# BRIGADIER GENERAL ANNA MAE HAYS EL SCH

1227 W Gordon St

Schoolwide Title 1 School Plan | 2021 - 2022

# Steering Committee

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# Vision for Learning

Each and every student with the active support of the entire Hays community, will leave Brigadier General Anna Mae Hays Elementary School ready to thrive throughout middle school and enter a diverse and complex world ready to prosper.

# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| At both schools, All student groups Exceeded the Standard Demonstrating Growth in English Language Arts. Cleveland had an Academic Growth Score of 100 and McKinley had an Academic Growth Score of 85, both above the state average. | No |
| At both schools, All student groups Exceeded the Standard Demonstrating Growth in Mathematics. Cleveland had an Academic Growth Score of 83 and McKinley had an Academic Growth Score of 82, both above the state average. | No |
| At both schools, the Hispanic Student Group Exceeded the Standard Demonstrating Growth in English Language Arts. Cleveland had an Academic Growth Score of 95 and McKinley had an Academic Growth Score of 84, both above the state average. | No |
| 24% of 5th grade students tested Proficient or Advanced on the STAR ELA Spring Assessment. | Yes |
| 22% of 3rd grade students tested Proficient or Advanced on the STAR ELA Spring Assessment. | Yes |
| 11% of 5th grade students tested Proficient or Advanced on the Spring STAR Math Assessment. | No |
| Continue utilizing Science Fusion as well as filling gaps in curriculum with both Problem-Based and Project-based learning experiences. | No |
| 88% of 5th grade students meet the performance standard for career readiness. | No |
| 12% of 5th grade Hispanic students scored Proficient or Advanced, 1% higher than the all student group average. | No |
| 8.7% of Hispanic students scored Proficient or Advanced on the Spring STAR Math Assessment. | No |
| 18.8% of Hispanic students scored Proficient or Advanced on the Spring STAR ELA Assessment. | Yes |
| Implement evidence-based strategies to engage families to support learning | No |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school. | No |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| At both schools, All Student Groups Did Not Meet Interim Goals/Improvement Targets. McKinley had 25% of students score proficient or advanced in Math. Cleveland had 14.1% of students score proficient or advanced. | No |
| At both schools, Percent of Students scoring proficient or advanced in English Language Arts/Literature is far less than the state average. 35.5% of McKinley students scored proficient or advanced while 27.1% of Cleveland students scored proficient or advanced. | No |
| The percent of ESOL student group and Students with Disability student group that scored Proficient or Advanced in ELA/Literature was significantly lower than the student average. Cleveland ESOL student group scored 15.8% and the Students with Disability student group scored 12.5%. McKinley ESOL student group scored 20%. | No |
| 78% of students tested Basic or Below Basic on the Spring STAR ELA Assessment. | No |
| Only 3% of EL students tested Proficient or Advanced on the Spring STAR ELA Assessment. | Yes |
| 49.67% of students tested Below Basic on the Spring STARELA Assessment. | Yes |
| Only 3% of students with IEPs tested Proficient or Advanced on the Spring STAR ELA Assessment. | No |
| 0% of EL students tested Proficient or Advanced on the Spring STAR Math Assessment. | Yes |
| 0% of students with IEPs tested Proficient or Advanced on the Spring STAR MathAssessment. | Yes |
| 67% of students tested below basic on the Spring STAR Math Assessment. | Yes |
| More robust, strategic plan to incorporate Science standards throughout the ELA and Math block. | No |
| Incorporate before and/or after school STEM club. | No |
| 12% of 5th grade students did not meet the performance standard for career readiness. | No |
| Hispanic students scored 3.2% lower on the Spring STAR ELA Assessment than the All student group average. | No |
| 16% of 4th grade Hispanic students tested Proficient or Advanced on the Spring STAR ELA Assessment. | No |
| Hispanic students scored .8% lower on the Spring STAR Math Assessment than the All student group average. | No |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. | No |
| Provide frequent, timely, and systematic feedback and support on instructional practices | No |

## Most Notable Observations/Patterns

# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| 24% of 5th grade students tested Proficient or Advanced on the STAR ELA Spring Assessment. |  |
| 22% of 3rd grade students tested Proficient or Advanced on the STAR ELA Spring Assessment. |  |
| 18.8% of Hispanic students scored Proficient or Advanced on the Spring STAR ELA Assessment. |  |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| Only 3% of EL students tested Proficient or Advanced on the Spring STAR ELA Assessment. |  | No |  |
| 49.67% of students tested Below Basic on the Spring STARELA Assessment. |  | Yes | If we provide resources and effective professional learning supports aligned to the foundational skills of reading, then teachers will implement effective lessons to address foundational skills of reading using a variety of resources, and students will meet their ELA growth targets. |
| 0% of EL students tested Proficient or Advanced on the Spring STAR Math Assessment. |  | Yes | If we provide resources and effective professional learning supports aligned to standards-based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources, and students will meet their ELA growth targets. |
| 0% of students with IEPs tested Proficient or Advanced on the Spring STAR MathAssessment. |  | Yes | If we provide resources and effective professional learning supports aligned to standards-based Mathematics instruction, then teachers will implement effective mathematics instruction using a variety of aligned resources, and students will meet their mathematics growth targets. |
| 67% of students tested below basic on the Spring STAR Math Assessment. |  | Yes | If we align resources and incorporate a math intervention specialist that provides job embedded professional development for classroom teachers in planning, delivering, and improving mathematics instruction; assists in gathering, analyzing and utilizing data to improve student achievement in all student groups; assesses and analyzes individual student assessment data and designs and implements mathematics interventions for struggling students, then teachers will implement effective mathematics instruction using a variety of aligned resources, and students will meet their mathematics growth targets. |

# Goal Setting

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| **Priority:** If we provide resources and effective professional learning supports aligned to the foundational skills of reading, then teachers will implement effective lessons to address foundational skills of reading using a variety of resources, and students will meet their ELA growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Early Literacy | Our goal is that 50% of Kindergarten, First, and Second grade students will test at or above grade level based off the STAR Early Literacy and STAR Reading benchmark assessments. | Early Literacy | 2021-2022 STAR Early Literacy and STAR Reading Benchmark 1 percent of all students that have a grade equivalent at or above level. | target will be determined after benchmark 1 | target will be determined after benchmark 1 | 50% of all K, 1st, and 2nd grade students will score at or above grade equivalent on STAR Early Literacy and STAR Reading Benchmark 4. |
| Professional learning | With focus on getting student reading at grade level by third grade as well as shifting to a focus on the foundational skills of reading, teachers who teach ELA, will have professional learning focusing on innovative approaches to instruction on the foundational skills of reading. Lessons will be designed and implemented to ensure a focus is placed on addressing the foundational skills of reading in the Kindergarten through 3rd grade levels. | Early Literacy Professional Learning | Teachers teaching reading to students in grades Kindergarten through 3rd grade will begin entry level professional development focused on foundational skills. | Teachers teaching reading to students in grades Kindergarten through 3rd grade will continue entry level professional development focused on foundational skills. | Teachers teaching reading to students in grades Kindergarten through 3rd grade will continue through professional development focused on foundational skills. | Teachers teaching reading to students in grades Kindergarten through 3rd grade will complete professional development focused on foundational skills. |

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| **Priority:** If we provide resources and effective professional learning supports aligned to standards-based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources, and students will meet their ELA growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | Our goal is to meet the PA Future Ready target of 81.1% of all students scoring proficient or advanced on the ELA PSSA by 2030. To reach this goal, interim targets for the all-student population have been calculated by establishing a yearly 4.78% increase on ELA PSSA scores from the baseline data. During the 2020-2021 school year, Brigadier General Anna Mae Hays Elementary will increase the percentage of students advanced or proficient on the ELA PSSA to 42.8% | English Language Arts | 2021-2022 STAR ELA Benchmark 1 percent of all students will score proficient or advanced. | target will be determined after benchmark 1 | target will be determined after benchmark 1 | 42.8% of all students will score proficient or advanced on PSSA ELA. |

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| **Priority:** If we provide resources and effective professional learning supports aligned to standards-based Mathematics instruction, then teachers will implement effective mathematics instruction using a variety of aligned resources, and students will meet their mathematics growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | Our goal is to meet the PA Future Ready target of 71.8% of all students scoring proficient or advanced on the Math PSSA by 2030. To reach this goal, we are trying to increase the percent of students with IEPs that test Proficient or Advanced on the PSSA Math assessment to 10% for the 2021-2022 academic year. | Math - IEP | 2021-2022 STAR Math Benchmark 1 percent of students with an IEP will score proficient or advanced. | target will be determined after benchmark 1 | target will be determined after benchmark 1 | 10% of students with an IEP will score proficient or advanced on PSSA mathematics. |

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| **Priority:** If we align resources and incorporate a math intervention specialist that provides job embedded professional development for classroom teachers in planning, delivering, and improving mathematics instruction; assists in gathering, analyzing and utilizing data to improve student achievement in all student groups; assesses and analyzes individual student assessment data and designs and implements mathematics interventions for struggling students, then teachers will implement effective mathematics instruction using a variety of aligned resources, and students will meet their mathematics growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | Our goal is to meet the PA Future Ready target of 71.8% of all students scoring proficient or advanced on the Math PSSA by 2030. To reach this goal, interim targets for the all-student population have been calculated by establishing a yearly 4.9% increase on Math PSSA scores from the baseline data. During the 2021-2022 school year, Brigadier General Anna Mae Hays Elementary will increase the percentage of students advanced or proficient on the Math PSSA to 32.6% | Math | 2021-2022 STAR Math Benchmark 1 percent of all students will score proficient or advanced. | target will be determined after benchmark 1 | target will be determined after benchmark 1 | 32.2% of all students will score proficient or advanced on PSSA mathematics. |
| Professional learning | With a focus on effective Mathematics instruction, teachers who teach math, will have professional learning communities focused on standards-based approach and effective instructional strategies. The professional learning communities will meet at least twice a month throughout the school year. | Math PLCs | Professional Learning Communities will have met a total of 4 times. | Professional Learning Communities will have met a total of 9 times. | Professional Learning Communities will have met a total of 14 times. | Professional Learning Communities will have met a total of 19 times. |

# Action Plan

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| **Action Plan for:** Provide a tiered system of instructional and behavioral supports and interventions | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Math * English Language Arts * Early Literacy * Early Literacy Professional Learning * Math - IEP | | Student competency will increase, leading to an increase of students scoring proficient or above. Teacher's instruction will better align to the needs of the students. | | STAR Benchmark scores, I/E block schedules and assignements, Walthroughs | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| The building staff will provide a tiered system of instructional and behavioral supports and interventions to meet the learning needs of all students. These tiered systems will support students with interventions and strategies to assist them in becoming successful. | 09/07/2021 | 06/15/2022 | Naaman Schlegel - Principal | Math Intervention Specialist | Yes |
| Continue incorporating an I/E block during face-to-instruction that incorporates evidence-based interventions in assisting and supporting students in both ELA and Math. | 09/07/2021 | 06/15/2022 | Naaman Schlegel - Principal | LLI, FocusMath, , Lexia, Dreambox, Nearpod, Bridge the Gap, RAZKids etc. | Yes |
| Provide extended learning opportunities to students to help them show growth academically. | 10/11/2021 | 05/13/2021 | Naaman Schlegel - Principal | EPED for staff, supplies, intervention programs | Yes |
| Teachers will receive professional development to learn new programs to address foundational skills of students. | 09/01/2021 | 06/15/2022 | Naaman Schlegel - Principal | LETRS Materials LETRS Professional Development Heggerty Materials Heggerty Professional Development | Yes |

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| **Action Plan for:** Provide schools with resources, training, and support for technology and data management | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Math * English Language Arts * Math - IEP | | Provide every student with a device to use. Students will use Dreambox throughout the school year on a regular basis, leading to improved Math proficiency. | | Closed PO for chromebooks, Dreambox PD Agenda/Sign In sheets, Dreambox Usage Reports | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Purchase Chromebooks for students to use to continue with our 1 to 1 model. | 09/07/2021 | 06/15/2022 | Naaman Schlegel - Principal | chromebooks | No |
| Continue to incorporate and utilize Dreambox as a personalized math program for students. | 09/07/2021 | 06/15/2022 | Naaman Schlegel - Principal | Dreambox school licenses | No |
| Incorporate professional development opportunities for staff to learn program and reports of Dreambox. | 09/07/2021 | 06/15/2022 | Naaman Schlegel - Principal | Dreambox Professional Development Dreambox program | Yes |

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| **Action Plan for:** Educate Parents | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Math * English Language Arts * Early Literacy * Math - IEP | | Families will understand the expectations placed on students at Hays. Families will understand the PSSA assessments and utilize PSSA kit to ensure student is prepared for assessments. Families will be actively involved in planning, attending, and participating in events at Hays Elementary. | | Sign In Sheets from all FACE Events | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Incorporate learning opportunities for families that review the expectations for students of Hays. | 09/07/2021 | 06/15/2022 | Naaman Schlegel - Principal | Food | No |
| Develop and implement PSSA Information Nights that provides families with a variety of strategies and manipulatives to help prepare their children for the PSSA assessments. | 09/15/2021 | 04/29/2022 | Naaman Schlegel | Objects and Supplies to build PSSA prep kits for students Food | No |
| Throughout the year, hold a variety of Family and Community Engagements events that focus on academics, needs of our families, and extra-curriculars that celebrate the great things happening at Hays. | 09/01/2021 | 06/15/2022 | Naaman Schlegel - Principal | Food Books Resources | No |

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| **Action Plan for:** Creating Effective Professional Learning Communities | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Math * Math PLCs * English Language Arts * Early Literacy * Early Literacy Professional Learning * Math - IEP | | Professional Learning Communities will meet twice a month from October to June. | | PLCs discussion sheets, sign in sheets Book study notes | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Teachers will work throughout the year in Professional Learning Communities to improve student outcomes. | 10/04/2021 | 05/31/2022 | Juliet Saba - Asst. Principal |  | No |
| Administration will introduce and provide an overview of professional learning communities and how it will operate throughout the school year. | 09/01/2021 | 09/30/2021 | Naaman Schlegel - Principal |  | Yes |
| Books will be purchased to help with guiding the PLCs. |  |  | Naaman Schlegel - Principal | book for book study about PLCs book for book study about reaching to teach | No |

# Professional Development Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Provide a tiered system of instructional and behavioral supports and interventions | * The building staff will provide a tiered system of instructional and behavioral supports and interventions to meet the learning needs of all students. These tiered systems will support students with interventions and strategies to assist them in becoming successful. * Continue incorporating an I/E block during face-to-instruction that incorporates evidence-based interventions in assisting and supporting students in both ELA and Math. * Provide extended learning opportunities to students to help them show growth academically. * Teachers will receive professional development to learn new programs to address foundational skills of students. |
| Provide schools with resources, training, and support for technology and data management | * Incorporate professional development opportunities for staff to learn program and reports of Dreambox. |
| Creating Effective Professional Learning Communities | * Administration will introduce and provide an overview of professional learning communities and how it will operate throughout the school year. |

# Professional Development Activities

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| Using Nearpod Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
| * The building staff will provide a tiered system of instructional and behavioral supports and interventions to meet the learning needs of all students. These tiered systems will support students with interventions and strategies to assist them in becoming successful. | All teachers | | Using Nearpod Utilizing the Nearpod Library Building Lessons and Activities in Nearpod | Walkthroughs PD sign in sheet | | Naaman Schlegel | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Workshop(s) | | 1 time | | | * 3c: Engaging Students in Learning | | |  | |

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| Using Nearpod Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
| * The building staff will provide a tiered system of instructional and behavioral supports and interventions to meet the learning needs of all students. These tiered systems will support students with interventions and strategies to assist them in becoming successful. | All teachers | | Using Nearpod Utilizing the Nearpod Library Building Lessons and Activities in Nearpod | Walkthroughs PD sign in sheet | | Naaman Schlegel | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Workshop(s) | | 1 time | | | * 3c: Engaging Students in Learning | | |  | |

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| LETRS Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Teachers Grades K-3 | | LETRS curriculum and building students foundational skills | STAR Early Literacy Assessments | | Naaman Schlegel - Principal | 09/01/2021 | | 06/17/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | 4 times/year | | | * 2b: Establishing a Culture for Learning * 1a: Demonstrating Knowledge of Content and Pedagogy | | | Language and Literacy Acquisition for All Students | |

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| LETRS Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Teachers Grades K-3 | | LETRS curriculum and building students foundational skills | STAR Early Literacy Assessments | | Naaman Schlegel - Principal | 09/01/2021 | | 06/17/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | 4 times/year | | | * 2b: Establishing a Culture for Learning * 1a: Demonstrating Knowledge of Content and Pedagogy | | | Language and Literacy Acquisition for All Students | |

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| Heggerty Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Teachers in grades K-4 | | Introduction and Implementation of the Heggerty Program | STAR Early Literacy Assessments | | Naaman Schlegel - Principal | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | 2 times | | | * 1a: Demonstrating Knowledge of Content and Pedagogy * 1c: Setting Instructional Outcomes | | | Language and Literacy Acquisition for All Students | |

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| Heggerty Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Teachers in grades K-4 | | Introduction and Implementation of the Heggerty Program | STAR Early Literacy Assessments | | Naaman Schlegel - Principal | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | 2 times | | | * 1a: Demonstrating Knowledge of Content and Pedagogy * 1c: Setting Instructional Outcomes | | | Language and Literacy Acquisition for All Students | |

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| Professional Learning Community Book Study | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
| * Administration will introduce and provide an overview of professional learning communities and how it will operate throughout the school year. | All Teachers | | In groups read and respond to the book Navigating PLCs and the process | walkthroughs, PLC discussion reports, sign in sheets | | Juliet Saba - Asst. Principal | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Book study | | monthly | | | * 4a: Reflecting on Teaching * 1c: Setting Instructional Outcomes * 1e: Designing Coherent Instruction | | |  | |
| Professional Learning Community (PLC) | | twice a month | | | * 1e: Designing Coherent Instruction | | |  | |
| Inservice day | | 1 time | | | * 1c: Setting Instructional Outcomes | | |  | |

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| Professional Learning Community Book Study | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
| * Administration will introduce and provide an overview of professional learning communities and how it will operate throughout the school year. | All Teachers | | In groups read and respond to the book Navigating PLCs and the process | walkthroughs, PLC discussion reports, sign in sheets | | Juliet Saba - Asst. Principal | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Book study | | monthly | | | * 4a: Reflecting on Teaching * 1c: Setting Instructional Outcomes * 1e: Designing Coherent Instruction | | |  | |
| Professional Learning Community (PLC) | | twice a month | | | * 1e: Designing Coherent Instruction | | |  | |
| Inservice day | | 1 time | | | * 1c: Setting Instructional Outcomes | | |  | |

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| Dreambox Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | All teachers | | Dreambox Enrollment Dreambox Reports Customizing the program | Dreambox Reports PD sign in sheet/agenda | | Naaman Schlegel - Principal | 09/01/2021 | | 06/15/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | 1 time | | | * 1d: Demonstrating Knowledge of Resources | | |  | |

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| Dreambox Professional Development | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
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