economically disadvantaged.

Reading - Hispanic

80 % of students that identify as hispanic will perform at or above level in the reading composite score.

Math - Hispanic

80% of students that identify as hispanic will perform at or above level in the math composite score.

Family Engagement - Hispanic

Parent and family engagement will increase by 40% for our families that identify hispanic

Action Step

Anticipated
Start/Completion

Lead
Person/Position

Materials/Resources/Supports Needed

Increase parent involvement in school based activities, both during and outside of school hours

2023-08-01 -
2024-06-01

Dr. McFarland

Funds to support events School building reading supplies staff support to provide information to

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

Anticipated Outcome
By increasing parent involvement in school related activities it is believe that buy in, engagement, and achievement will increase in correlation.

Monitoring/Evaluation
Dr, McFarland Reading Specialists Special Education Teachers ELL Teacher

Evidence-based Strategy
Parent Involvement

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading - Economically Disadvantaged	80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.
Math - Economically Disadvantaged	80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.
Family Engagement -	Parent and family engagement will increase by 40% for our families that identify as economically

Goal Nickname	Measurable Goal Statement (Smart Goal)
Economically Disadvantaged	disadvantaged.
Reading - Hispanic	80 % of students that identify as hispanic will perform at or above level in the reading composite score.
Math - Hispanic	80% of students that identify as hispanic will perform at or above level in the math composite score.
Family Engagement - Hispanic	Parent and family engagement will increase by 40% for our families that identify hispanic

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase parent involvement in school based activities, both during and outside of school hours	2023-08-01 - 2024-06-01	Dr. McFarland	Funds to support events School building reading supplies staff support to provide information to families.

Anticipated Outcome
By increasing parent involvement in school related activities it is believe that buy in, engagement, and achievement will increase in correlation.

Monitoring/Evaluation
<div></div>

Evidence-based Strategy
Use of Decodable Resources

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading - Economically Disadvantaged	80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.
Reading - Hispanic	80 % of students that identify as hispanic will perform at or above level in the reading composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will increase usage of decodable texts in small group and individual literacy instruction.	2023-08-01 - 2024-06-01	Dr. McFarland Reading Specialists Reading Coach	Decodables, schedule, time

Anticipated Outcome
Research has shown that the use of decodable text in instruction has the likelihood of enhancing early literacy skills.

Monitoring/Evaluation
Dr. McFarland Reading Specialists Reading Coach teachers Through progress monitoring.

Evidence-based Strategy

Content (math and reading) Coaching

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reading - Economically Disadvantaged

80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score.

Math - Economically Disadvantaged

80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score.

Reading - Hispanic

80 % of students that identify as hispanic will perform at or above level in the reading composite score.

Math - Hispanic

80% of students that identify as hispanic will perform at or above level in the math composite score.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Staff will engage in professional develop and coaching opportunities with our district content coaches.

2023-08-01 -
2024-06-01

Dr. McFarland
Content Coaches

coaching time, observation time,

Anticipated Outcome

If we are able to increase the time that our coaches and teachers spend together observing and discussing data and instructional practices, it is likely that our teacher strategies and achievement will improve.

Monitoring/Evaluation

Dr. McFarland Content Coaches Reading Specialists Special Education teachers Monitored on at each marking period.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score. (Reading - Economically Disadvantaged)	Reading	Students that	08/15/2023
	Progress	identify as	-
	Monitoring - Economically Disadvantaged	economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	06/01/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score. (Math - Economically Disadvantaged)	Math Progress Monitoring - Economically Disadvantaged	Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80 % of students that identify as hispanic will perform at or above level in the reading composite score. (Reading - Hispanic)	Reading	Students that	08/15/2023
	Progress	identify as	-
	Monitoring - Hispanic	hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	06/01/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of students that identify as hispanic will perform at or above level in the math composite score. (Math - Hispanic)	Math	Students that	08/15/2023
	Progress Monitoring - Hispanic	identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	- 06/01/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score. (Reading - Economically Disadvantaged)	Use of Decodable Resources	Staff will increase usage of	08/01/2023 -
80 % of students that identify as hispanic will perform at or above level in the reading composite score. (Reading - Hispanic)		decodable texts in small group and individual literacy instruction.	06/01/2024

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

Lincoln Elementary School's English Language Arts performance ranks higher than that of the state average. (2021-2022 Data)

Lincoln Elementary School's Mathematics performance ranks higher than that of the state average. (2021-2022 Data)

96% of Kindergarten students scored at or above the benchmark for the reading composite score.

90% of Kindergarten students scored at or above the benchmark for the PSF score.

62% 2nd students scored at or above the benchmark for the reading composite score.

72% of 5th grade students scored at or above the benchmark for the composite score

93% of K students scored at or above the benchmark for the composite score

67% of 1st grade students scored at or above the benchmark for the composite score

Challenges

Lincoln Elementary School's data shows that our students that are economically disadvantaged are not growing at the rate of their peers. (2021-22 Data)

Lincoln Elementary School's data shows that our students that are hispanic are not growing at the rate of their peers. (2021-22 Data)

57% of 1st grade students scored at or above the benchmark for the reading composite score.

41% of 2nd grade students scored at or above the benchmark for the composite score

36% of 2nd grade students scored at or above benchmark in computation

49% of 1st grade students scored at or above the benchmark for the ORF Word correct score.

Ensuring that students attend score in order to participate in our programming offered.

Lincoln Elementary School has successfully implemented a PBIS team and develop a schoolwide plan.

Strengths

75.3% of 4th grade students performed proficient or advanced on the 2023 PSSAs

We continue to develop and offer an extensive career day and readiness program.

Lincoln Elementary School provides varied assessments to students thus gathering multiple data points across all content areas.

Lincoln Elementary School has a positive environment directly impacts our high levels of attendance. (School spirit days, family nights, Staff supported by PTO)

In math, 38.8% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2020-2021 data)

In English language arts, 36.7% of students identified as economically disadvantaged scored proficient or advanced on their PSSAs. (2020-2021 data)

71% of 5th grade scored at or above the benchmark for the ORF accuracy score.

Challenges

Students identified as economically disadvantaged did not meet the growth and performance standard on PSSAs. (2021-2022 data)

49% of 4th grade students scored at or above the benchmark for the reading composite score.

4th grade students at Lincoln Elementary did not meet the growth standard on the 21-22 PSSAs for Science.

Students identified as hispanic did not meet the growth and performance standard on PSSAs. (2021-2022 data)

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Lincoln Elementary School's data shows that our students that are economically disadvantaged are not growing at the rate of their peers. (2021-22 Data)

✓

Lincoln Elementary School's data shows that our students that are hispanic are not growing at the rate of their peers. (2021-22 Data)

✓

ADDENDUM B: ACTION PLAN

Action Plan: Reading Progress Monitoring - Economically Disadvantaged

Action Steps	Anticipated Start/Completion Date
Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024
Monitoring/Evaluation	Anticipated Output
Classroom teacher Dr. McFarland Mrs. Morris bi-weekly acadience probes	An increase in reading progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.
Material/Resources/Supports Needed	PD Step
Acadience Probes	yes

Action Plan: Math Progress Monitoring - Economically Disadvantaged

Action Steps	Anticipated Start/Completion Date
Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Classroom teacher Dr. McFarland Mrs. Fox bi-weekly acadience probes	An increase in math progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.

Material/Resources/Supports Needed	PD Step
Acadience Probes	yes

Action Plan: Reading Progress Monitoring - Hispanic

Action Steps	Anticipated Start/Completion Date
Students that identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024
Monitoring/Evaluation	Anticipated Output
Classroom teacher Dr. McFarland Mrs. Morris bi-weekly acadience probes	An increase in reading progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.
Material/Resources/Supports Needed	PD Step
Acadience Probes	yes
<hr style="border-top: 1px dashed #ccc;"/>	
<hr style="border-top: 1px dashed #ccc;"/>	

Action Plan: Math Progress Monitoring - Hispanic

Action Steps		Anticipated Start/Completion Date	
Students that identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.		08/15/2023 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Classroom teacher Dr. McFarland Mrs. Fox bi-weekly acadience probes		An increase in math progress monitoring will enable our staff and students to make more frequent connections to growth and/or the lack thereof. As a result, our staff are able to respond in a more immediate manner in regards to instruction that is provided. Dedicating this attention to growth and performance as well as responding more quickly to students needs will result in greater achievement.	
Material/Resources/Supports Needed			PD Step
Acadience Books			yes

Action Plan: Parent Involvement

Action Steps		Anticipated Start/Completion Date	
Increase parent involvement in school based activities, both during and outside of school hours		08/01/2023 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Dr, McFarland Reading Specialists Special Education Teachers ELL Teacher		By increasing parent involvement in school related activities it is believe that buy in, engagement, and achievement will increase in correlation.	
Material/Resources/Supports Needed			PD Step
Funds to support events School building reading supplies staff support to provide information to families.			no

Action Plan: Parent Involvement

Action Steps	Anticipated Start/Completion Date
Increase parent involvement in school based activities, both during and outside of school hours	08/01/2023 - 06/01/2024
Monitoring/Evaluation	Anticipated Output
	By increasing parent involvement in school related activities it is believe that buy in, engagement, and achievement will increase in correlation.
Material/Resources/Supports Needed	PD Step
Funds to support events School building reading supplies staff support to provide information to families.	no

Action Plan: Use of Decodable Resources

Action Steps		Anticipated Start/Completion Date	
Staff will increase usage of decodable texts in small group and individual literacy instruction.		08/01/2023 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Dr. McFarland Reading Specialists Reading Coach teachers Through progress monitoring.		Research has shown that the use of decodable text in instruction has the likelihood of enhancing early literacy skills.	
Material/Resources/Supports Needed			PD Step
Decodables, schedule, time			yes

Action Plan: Content (math and reading) Coaching

Action Steps	Anticipated Start/Completion Date
Staff will engage in professional develop and coaching opportunities with our district content coaches.	08/01/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Dr. McFarland Content Coaches Reading Specialists Special Education teachers Monitored on at each marking period.	If we are able to increase the time that our coaches and teachers spend together observing and discussing data and instructional practices, it is likely that our teacher strategies and achievement will improve.

Material/Resources/Supports Needed	PD Step
coaching time, observation time,	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score. (Reading - Economically Disadvantaged)	Reading Progress Monitoring - Economically Disadvantaged	Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024
80 % of students that identify as economically disadvantaged will perform at or above level in the mathematics composite score. (Math - Economically Disadvantaged)	Math Progress Monitoring - Economically Disadvantaged	Students that identify as economically disadvantaged will experience an observable increase in their progress monitoring. This will occur on a bi-	08/15/2023 - 06/01/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		weekly basis.	
80 % of students that identify as hispanic will perform at or above level in the reading composite score. (Reading - Hispanic)	Reading Progress Monitoring - Hispanic	Students that identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024
80% of students that identify as hispanic will perform at or above level in the math composite score. (Math - Hispanic)	Math Progress Monitoring - Hispanic	Students that identify as hispanic will experience an observable increase in their progress monitoring. This will occur on a bi-weekly basis.	08/15/2023 - 06/01/2024
80 % of students that identify as economically disadvantaged will perform at or above level in the reading composite score. (Reading - Economically Disadvantaged)	Use of Decodable	Staff will increase usage of	08/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80 % of students that identify as hispanic will perform at or above level in the reading composite score. (Reading - Hispanic)	Resources	decodable texts in small group and individual literacy instruction.	06/01/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Reading Progress Monitoring	Classroom teachers, Reading specialists	Reading progress monitoring, Data interpretation, response to progress monitoring,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application, increase student performance	08/15/2023 - 06/01/2024	Dr. McFarland Mrs. Morris

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings
4a: Reflecting on Teaching	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Math Progress Monitoring	Classroom Teachers	Math progress monitoring, Data interpretation, response to progress monitoring,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application, increase student performance	08/15/2023 - 06/01/2024	Dr. McFarland Mrs. Fox

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings
4a: Reflecting on Teaching	Teaching Diverse Learners in Inclusive Settings
3d: Using Assessment in Instruction	
3d: Using Assessment in Instruction	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
Reading Progress Monitoring	Classroom teachers, Reading specialists	Reading progress monitoring, Data interpretation, response to progress monitoring,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application, increase student performance	08/15/2023 - 06/01/2024	Dr. McFarland Mrs. Morris

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	
1f: Designing Student Assessments	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Math Progress Monitoring	Classroom Teachers	Math progress monitoring, Data interpretation, response to progress monitoring,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application, increase student performance	08/15/2023 - 06/01/2024	Dr. McFarland Mrs. Fox

Danielson Framework Component Met in this Plan:

1f: Designing Student Assessments

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

1f: Designing Student Assessments

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan will be shared with our community and families.	Plan: Priority statements, focus, resources utilized, communication of progress.	Title I Parent Meeting, Board approval, Detailed Newsletter, Back to school events	Community, families, students, board members, administration	August 2023
Plan will be shared and revisited with staff	Plan: Priority statements, focus, resources utilized, progress monitoring, professional development, communication of progress.	Back to school meetings, data meetings, faculty meetings	Staff	August 2023- June 2024
