

SUGAR VALLEY RURAL CS

236 E Main St

ATSI Title 1 School Plan | 2022 - 2023

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
Amy Hockenberry	Teacher	SVRCS
Alicia Lamey	Teacher	SVRCS
Michael Fry	Teacher	SVRCS
Carrie Doyle	Teacher	SVRCS
Melissa Martin	Parent	SVRCS
Tracie Kennedy	Chief School Administrator	SVRCS
William Deavor III	Administration	SVRCS
Broc Phillips	Teacher	SVRCS
Brian Stugart	Principal	SVRCS
Darice Hampton	Principal	SVRCS
Aine Rossman	Student	SVRCS

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>All key stakeholders must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education.</p>	<p>School climate and culture</p>
<p>Comprehensive usage of ECRI routines and resources developed for MyView Literacy used with fidelity by all K-2 teachers, paras, Title I staff who instruct students in ELA. Curriculum, Data & Innovation Team ELA Leads will lead workshop series at in-services centering on differentiated instruction (meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, flexible co-teaching strategies), as well as using data to best inform ongoing instruction. Outline clear expectations/timeframes for Title I.</p>	<p>English Language Arts</p>
<p>Algebra 1 A/B - 90 minutes per day to better address all Alg. 1 eligible content sufficient for long-term retention. Desmos graphing calculator will be used in all grades 3-12 (will be included in PSSAs and Keystones beginning in Spring '23). Math In Focus will be implemented in K-8 (Singapore Math shows more efficacy in fostering conceptual, visualization understanding as compared to many older programs). Ongoing meetings to share best practices. Curriculum, Data & Innovation Team Math Leads will lead workshop series at in-services centering on differentiated instruction (meeting all needs in academically diverse classes, implementing Math standards across content areas, unpacking standards for clarity in UBD planning, flexible co-teaching strategies), as well as using data to best inform ongoing instruction.</p>	<p>Mathematics</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Close Reading

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Literacy	Literacy - By the end of year 3, K-2 teachers, paras, Special Ed Teachers, Title I staff will use ECRI routines correctly, consistently each day of instruction. Teachers in all content areas are meeting all needs in academically diverse classes by implementing ELA standards across all content areas (at least one ELA standard per lesson), unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). All teachers of ELA K-12 will teach close reading strategies consistently in every unit, and conduct TDA practice modules at least once per marking period.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Close reading strategies implemented each week in ELA classes K-12.	2022-07-01 - 2023-06-02	Broc Phillips - Supervisor of Curriculum & Instruction K-12	CDI Leads for ELA, Elementary, Secondary. No Title I funds required for this purpose. No additional purchases are necessary.

Anticipated Outcome

Increased student growth on TDA, close reading modules.

Monitoring/Evaluation

Review student work aligning to close reading, TDA each quarter.

Evidence-based Strategy

Inquiry-Based Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math/Algebra 1

Mathematics/Algebra - By the end of year 3, all teachers of Math K-12 plan all instruction centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention. Desmos graphing calculator will be used in all grades 3-12 (will be included in PSSAs and Keystones beginning in Spring '23). CDI Team will lead teacher workshops to identify, share, develop best practices in teaching with Math in Focus K-8 curriculum. Teachers of math K-12 are meeting all needs in academically diverse classes by unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All teachers of Math K-12 plan instruction at least three times per marking period centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention.	2022-07-01 - 2023-06-02	Broc Phillips, Supervisor of Curriculum K-12	CDI Team Math Leads. No Title I funds required for this purpose. No additional purchases are necessary.

Anticipated Outcome

Increased student engagement, skill/concept acquisition/retention.

Monitoring/Evaluation

Review student work aligning to inquiry teaching, each quarter. Observe each teacher's first inquiry instruction.

Evidence-based Strategy

Consistent response to student behaviors

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Culture of High Expectations

All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors,	2022-07-01 - 2023-06-02	Jason Pletcher, PBIS Lead Coach	PBIS Team. No Title I funds required for this purpose. No additional purchases are

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

Anticipated Outcome
 100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors, respectively.

Monitoring/Evaluation
 Weekly walkthrough observations of classrooms. Addressing concerns as they are observed.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Literacy - By the end of year 3, K-2 teachers, paras, Special Ed Teachers, Title I staff will use ECRI routines correctly, consistently each day of instruction. Teachers in all content areas are meeting all needs in academically diverse classes by implementing ELA standards across all content areas (at least one ELA standard per lesson), unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). All teachers of ELA K-12 will teach close reading strategies consistently in every unit, and conduct TDA practice modules at least once per marking period. (Literacy)</p>	Close Reading	Close reading strategies implemented each week in ELA classes K-12.	07/01/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Mathematics/Algebra - By the end of year 3, all teachers of Math K-12 plan all instruction centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention. Desmos graphing calculator will be used in all grades 3-12 (will be included in PSSAs and Keystones beginning in Spring '23). CDI Team will lead teacher workshops to identify, share, develop best practices in teaching with Math in Focus K-8 curriculum. Teachers of math K-12 are meeting all needs in academically diverse classes by unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). (Math/Algebra 1)</p>	<p>Inquiry-Based Instruction</p>	<p>All teachers of Math K-12 plan instruction at least three times per marking period centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention.</p>	<p>07/01/2022 - 06/02/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education. (Culture of High Expectations)</p>	<p>Consistent response to student behaviors</p>	<p>100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors, respectively.</p>	<p>07/01/2022 - 06/02/2023</p>

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

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

Individualized instruction

Science/Biology

Four-Year Outreach

Technology

Career Standards Benchmark

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - ECRI, Heggerty (K-2), Read 180, summer programming.

Teacher and Student rapport - Small teacher to student ratio.

Technology - Study Island, Read 180, MAP, 1:1 Chromebooks.

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - Title 1, Math 180, summer programming.

Teacher and Student rapport - Small teacher to student ratio.

Challenges

Literacy

Industry-Based Learning

English Language Arts/Literature

Mathematics/Algebra

Attendance

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

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Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage.

Strengths

Technology - Study Island, Math 180, MAP, 1:1 Chromebooks.

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - Keystone Biology, STS, STEM, Tech Ed.

Teacher and Student rapport - Small teacher to student ratio.

Technology - Study Island, Math 180, MAP, 1:1 Chromebooks.

Individualized instruction - 11th grade career engagement course, 12th grade career-based ELA course, Math 12/personal finance, Living on your Own.

Differentiated class offerings - 11th grade career engagement course, 12th grade career-based ELA course, Math 12/personal finance, Living on your Own.

Teacher and Student rapport - Simulated interviews, senior career/college advisor/mentors.

Community Outreach - OVR (postsecondary transition), partnering with local businesses and post-secondary educational organizations (First Quality, Truck-Lite, Fish & Boat Commission, Nicholas Meats, Career Link, State Police, Penn College, CPI).

Challenges

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

Industry-Based Learning - Limited availability due to location, transportation. TIW, Act 158 considerations will improve this challenge.

Community Outreach - Limited availability due to location, transportation. TIW, Act 158 considerations as well as new Community Liaison will improve this challenge.

Literacy

Attendance

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage

Attendance - Utilize SAP Program, social worker more fully, increase communication with CYS and other outside agencies.

Professional Learning - Workshop series led by members of currently meeting school committees will increase teachers' abilities to meet the diverse needs of students in mixed-ability settings, as well as in implementing literacy strategies in all content areas.

Strengths

Technology - Smart Futures, 1:1 Chromebooks, web-based college/workplace tours/presentations.

Individualized instruction

Differentiated class offerings

Teacher and Student rapport

Community Outreach

Technology

Individualized instruction - Title 1, tutoring, para support.

Differentiated class offerings - ECRI, Heggerty (K-2), Read 180, summer programming.

Teacher and Student rapport - Small teacher to student ratio.

Community Outreach - Families, members of teaching staff, community involved in school initiatives.

Technology - Study Island, Read 180, MAP, 1:1 Chromebooks.

Individualized instruction - Systematic, collaborative planning processes (to ensure instruction is coordinated, aligned, and evidence-based) will increase the efficacy of curricular materials

Challenges

Foster a culture of high expectations for success for all students, educators, families, and community members - PBIS team will meet to develop and deliver training on implementing a consistent school-wide program for addressing and responding to student behavior, positive and negative. Academics and efforts aligned with post-secondary engagement will increase with student behaviors, driven by consistency in staff's methods for addressing, acknowledging behaviors.

Strengths

and lesson plans aligned to the PA Standards. Individualization for specific subgroups of students will be part of the planning process.

Differentiated class offerings - Systematic, collaborative planning processes (to ensure instruction is coordinated, aligned, and evidence-based) will increase the efficacy of curricular materials and lesson plans aligned to the PA Standards. Individualization for specific subgroups of students will be part of the planning process.

Teacher and Student rapport - PBIS can be leveraged to increase teacher and student rapport. This can lead to increased academic, post-secondary engagement.

Community Outreach - Act 158 graduation requirements push schools to find opportunities for the school to connect with the community in order to better educate students for the jobs available in the community. In SY 2021-22, there will be many more opportunities in this regard. Teacher in the Workplace grant will support this initiative.

Technology - Study Island, Read 180, MAP, 1:1 Chromebooks. Continuous upgrades, maintenance to Chromebook fleet.

Most Notable Observations/Patterns

Math/Algebra, Literacy, Career Benchmark, Professional Learning, Culture of High Expectations (consistency - staff, students, families).

Challenges

Discussion Point

Priority for Planning

Mathematics/Algebra

Algebra 1 A/B - 90 minutes per day to better address all Alg. 1 eligible content sufficient for long-term retention. Desmos graphing calculator will be used in all grades 3-12 (will be included in PSSAs and Keystones beginning in Spring '23). Math In Focus will be implemented in K-8 (Singapore Math shows more efficacy in fostering conceptual, visualization understanding as compared to many older programs). Ongoing meetings to share best practices. Curriculum, Data & Innovation Team Math Leads will lead workshop series at in-services centering on differentiated instruction (meeting all needs in academically diverse classes, implementing Math standards across content areas, unpacking standards for clarity in UBD planning, flexible co-teaching strategies), as well as using data to best inform ongoing instruction.

Industry-Based Learning - Limited availability due to location, transportation. TIW, Act 158 considerations will improve this challenge.

Professional Learning - Workshop series

Low social-economic status population and PSSA data

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

led by members of currently meeting school committees will increase teachers' abilities to meet the diverse needs of students in mixed-ability settings, as well as in implementing literacy strategies in all content areas.

Foster a culture of high expectations for success for all students, educators, families, and community members - PBIS team will meet to develop and deliver training on implementing a consistent school-wide program for addressing and responding to student behavior, positive and negative. Academics and efforts aligned with post-secondary engagement will increase with student behaviors, driven by consistency in staff's methods for addressing, acknowledging behaviors.

PBIS will play a strong role in re-development and delivery of school-wide behavioral expectations for students and staff. Delivery of training will occur with administrative support, as will follow-ups on a quarterly basis.

Literacy - ECRI, Title 1, Professional Development, Study Island, MAP Data Usage

Comprehensive usage of ECRI routines and resources developed for MyView Literacy used with fidelity by all K-2 teachers, paras, Title I staff who instruct students in ELA. Curriculum, Data & Innovation Team ELA Leads will lead workshop series at in-services centering on differentiated instruction (meeting all needs in academically diverse classes, implementing ELA standards across all content areas, unpacking standards for clarity in UBD planning, flexible co-teaching strategies), as

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

well as using data to best inform ongoing instruction. Outline clear expectations/timeframes for Title I.

ADDENDUM B: ACTION PLAN

Action Plan: Close Reading

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Close reading strategies implemented each week in ELA classes K-12.	07/01/2022 - 06/02/2023		
Monitoring/Evaluation	Anticipated Output		
Review student work aligning to close reading, TDA each quarter.	Increased student growth on TDA, close reading modules.		
Material/Resources/Supports Needed		PD Step	Comm Step
CDI Leads for ELA, Elementary, Secondary. No Title I funds required for this purpose. No additional purchases are necessary.		yes	yes
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Action Plan: Inquiry-Based Instruction

Action Steps	Anticipated Start/Completion Date	
All teachers of Math K-12 plan instruction at least three times per marking period centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention.	07/01/2022 - 06/02/2023	
Monitoring/Evaluation	Anticipated Output	
Review student work aligning to inquiry teaching, each quarter. Observe each teacher's first inquiry instruction.	Increased student engagement, skill/concept acquisition/retention.	
Material/Resources/Supports Needed	PD Step	Comm Step
CDI Team Math Leads. No Title I funds required for this purpose. No additional purchases are necessary.	yes	yes
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Action Plan: Consistent response to student behaviors

Action Steps	Anticipated Start/Completion Date	
100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors, respectively.	07/01/2022 - 06/02/2023	
Monitoring/Evaluation	Anticipated Output	
Weekly walkthrough observations of classrooms. Addressing concerns as they are observed.	100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors, respectively.	
Material/Resources/Supports Needed	PD Step	Comm Step
PBIS Team. No Title I funds required for this purpose. No additional purchases are necessary.	yes	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Literacy - By the end of year 3, K-2 teachers, paras, Special Ed Teachers, Title I staff will use ECRI routines correctly, consistently each day of instruction. Teachers in all content areas are meeting all needs in academically diverse classes by implementing ELA standards across all content areas (at least one ELA standard per lesson), unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). All teachers of ELA K-12 will teach close reading strategies consistently in every unit, and conduct TDA practice modules at least once per marking period. (Literacy)</p>	<p>Close Reading</p>	<p>Close reading strategies implemented each week in ELA classes K-12.</p>	<p>07/01/2022 - 06/02/2023</p>
<p>Mathematics/Algebra - By the end of year 3, all teachers of Math K-12 plan all instruction centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention. Desmos graphing calculator will be used in all grades 3-12 (will be included in PSSAs and Keystones beginning in Spring '23). CDI Team will lead teacher workshops to identify, share, develop best practices in teaching with Math in Focus K-8 curriculum. Teachers of math K-12 are meeting all</p>	<p>Inquiry-Based Instruction</p>	<p>All teachers of Math K-12 plan instruction at least three times per marking period centered on inquiry-based methods and</p>	<p>07/01/2022 - 06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>needs in academically diverse classes by unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). (Math/Algebra 1)</p>		<p>strategies to increase engagement, skill/concept acquisition/retention.</p>	
<p>All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education. (Culture of High Expectations)</p>	<p>Consistent response to student behaviors</p>	<p>100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors, respectively.</p>	<p>07/01/2022 - 06/02/2023</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Close Reading Workshop	ELA Teachers (K-12)	Close Reading Strategies, Communicating with Students, Building Capacity in Students, Polishing Student Craft, Translating to the TDA, TDA Practice.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Teacher response to formative/summative assessment in workshops (can describe close reading strategies), Curriculum Supervisor observation of Close Reading, TDA activities in classrooms.		07/01/2022 - 06/30/2023	Broc Phillips - Supervisor of Curriculum & Instruction K-12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

3a: Communicating with Students

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Inquiry-Based Instruction Workshop

Math Teachers (K-12)

Inquiry-Based Methods, Lesson/Activity Design, Communicating with Students, Building Capacity in Students, Polishing Student Craft, Authentic/State Test Practice.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher response to formative/summative assessment in workshops (can describe inquiry-based methods), Curriculum Supervisor observation of Inquiry-Based activities/lessons in classrooms.	07/01/2022 - 06/30/2023	Broc Phillips - Supervisor of Curriculum & Instruction K-12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

3a: Communicating with Students



Professional Development Step	Audience	Topics of Prof. Dev
SWPBIS Trainings	All staff who interact with students	Identifying positive, negative student behavior, Responding consistently to positive, negative student behavior, Holding students accountable for/Fostering positive behavior

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Summative survey (how to respond to various positive/negative behaviors), Observation of conversation regarding consistency of acknowledgement of positive and negative behaviors, Classroom observations (Curriculum Supervisor & Principals).	07/01/2022 - 06/30/2023	Jason Pletcher, PBIS Head Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>2b: Establishing a Culture for Learning</p> <p>4c: Communicating with Families</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>2d: Managing Student Behavior</p> <p>4f: Showing Professionalism</p> <p>3a: Communicating with Students</p>	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Literacy - By the end of year 3, K-2 teachers, paras, Special Ed Teachers, Title I staff will use ECRI routines correctly, consistently each day of instruction. Teachers in all content areas are meeting all needs in academically diverse classes by implementing ELA standards across all content areas (at least one ELA standard per lesson), unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). All teachers of ELA K-12 will teach close reading strategies consistently in every unit, and conduct TDA practice modules at least once per marking period. (Literacy)</p>	Close Reading	Close reading strategies implemented each week in ELA classes K-12.	2022-07-01 - 2023-06-02
<p>Mathematics/Algebra - By the end of year 3, all teachers of Math K-12 plan all instruction centered on inquiry-based methods and strategies to increase engagement, skill/concept acquisition/retention. Desmos graphing calculator will be used in all grades 3-12 (will be included in PSSAs and Keystones beginning in Spring '23). CDI Team will lead teacher workshops to identify, share, develop best practices in teaching with Math in Focus K-8 curriculum. Teachers of math K-12 are meeting all</p>	Inquiry-Based Instruction	All teachers of Math K-12 plan instruction at least three times per marking period centered on inquiry-based methods and	2022-07-01 - 2023-06-02

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>needs in academically diverse classes by unpacking standards for clarity in UBD planning, making flexible use of co-teaching strategies (beyond one teach, one observe/help), as well as using data to best inform ongoing instruction (MAP, local assessment, etc.). This will be assessed during coaching cycles (Curriculum Supervisor) as well as observations (Curriculum Supervisor and Principals). (Math/Algebra 1)</p>		<p>strategies to increase engagement, skill/concept acquisition/retention.</p>	
<p>All key stakeholders (teachers, students, parents) must be 100% on the same page regarding expectations for student academics and behavior, teacher response to positive and negative behaviors, parent maintenance, use of knowledge of student academics, behaviors, role in students' education. All students must be supported by all adults involved in the student's education. (Culture of High Expectations)</p>	<p>Consistent response to student behaviors</p>	<p>100% of teachers actively and appropriately participating in addressing student positive/negative behaviors (according to updated behavioral flowchart) on ~ 5:1 recognition of positive:negative behaviors, respectively.</p>	<p>2022-07-01 - 2023-06-02</p>

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Close Reading Overview (CDI Team)	CDI Team ELA Leads	What is Close Reading? What are TDAs? How do we coach teachers to teach students?

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2023	Once per year, beginning of year	Presentation

Lead Person/Position
Broc Phillips, Supervisor of Curriculum & Instruction K-12

Communication Step	Audience	Topics/Message of Communication
Inquiry-Based Methods Overview (CDI Team)	CDI Team Math Leads	What are inquiry-based methods/activities? How do we coach teachers to teach with inquiry-based methods?

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2023	Once per year, beginning of year	Presentation

Lead Person/Position

Broc Phillips, Supervisor of Curriculum & Instruction K-12

Communication Step

Audience

Topics/Message of Communication

RISE Back-To-School 2022

RISE Team Members

What behaviors must we target at Elementary/Secondary (both positive and negative)? How do we support teachers in responding appropriately and consistently to positive and negative behaviors with all students?

Anticipated Timeframe

Frequency

Delivery Method

07/01/2022 - 06/30/2023

Twice per year; once in August at in-services, once in December, to prepare for RISE Reboot Assembly

Presentation

Lead Person/Position

Jason Pletcher, SWPBIS Head Coach

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share SIP with SVRCS Board	The 2022-2023 School Improvement Plan is on display on the SVRCS website.	Verbal communication at board meeting	Board	June 2022
Board Data Meetings - Broc Phillips will share out ongoing student growth and achievement data as it pertains to the elements of the Action Plan	What progress have teachers made with respect to adopting Close Reading/TDA (ELA, etc.), and Inquiry (Math, etc.) strategies and instruction? What gains have we measured in students due to teachers' progress in these desired teaching methods? How have teachers' and students' use of RISE increased in fidelity of implementation?	Verbal communication at board meetings	Board	July 2022- June 2023
