

SUGAR VALLEY RURAL CS

236 E Main St

Schoolwide Title 1 Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Sugar Valley Rural Charter School is to provide a rural, community-oriented lifelong learning center which both reflects and helps to shape the best of Sugar Valley's social, cultural and educational heritage. Striving for a continued zero dropout rate, high academic achievement, and 100% post-secondary continuing education, SVRCS extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors, employing multiple mediums, settings and locations to model and promote the practice of lifelong learning.

VISION STATEMENT

SVRCS will support high quality education with a program that:

- Utilizes innovative approaches to learning.
- Strives to exceed measurable performance objectives, including student achievement.
- Routinely evaluates school operations.
- Operates on a responsible budget.
- Employs highly trained, professional staff.
- Evidences a high degree of parent satisfaction and community involvement.
- Collaborates with a governing board dedicated to policy-making.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth. Students will be engaged in their learning, exert their best efforts to achieve academic success, and post-secondary engagement.

STAFF

A child's academic success is grounded in his/her sense of belonging, safety, and sense of self worth. Staff will provide educational opportunities that meet each child where they are as individuals to maximize the potential of each.

ADMINISTRATION

We set high standards for success, and support our staff and students professionally, academically, socially, and emotionally.

PARENTS

As a rural school community, SVRCS parents will support academic growth, acceptance and diversity, and promote life-long learning within the student population and community.

COMMUNITY

The SVRCS community will support academic growth, acceptance and diversity, and promote life-long learning within the student population and community. The community will also establish partnerships with SVRCS to provide opportunities for career engagement, athletics, leadership, and other extracurricular activities.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Brian Stugart	Administrator	SVRCS
Alicia Lamey	Teacher	SVRCS
Darice Fine	Administrator	SVRCS
Carrie Nixon	Administrator	SVRCS
Brittany Long	Parent	SVRCS
Tracie Kennedy	Administration	SVRCS
William Deavor III	Administration	SVRCS
Dawn Hayes	Director of Curriculum and Innovation / Central Intermediate Unit 10	Central Intermediate Unit 10
Broc Phillips	Teacher	SVRCS
Jaelynn Walker	Student	SVRCS
Sonya Downing	Community Member	SVRCS
Sandra Garverick	Board Member	SVRCS

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Sporadic gaps in student prerequisite knowledge resulting from irregular attendance and inconsistent instruction, assessment and remediation during Covid-19 Pandemic are challenging to address. Using MAP student data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Sporadic gaps in student prerequisite knowledge resulting from irregular attendance and inconsistent instruction, assessment and remediation during Covid-19 Pandemic are challenging to address. Using MAP student data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish. Inquiry-based methods have been demonstrated to be a significant benefit to maximizing math/algebra growth.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Sporadic gaps in student prerequisite knowledge resulting from irregular attendance and inconsistent instruction, assessment and remediation during Covid-19 Pandemic are challenging to address. Using MAP student data, teachers can plan to address clusters of need within classes by tiering, and use co-teachers and paraprofessionals to flexibly address these gaps. When foundations are solid, growth and achievement will flourish. Focus on discrete reading/writing strategies with specific scaffolds and targeted practice have been demonstrated to be a significant benefit to maximizing ELA achievement. Close reading strategies and Text-Dependent Analysis practice align tightly to these strategies.</p>	<p>English Language Arts</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Acceleration Programs (Hattie 0.68)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Accelerated MAP Growth

By the end of the 2025-2026 school year, all teachers K-12 will regularly (each unit) analyze MAP data to identify and design specific instruction to achieve the success of increased student foundations by implementing co-teachers and paraprofessionals to address specific gaps in student skills and knowledge. Success will be achieved when 70% of students in the following situations are achieving the following goals: 1.) Students at or below the 40th percentile exceed term-to-term growth projections given by the MARC system. 2.) Students above the 40th percentile meet or exceed term-to-term growth projections given by the MARC system.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use IXL to deepen and accelerate student learning	2023-08-23 - 2026-06-30	Broc Phillips	IXL Platform, Reports

Anticipated Outcome

Student percentiles in MAP Scores increase at least consistently with grade-level norms throughout school year. By the end of the 2025-2026 school year, all teachers K-12 will regularly (each unit) analyze MAP data to identify and design specific instruction to achieve the success of increased student foundations by implementing co-teachers and paraprofessionals to address specific gaps in student skills and

knowledge. Success will be achieved when 70% of students in the following situations are achieving the following goals: 1.) Students at or below the 40th percentile exceed term-to-term growth projections given by the MARC system. 2.) Students above the 40th percentile meet or exceed term-to-term growth projections given by the MARC system.

Monitoring/Evaluation

Phillips - Analyze student percentile changes on MAP Tests 3x per year, tracking changes in student percentiles on all three tests taken. Share results with classroom teachers (Elementary) and content area teachers (Secondary) to create subgroups of need within each relevant class.

Evidence-based Strategy

Classroom Discussion (inquiry) (Hattie 0.82)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Inquiry & Constructed
Response Improvement

Inquiry activities implemented on a weekly basis (at least once per week). These may be part of the curriculum, adapted from outside resources, or created to align with, and supplement curriculum. (k-8 embedded in curriculum, 9-12 built into curriculum by specific design). PSSA Math, and/or Keystone Algebra 1 constructed response practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all inquiry and constructed response assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to grade-level chapter/unit topics each chapter/unit. All students in grades 3-12 will engage successfully in specific constructed response practice at least twice by the Spring State Test Term.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design/implement inquiry-based math instructional opportunities with significant emphasis on classroom discussion. Similar structures to Bill Atwood's "How'd You Get That?" (Collins Group).	2023-08-23 - 2026-06-30	Broc Phillips - Supervisor of Curriculum & Instruction K-12	"How'd You Get That?" - Bill Atwood, in-house created inquiry-based materials.

Anticipated Outcome

Inquiry-based learning opportunities implemented at least once per week across K-12. Constructed response activities implemented at least once per marking period in quarters 1, 2, and 4, and at least twice per marking period in quarter 3 in tested grades 3-12. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all inquiry and constructed response assignments given in class, as measured by classroom benchmarks for proficiency. All students in grades 3-12 will engage successfully in specific constructed response practice at least twice by the Spring State Test Term.

Monitoring/Evaluation

Broc Phillips - Monitor lesson plans for inquiry-based methods (either from curriculum, or created by teachers) on a biweekly basis, check-ins at monthly workshops (for Math subgroup). Topic of discussion at regularly scheduled Secondary common planning periods (activity/lunch, once per 6-day cycle).

Evidence-based Strategy

Repeated Reading Programs (Hattie 0.75)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Close Read Improvement	Weekly close read practice (k-6 embedded in curriculum, 7-12 built into curriculum by specific design). TDA practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all close read assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to close read strategies aligned to the ELA topics of focus for the week and unit, by the end of each week/unit. All students in grades 3-12 will engage successfully in specific TDA practice at least twice by the Spring State Test Term.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers of grades K-6 will utilize MyView Literacy and MyPerspectives close-read teaching resources with fidelity (repeated reading to make claims and cite evidence) on a weekly basis. Teachers of ELA in grades 7-12 will design close-read activities to be implemented on a weekly basis. Text Dependent Analysis practice activities will be implemented once per marking period during quarters 1, 2, and 4, and at least twice during quarter 3 for tested grades 3-12.	2023-08-23 - 2026-06-30	Broc Phillips, Supervisor of Curriculum & Instruction K-12	MyView Literacy, MyPerspectives close-read activities. In-house created close-read resources. PDE-published TDA resources.

Anticipated Outcome

Close-read learning opportunities implemented at least once per week across K-12. Text Dependent Analysis activities implemented at least once per marking period in quarters 1, 2, and 4, and at least twice per marking period in quarter 3 in tested grades 3-12. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all close read assignments given in class, as measured by classroom benchmarks for proficiency. All students in grades 3-12 will engage successfully in specific TDA practice at least twice by the Spring State Test Term.

Monitoring/Evaluation

Broc Phillips - Monitor lesson plans for close-read methods (either from curriculum, or created by teachers) on a biweekly basis, check-ins at monthly workshops (for ELA subgroup). Topic of discussion at regularly scheduled Secondary common planning periods (activity/lunch, once per 6-day cycle).

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2025-2026 school year, all teachers K-12 will regularly (each unit) analyze MAP data to identify and design specific instruction to achieve the success of increased student foundations by implementing co-teachers and paraprofessionals to address specific gaps in student skills and knowledge. Success will be achieved when 70% of students in the following situations are achieving the following goals: 1.) Students at or below the 40th percentile exceed term-to-term growth projections given by the MARC system. 2.) Students above the 40th percentile meet or exceed term-to-term growth projections given by the MARC system. (Accelerated MAP Growth)</p>	Acceleration Programs (Hattie 0.68)	Use IXL to deepen and accelerate student learning	08/23/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Inquiry activities implemented on a weekly basis (at least once per week). These may be part of the curriculum, adapted from outside resources, or created to align with, and supplement curriculum. (k-8 embedded in curriculum, 9-12 built into curriculum by specific design). PSSA Math, and/or Keystone Algebra 1 constructed response practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all inquiry and constructed response assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to grade-level chapter/unit topics each chapter/unit. All students in grades 3-12 will engage successfully in specific constructed response practice at least twice by the Spring State Test Term. (Inquiry & Constructed Response Improvement)</p>	Classroom Discussion (inquiry) (Hattie 0.82)	Design/implement inquiry-based math instructional opportunities with significant emphasis on classroom discussion. Similar structures to Bill Atwood's "How'd You Get That?" (Collins Group).	08/23/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Weekly close read practice (k-6 embedded in curriculum, 7-12 built into curriculum by specific design). TDA practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all close read assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to close read strategies aligned to the ELA topics of focus for the week and unit, by the end of each week/unit. All students in grades 3-12 will engage successfully in specific TDA practice at least twice by the Spring State Test Term. (Close Read Improvement)</p>	<p>Repeated Reading Programs (Hattie 0.75)</p>	<p>Teachers of grades K-6 will utilize MyView Literacy and MyPerspectives close-read teaching resources with fidelity (repeated reading to make claims and cite evidence) on a weekly basis. Teachers of ELA in grades 7-12 will design close-read activities to be implemented on a weekly basis. Text Dependent Analysis practice activities will be</p>	<p>08/23/2023 - 06/30/2026</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

implemented
once per marking
period during
quarters 1, 2, and
4, and at least
twice during
quarter 3 for
tested grades 3-
12.

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.

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

Career Standards Benchmark

Growth: ELA/Literature, Biology/Science

Graduation Rates

Science/Biology Proficient or Advanced on PA State Assessments

Growth score - Annual growth in ELA is 0.3 above state growth standard: ELA instruction 3-12 is sufficient to help our students meet statewide growth standard on state assessments.

Economically Disadvantaged and Students with Disabilities subgroups outperforming school averages in Math/Algebra Growth and Advanced Scores on State Assessments

Science/Biology All Student Group Meets Interim Goal/Improvement Target - 0.2% away from statewide average. Instruction in Science/Biology is more-or-less keeping up with statewide averages for achievement on state assessments for Science/Biology

Science/Biology All Student Group Meets the Standard Demonstrating Growth - 3.7 above statewide growth standard, and

Challenges

Achievement: ELA/Literature, Mathematics/Algebra Proficient or Advanced on PA State Assessments

Industry-Based Learning

Mathematics/Algebra Growth

Percent Proficient or Advanced on PSSA ELA/Keystone Lit: 20.9% below statewide average: Achievement is not meeting statewide proficiency average.

Schoolwide Growth Measure low (-11.0 from statewide average)

Achievement (Proficient or Advanced) for Students with Disabilities is between 20%-25% across ELA, Math/Algebra, and Science/Biology.

Achievement on ELA for Students who are Economically Disadvantaged (32.2%) does not meet the statewide average (54.1%)

Math Achievement (21.7%) for Students who are Economically Disadvantaged falls short of the statewide average (35.7%)

Strengths

only 0.9 away from statewide average growth score.

Science/Biology % Advanced: 16.7% is 407.31% higher than % advanced in Math/Algebra, and 491.18% higher than % advanced in ELA/Lit.

Career Standards Benchmark is 9.4% above statewide average.

Guaranteed Admissions Agreement with Commonwealth University of PA.

Identify and address individual student learning needs - One of our pillars. Small class sizes, co-teachers and paraprofessionals help to achieve this goal.

Identify and address individual student learning needs - Benchmark assessments provide data we actionize to individualize instruction and remediation to target needs of individual students.

Co-operative education - Increasing number of eligible students placed in co-op experiences.

Community involvement in Career Readiness class. Could be leveraged to improve students' professional reading/writing skills.

ELA Growth for Students with Disabilities is 2.3 behind (68) the overall school Academic Growth Score (70.3)

Challenges

Schoolwide Proficiency Percent low (-12.9% from statewide average)

Science/Biology All Student Group Meets Interim Goal/Improvement Target - Students with Disabilities subgroup @ 25.0% Proficient/Advanced. Less than half the pass rate of students without disabilities.

Science/Biology % Advanced: Students with Disabilities student subgroup @ 10.0% - only 60% of the amount as all-student group.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school - Developing more and more connections to increase career-aligned educational opportunities, but still have work to do before we arrive at our vision of "operational".

No official CTE program despite offering state-recognized certifications.

Strengths

Students who are Economically Disadvantaged achieved Growth scores (70.2) in excess of statewide growth standard (70.0)

Achievement on Science/Biology for Students who are Economically Disadvantaged (55.3%) is in excess of the statewide average (54.4%)

Growth in Science/Biology for Students who are Economically Disadvantaged (78.0) is in excess of the statewide growth standard (70.0) as well as the statewide average growth score (74.6)

Most Notable Observations/Patterns

Growth/Achievement in Math, ELA - curriculum coaching, maximizing best practices, best use of co-teachers and paraprofessionals.
Attendance - Increasing percent of students with regular attendance
Career-aligned opportunities - connections between the school, community and work.

Challenges	Discussion Point	Priority for Planning
Achievement: ELA/Literature, Mathematics/Algebra Proficient or Advanced on PA State Assessments		✓
Mathematics/Algebra Growth		✓
Percent Proficient or Advanced on PSSA ELA/Keystone Lit: 20.9% below statewide average: Achievement is not meeting statewide proficiency average.		✓
Schoolwide Growth Measure low (-11.0 from statewide average)		
Schoolwide Proficiency Percent low (-12.9% from statewide average)		
Partner with local businesses, community organizations, and other agencies to meet the needs of the school - Developing more and more connections to increase career-aligned educational opportunities, but still have work to do before we arrive at our vision of "operational".		

ADDENDUM B: ACTION PLAN

Action Plan: Acceleration Programs (Hattie 0.68)

Action Steps	Anticipated Start/Completion Date
Use IXL to deepen and accelerate student learning	08/23/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Phillips - Analyze student percentile changes on MAP Tests 3x per year, tracking changes in student percentiles on all three tests taken. Share results with classroom teachers (Elementary) and content area teachers (Secondary) to create subgroups of need within each relevant class.	Student percentiles in MAP Scores increase at least consistently with grade-level norms throughout school year. By the end of the 2025-2026 school year, all teachers K-12 will regularly (each unit) analyze MAP data to identify and design specific instruction to achieve the success of increased student foundations by implementing co-teachers and paraprofessionals to address specific gaps in student skills and knowledge. Success will be achieved when 70% of students in the following situations are achieving the following goals: 1.) Students at or below the 40th percentile exceed term-to-term growth projections given by the MARC system. 2.) Students above the 40th percentile meet or exceed term-to-term growth projections given by the MARC system.

Material/Resources/Supports Needed	PD Step	Comm Step
IXL Platform, Reports	yes	yes

Action Plan: Classroom Discussion (inquiry) (Hattie 0.82)

Action Steps	Anticipated Start/Completion Date
Design/implement inquiry-based math instructional opportunities with significant emphasis on classroom discussion. Similar structures to Bill Atwood's "How'd You Get That?" (Collins Group).	08/23/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Broc Phillips - Monitor lesson plans for inquiry-based methods (either from curriculum, or created by teachers) on a biweekly basis, check-ins at monthly workshops (for Math subgroup). Topic of discussion at regularly scheduled Secondary common planning periods (activity/lunch, once per 6-day cycle).	Inquiry-based learning opportunities implemented at least once per week across K-12. Constructed response activities implemented at least once per marking period in quarters 1, 2, and 4, and at least twice per marking period in quarter 3 in tested grades 3-12. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all inquiry and constructed response assignments given in class, as measured by classroom benchmarks for proficiency. All students in grades 3-12 will engage successfully in specific constructed response practice at least twice by the Spring State Test Term.

Material/Resources/Supports Needed	PD Step	Comm Step
"How'd You Get That?" - Bill Atwood, in-house created inquiry-based materials.	yes	yes



Action Plan: Repeated Reading Programs (Hattie 0.75)

Action Steps	Anticipated Start/Completion Date
<p>Teachers of grades K-6 will utilize MyView Literacy and MyPerspectives close-read teaching resources with fidelity (repeated reading to make claims and cite evidence) on a weekly basis. Teachers of ELA in grades 7-12 will design close-read activities to be implemented on a weekly basis. Text Dependent Analysis practice activities will be implemented once per marking period during quarters 1, 2, and 4, and at least twice during quarter 3 for tested grades 3-12.</p>	<p>08/23/2023 - 06/30/2026</p>
Monitoring/Evaluation	Anticipated Output
<p>Broc Phillips - Monitor lesson plans for close-read methods (either from curriculum, or created by teachers) on a biweekly basis, check-ins at monthly workshops (for ELA subgroup). Topic of discussion at regularly scheduled Secondary common planning periods (activity/lunch, once per 6-day cycle).</p>	<p>Close-read learning opportunities implemented at least once per week across K-12. Text Dependent Analysis activities implemented at least once per marking period in quarters 1, 2, and 4, and at least twice per marking period in quarter 3 in tested grades 3-12. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all close read assignments given in class, as measured by classroom benchmarks for proficiency. All students in grades 3-12 will engage successfully in specific TDA practice at least twice by the Spring State Test Term.</p>

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

MyView Literacy, MyPerspectives close-read activities. In-house created close-read resources. PDE-published TDA resources.

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2025-2026 school year, all teachers K-12 will regularly (each unit) analyze MAP data to identify and design specific instruction to achieve the success of increased student foundations by implementing co-teachers and paraprofessionals to address specific gaps in student skills and knowledge. Success will be achieved when 70% of students in the following situations are achieving the following goals: 1.) Students at or below the 40th percentile exceed term-to-term growth projections given by the MARC system. 2.) Students above the 40th percentile meet or exceed term-to-term growth projections given by the MARC system. (Accelerated MAP Growth)</p>	<p>Acceleration Programs (Hattie 0.68)</p>	<p>Use IXL to deepen and accelerate student learning</p>	<p>08/23/2023 - 06/30/2026</p>
<p>Inquiry activities implemented on a weekly basis (at least once per week). These may be part of the curriculum, adapted from outside resources, or created to align with, and supplement curriculum. (k-8 embedded in curriculum, 9-12 built into curriculum by specific design). PSSA Math, and/or Keystone Algebra 1 constructed response practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all inquiry and constructed response assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to grade-level chapter/unit topics each chapter/unit. All students in grades 3-12 will engage successfully in specific constructed response practice at least twice by the Spring State Test Term. (Inquiry & Constructed Response Improvement)</p>	<p>Classroom Discussion (inquiry) (Hattie 0.82)</p>	<p>Design/implement inquiry-based math instructional opportunities with significant emphasis on classroom discussion. Similar structures to Bill Atwood's "How'd You Get That?" (Collins Group).</p>	<p>08/23/2023 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Weekly close read practice (k-6 embedded in curriculum, 7-12 built into curriculum by specific design). TDA practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all close read assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to close read strategies aligned to the ELA topics of focus for the week and unit, by the end of each week/unit. All students in grades 3-12 will engage successfully in specific TDA practice at least twice by the Spring State Test Term. (Close Read Improvement)</p>	<p>Repeated Reading Programs (Hattie 0.75)</p>	<p>Teachers of grades K-6 will utilize MyView Literacy and MyPerspectives close-read teaching resources with fidelity (repeated reading to make claims and cite evidence) on a weekly basis. Teachers of ELA in grades 7-12 will design close-read activities to be implemented on a weekly basis. Text Dependent Analysis practice activities will be implemented once per marking period during quarters 1, 2, and</p>	<p>08/23/2023 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		4, and at least twice during quarter 3 for tested grades 3-12.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
New School Year In-Service	K-12 teachers of Math, ELA	What are inquiry methods? How to locate, design your own. Discussion methods. How to implement close-read. How to design your own. Discussion methods. Weekly expectations (weekly inquiry in math, weekly close-read in ELA) Quarterly expectations (TDA, Constructed Response 1x per quarter 1, 2, 4, 2x per quarter 3)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>Teachers of each subject area (math, ELA) submit example of created inquiry/close-read activity, as well as questions to guide discussion following each at August in-service training. Lesson plans reflect weekly inquiry, or close-read activities. Teachers will detail this explicitly in lesson plans. Teachers discuss with Supervisor of Curriculum & Instruction K-12 at common planning periods when constructed response, or TDA practice sessions are scheduled. Will also discuss outcomes of these practice sessions.</p>	<p>08/23/2023 - 06/30/2026</p>	<p>Broc Phillips - Supervisor of Curriculum & Instruction K-12</p>

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>4a: Reflecting on Teaching</p> <p>1e: Designing Coherent Instruction</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>3b: Using Questioning and Discussion Techniques</p>	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2025-2026 school year, all teachers K-12 will regularly (each unit) analyze MAP data to identify and design specific instruction to achieve the success of increased student foundations by implementing co-teachers and paraprofessionals to address specific gaps in student skills and knowledge. Success will be achieved when 70% of students in the following situations are achieving the following goals: 1.) Students at or below the 40th percentile exceed term-to-term growth projections given by the MARC system. 2.) Students above the 40th percentile meet or exceed term-to-term growth projections given by the MARC system. (Accelerated MAP Growth)</p>	<p>Acceleration Programs (Hattie 0.68)</p>	<p>Use IXL to deepen and accelerate student learning</p>	<p>2023-08-23 - 2026-06-30</p>
<p>Inquiry activities implemented on a weekly basis (at least once per week). These may be part of the curriculum, adapted from outside resources, or created to align with, and supplement curriculum. (k-8 embedded in curriculum, 9-12 built into curriculum by specific design). PSSA Math, and/or Keystone Algebra 1 constructed response practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all inquiry and constructed response assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to grade-level chapter/unit topics each chapter/unit. All students in grades 3-12 will engage successfully in specific constructed response practice at least twice by the Spring State Test Term. (Inquiry & Constructed Response Improvement)</p>	<p>Classroom Discussion (inquiry) (Hattie 0.82)</p>	<p>Design/implement inquiry-based math instructional opportunities with significant emphasis on classroom discussion. Similar structures to Bill Atwood's "How'd You Get That?" (Collins Group).</p>	<p>2023-08-23 - 2026-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Weekly close read practice (k-6 embedded in curriculum, 7-12 built into curriculum by specific design). TDA practice 1-2 times during (at least) 3rd quarter. By the end of the 2025-2026 school year, all students are able to successfully show mastery in all close read assignments given in class, as measured by classroom benchmarks for proficiency, and will meet or exceed a smart score of 80 on all relevant IXL skills related to close read strategies aligned to the ELA topics of focus for the week and unit, by the end of each week/unit. All students in grades 3-12 will engage successfully in specific TDA practice at least twice by the Spring State Test Term. (Close Read Improvement)</p>	<p>Repeated Reading Programs (Hattie 0.75)</p>	<p>Teachers of grades K-6 will utilize MyView Literacy and MyPerspectives close-read teaching resources with fidelity (repeated reading to make claims and cite evidence) on a weekly basis. Teachers of ELA in grades 7-12 will design close-read activities to be implemented on a weekly basis. Text Dependent Analysis practice activities will be implemented once per marking period during quarters 1, 2, and</p>	<p>2023-08-23 - 2026-06-30</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

4, and at least
twice during
quarter 3 for
tested grades 3-
12.

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
New School Year In-Service	K-12 teachers of Math, ELA	What are inquiry methods? How to locate, design your own. Discussion methods. How to implement close-read. How to design your own. Discussion methods. Weekly expectations (weekly inquiry in math, weekly close-read in ELA) Quarterly expectations (TDA, Constructed Response 1x per quarter 1, 2, 4, 2x per quarter 3)
Anticipated Timeframe	Frequency	Delivery Method
08/23/2023 - 06/30/2026	Once discussed - reviewed on a monthly basis	Presentation
Lead Person/Position	Broc Phillips - Supervisor of Curriculum & Instruction K-12	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
New School Year In-Service	What are inquiry methods? How to locate, design your own. Discussion methods. How to implement close-read. How to design your own. Discussion methods. Weekly expectations (weekly inquiry in math, weekly close-read in ELA) Quarterly expectations (TDA, Constructed Response 1x per quarter 1, 2, 4, 2x per quarter 3)	Presentation	K-12 teachers of Math, ELA	8/23/2023-8/24/2023

