FORT CHERRY EL CTR

110 Fort Cherry Road

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of the Fort Cherry School District is to establish a collaborative community supporting, engaging, and challenging our students to develop a life-long quest for knowledge and success.

STEERING COMMITTEE

Name	Position	Building/Group
Eric Lauver	Federal Program Coordinator	District
Dan Mayer	Elementary Principal	Elementary
Brianne Eiler	Student Service Coordinator	Elementary
Ashley Riascher	Title 1 Reading Specialist	Elementary
Elizabeth Kramer	Title 1 Math Teacher	Elementary
Thomas Samosky	Superintendant	District
Amy Oberly	Elementary Guidance	Elementary
Stephaney Aleksiejczyk	Parent	Elementary
Amanda Keith	Parent	Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teachers will be equipped with student performance data to make informed decisions about student needs and instructional decisions.	Mathematics Regular Attendance English Language Arts
Teachers will be equipped with student performance data to make informed decisions about student needs and instructional decisions.	English Language Arts Mathematics
The District trained all administrators as PBIS trainers during Summer 2023. Additionally, both schools are forming PBIS core teams to complete training during the 2023–24 school year.	School climate and culture
The District will begin the process of analyzing current curriculum and begin to work on alignment to the PA Core standards both vertically and horizontally. Further, students in special education courses will be taught according to state standards without exception.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Attendance mailings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	By the end of the 2023–24 school year, 87% of Fort Cherry Elementary Center Students will be in regular attendance, as defined by the PDE metric (<10% of the school year).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Student Supports Coordinator will follow District policy and practice in sending mailings to students who meet thresholds established by policy.	2023-08-28 - 2024-06-06	Mrs. Brianne Eiler, Elementary Student Supports Coordinator	Time to complete data collection and meetings. Financial resources for mailings.

Anticipated Outcome

A continued focus on regular attendance will yield a higher number of students in regular attendance.

Monitoring/Evaluation

This data will be reported monthly at administrative meetings and reported to the school board in a monthly report.

Evidence-based Strategy

Illustrative Mathematics

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Data	By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse.
Math Coaching and PD	By the end of the 2023–24 school year, 100% of Fort Cherry Elementary Mathematics teachers will receive professional development and coaching in Illustrative Mathematics to improve teaching practice and curricular alignment as measured by attendance at in-service activities and documentation of professional coaching by the Intermediate Unit.
Math Achievement	By the end of the 2023–24 school year, students at Fort Cherry Elementary Center will demonstrate a 3% overall increase in the number of Proficient/Advanced scores as measured by the Pennsylvania System of School Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will provide professional development to all mathematics teachers in K–8 (including special education teachers).	2023-08-21 - 2023-08-24	Mr. Daniel Mayer, Elementary	Trainers from IU, financial resources to pay for training.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principal	
The trainers will provide ongoing coaching and support based on classroom observations by the coaches.	2023-08-28 - 2024-06-06	Mr. Daniel Mayer, Elementary Principal	Trainers from IU, substitutes to cover classes for debriefs, financial resources to pay for coaches.

Anticipated Outcome

A focus with professional development and training will lead to 100% fidelity of implementation with the resource and an increase in academic in mathematics achievement, as measured by the PSSA.

Monitoring/Evaluation

Principals will conduct 15 walkthroughs monthly to check for fidelity of implementation.

Evidence-based Strategy

PBIS Core Team Training

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	By the end of the 2023–24 school year, 100% of the Elementary Center PBIS Core Team will complete PBIS

Goal Nickname	Measurable Goal Statement (Smart Goal)
	training and will be prepared to train elementary staff during the 2024–25 school year, as measured by training logs from the Intermediate Unit.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building Principal will identify core team for PBIS training and complete the pre-training survey.	2023-08-21 - 2023-08-31	Dr. Eric J .Lauver, Director of Pupil Services	Core team, time to plan/collaborate, IU1 supports through TAC team
Building Principal and core teams will complete core team training, as defined by the TAC team from IU1.	2023-08-21 - 2024-06-06	Dr. Eric J. Lauver, Director of Pupil Services	Core Team, substitutes for training days, IU1 supports through TAC team

Anticipated Outcome

100% of core team is trained by the end of the 2023–24 school year. Additionally, core team is ready for implementation with staff and students at the start of the 2024–25 school year.

Monitoring/Evaluation

Progress will be monitored in collaboration with the IU1 TAC team to ensure that all professional development is on schedule.

Evidence-based Strategy

Benchmark Assessment/Progress Monitoring

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Data	By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse.
Economically Disadvantaged ELA	By the end of the 2023–24 school year, students in the Economically Disadvantaged subgroup will meet state performance targets for achievement as defined by the 2030 goals for the PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will use the EdInsight data warehouse to analyze current performance data and make initial plans for the school year.	2023-08-21 - 2023-08-25	Dan Mayer, Elementary Principal	Tine to analyze data
Monthly data team meetings will be held to analyze DIBELS as well as PSSA/CDT/IXL data. These meetings will cause adjustments to the AIRE groupings, based on current need. A particular focus will be placed on students who are Economically Disadvantaged.	2023-08-21 - 2024-06-06	Dan Mayer, Elementary Principal	Time for meetings, Data in data warehouse

Anticipated Outcome

A focus on ELA data and students who are Economically Disadvantaged will lead to an increase in overall performance and achievement commensurate with the 2030 goals.

Monitoring/Evaluation

Progress will be monitored monthly by the student support team (Principal, Student Support Coordinator, Title I Specialists) using DIBELS, IXL, and CDT tests.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse. (Math Data) By the end of the 2023–24 school year, 100% of Fort Cherry Elementary Mathematics teachers will receive professional development and coaching in Illustrative Mathematics to improve teaching practice and curricular alignment as measured by attendance at in-service activities and documentation of professional coaching by the Intermediate Unit. (Math Coaching and PD) By the end of the 2023–24 school year, students at Fort Cherry Elementary Center will demonstrate a 3% overall increase in the number of Proficient/Advanced scores as measured by the Pennsylvania System of School Assessment. (Math Achievement)	Illustrative Mathematics	The District will provide professional development to all mathematics teachers in K–8 (including special education teachers).	08/21/2023 - 08/24/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse. (Math Data) By the end of the 2023–24 school year, students at Fort Cherry Elementary Center will demonstrate a 3% overall increase in the number of Proficient/Advanced scores as measured by the Pennsylvania System of School Assessment. (Math Achievement) By the end of the 2023–24 school year, 100% of Fort Cherry Elementary Mathematics teachers will receive professional development and coaching in Illustrative Mathematics to improve teaching practice and curricular alignment as measured by attendance at in-service activities and documentation of professional coaching by the Intermediate Unit. (Math Coaching and PD)	Illustrative Mathematics	The trainers will provide ongoing coaching and support based on classroom observations by the coaches.	08/28/2023 - 06/06/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023–24 school year, 100% of the Elementary Center PBIS Core Team will complete PBIS training and will be prepared to train elementary staff during the 2024–25 school year, as measured by training logs from the Intermediate Unit. (PBIS)	PBIS Core Team Training	Building Principal and core teams will complete core team training, as defined by the TAC team from IU1.	08/21/2023 - 06/06/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse. (ELA Data) By the end of the 2023–24 school year, students in the Economically Disadvantaged subgroup will meet state performance targets for achievement as defined by the 2030 goals for the PSSA. (Economically Disadvantaged ELA)	Benchmark Assessment/Progress Monitoring	Monthly data team meetings will be held to analyze DIBELS as well as PSSA/CDT/IXL data. These meetings will cause adjustments to the AIRE groupings, based on current need. A particular focus will be placed on students who are Economically Disadvantaged.	08/21/2023 - 06/06/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

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

Chief School Administrator	Thomas J. Samosky	2023-08-29
School Improvement Facilitator Signature		
Building Principal Signature	Daniel S. Mayer	08-29-2023

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary English/Language Arts Achievement

Elementary English/Language Arts Growth

DIBELS data indicates that the primary levels are achieving average to above average progress relative to national norms.

4th Grade Science consistently exceeds growth standard.

100% of students meet career standards benchmark.

Historical and current math data at the elementary level indicates that students in grade 6 show evidence of meeting the growth standard.

IXL Data indicates progress toward grade level benchmarks across the building.

Data from CBA's tends to be consistent with State Assessment Measures. (Students who are Economically Disadvantaged)

Implement a multi-tiered system of supports for academics and behavior

Challenges

Elementary English/Language Arts Achievement (students with disabilities)

Elementary Mathematics/Algebra I Achievement (students with disabilities)

Elementary Mathematics/Algebra I Achievement (economically disadvantaged)

A significant increase in suspensions occurred this year.

Students with disabilities in regular attendance must continue to improve.

Historical PVAAS data indicates that students in grades 4 and 5 demonstrate evidence of not meeting the growth standard.

Overall school performance does not currently meet state interim targets in the building.

59 students who are economically disadvantaged have exceeded the "Regular Attendance" threshold established by PDE.

It is difficult to diagnose future trends with the changes in the

Strengths

Data from IXL tends to be consistent with State Assessment Measures. (Students with Disabilities)

Performance for students with IEP's continued to improve in both English/Language Arts and Mathematics (Students with Disabilities)

Identify professional learning needs through analysis of a variety of data

3rd grade PSSA ELA scores indicate a large jump in proficiency.

PSSA scores meet the interim target for the 2030 goals.

STEAM opportunities improved through the use of the PASmart grant. Summer camps were offered in the Freight Farm and STEAM. New equipment was purchased in partnership with the local library.

Performance in mathematics exceeded the state target. (Students who are Economically Disadvantaged)

Challenges

upcoming science standards.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Growth is still lagging in the elementary levels, particularly in 6th grade.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Performance in English/Language Arts does not meet the state target (Students who are Economically Disadvantaged)

Performance for students with IEP's did not meet state targets in either English/Language Arts and Mathematics (Students with Disabilities)

Align curricular materials and lesson plans to the PA Standards

Identify and address individual student learning needs

Most Notable Observations/Patterns

While attendance has improved, there are still high failure rates on PSSA math and ELA tests for students who have missed more than ten (10) days. Students show a need for a deeper understanding of the type of constructed response necessary to be successful in writing about mathematics.

Challenges	Discussion Point	Priority for Planning
Elementary English/Language Arts Achievement (students with disabilities)	The library experience has been reimagined to include a focus on literacy. Further, the District is providing structured literacy training to all teachers at the Elementary Center during the 2023–24 school year. The District invested in Heggerty and Fundations for primary grades to assist with explicit teaching of literacy.	✓
Elementary Mathematics/Algebra I Achievement (students with disabilities)	A full-time math interventionalist is available to provide small-group supports to students needing data-driven supports. Additionally, the District is providing ongoing professional development in its mathematics series while providing professional coaching to teachers in the classroom.	✓
A significant increase in suspensions occurred this year.		
Implement an evidence-based system of schoolwide positive behavior interventions and supports	The School's MTSS model is highly effective at identifying students needing tiered support and in need of potential multi-disciplinary evaluation for special education.	✓

Challenges	Discussion Point	Priority for Planning
Overall school performance does not currently meet state interim targets in the building.		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		
Performance for students with IEP's did not meet state targets in either English/Language Arts and Mathematics (Students with Disabilities)		
Align curricular materials and lesson plans to the PA Standards	Data indicates a systemic curricular issue beginning in the intermediate grades and continuing through the high school.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Attendance mailings

Action Steps	Anticipated Start/Completion Date
Student Supports Coordinator will follow District policy and practice in sending mailings to students who meet thresholds established by policy.	08/28/2023 - 06/06/2024

Monitoring/Evaluation	Anticipated Output
This data will be reported monthly at administrative meetings and reported to the school board in a monthly report.	A continued focus on regular attendance will yield a higher number of students in regular attendance.

Material/Resources/Supports Needed	PD Step
Time to complete data collection and meetings. Financial resources for mailings.	no

Action Plan: Illustrative Mathematics

Action Steps	Anticipated Start/Completion Date
The District will provide professional development to all mathematics teachers in K–8 (including special education teachers).	08/21/2023 - 08/24/2023

Monitoring/Evaluation	Anticipated Output
Principals will conduct 15 walkthroughs monthly to check for fidelity of implementation.	A focus with professional development and training will lead to 100% fidelity of implementation with the resource and an increase in academic in mathematics achievement, as measured by the PSSA.

Material/Resources/Supports Needed		PD Step
Trainers from IU, financial resources to pay for training.		yes

Action Steps	Anticipated Start/Completion Date
The trainers will provide ongoing coaching and support based on classroom observations by the coaches.	08/28/2023 - 06/06/2024

Monitoring/Evaluation	Anticipated Output
Principals will conduct 15 walkthroughs monthly to check for fidelity of implementation.	A focus with professional development and training will lead to 100% fidelity of implementation with the resource and an increase in academic in mathematics achievement, as measured by the PSSA.

Material/Resources/Supports Needed	PD Step
Trainers from IU, substitutes to cover classes for debriefs, financial resources to pay for coaches.	yes

Action Plan: PBIS Core Team Training

Action Steps	Anticipated Start/Completion Date
Building Principal will identify core team for PBIS training and complete the pre-training survey.	08/21/2023 - 08/31/2023

Monitoring/Evaluation	Anticipated Output
Progress will be monitored in collaboration with the IU1 TAC team to ensure that all professional development is on schedule.	100% of core team is trained by the end of the 2023–24 school year. Additionally, core team is ready for implementation with staff and students at the start of the 2024–25 school year.

Material/Resources/Supports Needed	PD Step
Core team, time to plan/collaborate, IU1 supports through TAC team	no

Action Steps	Anticipated Start/Completion Date
Building Principal and core teams will complete core team training, as defined by the TAC team from IU1.	08/21/2023 - 06/06/2024

Monitoring/Evaluation	Anticipated Output
Progress will be monitored in collaboration with the IU1 TAC team to ensure that all professional development is on schedule.	100% of core team is trained by the end of the 2023–24 school year. Additionally, core team is ready for implementation with staff and students at the start of the 2024–25 school year.

Material/Resources/Supports Needed	PD Step
Core Team, substitutes for training days, IU1 supports through TAC team	yes

Action Plan: Benchmark Assessment/Progress Monitoring

Action Steps	Anticipated Start/Completion Date
Teachers will use the EdInsight data warehouse to analyze current performance data and make initial plans for the school year.	08/21/2023 - 08/25/2023

Monitoring/Evaluation	Anticipated Output
Progress will be monitored monthly by the student support team (Principal, Student Support Coordinator, Title I Specialists) using DIBELS, IXL, and CDT tests.	A focus on ELA data and students who are Economically Disadvantaged will lead to an increase in overall performance and achievement commensurate with the 2030 goals.

Material/Resources/Supports Needed	PD Step
Tine to analyze data	

Action Steps	Anticipated Start/Completion Date
Monthly data team meetings will be held to analyze DIBELS as well as PSSA/CDT/IXL data. These meetings will cause adjustments to the AIRE groupings, based on current need. A particular focus will be placed on students who are Economically Disadvantaged.	08/21/2023 - 06/06/2024

Monitoring/Evaluation	Anticipated Output
Progress will be monitored monthly by the student support team (Principal, Student Support Coordinator, Title I Specialists) using DIBELS, IXL, and CDT tests.	A focus on ELA data and students who are Economically Disadvantaged will lead to an increase in overall performance and achievement commensurate with the 2030 goals.

Material/Resources/Supports Needed		PD Step
Time for meetings, Data in data warehouse		yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse. (Math Data) By the end of the 2023–24 school year, 100% of Fort Cherry Elementary Mathematics teachers will receive professional development and coaching in Illustrative Mathematics to improve teaching practice and curricular alignment as measured by attendance at in-service activities and documentation of professional coaching by the Intermediate Unit. (Math Coaching and PD) By the end of the 2023–24 school year, students at Fort Cherry Elementary Center will demonstrate a 3% overall increase in the number of Proficient/Advanced scores as measured by the Pennsylvania System of School Assessment. (Math Achievement)	Illustrative Mathematics	The District will provide professional development to all mathematics teachers in K–8 (including special education teachers).	08/21/2023 - 08/24/2023
By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse. (Math Data) By the end of the 2023–24 school year, students at Fort Cherry Elementary	Illustrative Mathematics	The trainers will provide ongoing coaching and support based on classroom observations by	08/28/2023 - 06/06/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Center will demonstrate a 3% overall increase in the number of Proficient/Advanced scores as measured by the Pennsylvania System of School Assessment. (Math Achievement) By the end of the 2023–24 school year, 100% of Fort Cherry Elementary Mathematics teachers will receive professional development and coaching in Illustrative Mathematics to improve teaching practice and curricular alignment as measured by attendance at in-service activities and documentation of professional coaching by the Intermediate Unit. (Math Coaching and PD)		the coaches.	
By the end of the 2023–24 school year, 100% of the Elementary Center PBIS Core Team will complete PBIS training and will be prepared to train elementary staff during the 2024–25 school year, as measured by training logs from the Intermediate Unit. (PBIS)	PBIS Core Team Training	Building Principal and core teams will complete core team training, as defined by the TAC team from IU1.	08/21/2023 - 06/06/2024
By the end of this plan, 100% of teachers in assessed subjects will access and analyze student performance data in DIBELS, IXL, PSSA, and PVAAS to make instructional decisions, as measured by logins to the EdInsight Data Warehouse. (ELA Data) By the end of the 2023–24 school year, students in the Economically Disadvantaged subgroup will meet state performance targets for achievement as defined by the 2030 goals for the PSSA. (Economically Disadvantaged ELA)	Benchmark Assessment/Progress Monitoring	Monthly data team meetings will be held to analyze DIBELS as well as PSSA/CDT/IXL data. These meetings will cause adjustments	08/21/2023 - 06/06/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		to the AIRE groupings, based on current need. A particular focus will be placed on students who are Economically Disadvantaged.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Illustrative Mathematics Training	All K–8 mathematics teachers, including Special Education teachers	Refresher of format of series and format of lessons.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be using the series with fidelity, as measured by classroom walkthroughs conducted by building principals.	08/21/2023 - 06/06/2024	Dan Mayer, Elementary Principal

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Core Team Training	PBIS Core Teams from Fort Cherry Elementary Center and Fort Cherry Junior/Senior HIgh School	PBIS overview and implementation steps

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The PBIS core team will be ready to lead staff and student implementation of PBIS during the 2024–25 school year.	08/21/2023 - 06/06/2024	Dr. Eric J. Lauver, Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	
1b: Demonstrating Knowledge of Students	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Benchmark Assessment/Progress Monitoring	All ELA teachers, including Special Education	Review of current progress data (DIBELS, IXL, CDT), plans for AIRE groups to address needs.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
AIRE groups are revised monthly, based on student data; students show improvement as measured by DIBELS, IXL and CDT data.	08/21/2023 - 06/06/2024	Dan Mayer, Elementary Principal

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

4d: Participating in a Professional Community

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Place on Elementary Center Website.	Current yearly plan and action steps.	Website	Parents/employees/community stakeholders	Ongoing throughout 2022-23 year.
Send via Fort Cherry App	Current yearly plan and action steps.	App	App subscribers (parents/community members)	August 2023