VISION FOR LEARNING

Toby Farms teachers and staff will motivate students to meet their academic, social, emotional, and technological needs to ensure all students achieve at high academic levels and show growth towards their learning goals. Students will be engaged in rigorous, culturally relevant learning that enables them to leave school ready for college and careers as productive and active members of the community

STEERING COMMITTEE

Name	Position	Building/Group
LaMonte Popley	Principal	Toby Farms Intermediate School
Stephanie Donofry	Assistant Principal	Toby Farms Intermediate School
Dakisha Saunders	Teacher	Toby Farms Intermediate School
Kandice Lewis	Social Worker	Toby Farms Intermediate School
Fran Santoleri	Teacher Leader	Toby Farms Intermediate School
Latrice Williams	Parent	Toby Farms Intermediate School
Jennifer Archibald	Teacher	Toby Farms Intermediate School
Carlina Parker	District Level Leaders	Chester Upland School District
Elizabeth O'Connell	Teacher	Toby Farms Intermediate School
Heather Stottlemeyer	Other	Delaware County Intermediate Unit

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Priority Statement By providing opportunities for extended collaborative discussion of text meaning and interpretation we will help improve our students abilities to effectively respond to text-dependent analysis tasks because students will have systematic learning opportunities to analyze and write critically in all content areas. By providing teachers with instructional strategies focused on student engagement and critical thinking it will align the teachers' goals with those of our students.	English Language Arts
Based on our needs assessment, we focused our attention on Ratios and Proportional Relationships (6,7) and Functions (8). While students struggle with Numbers and Operations we believe it will better serve the students to have a conceptual understanding of proportional relationships and how they relate to functions.	Mathematics
By implementing evidence-based strategies to provide student and family support focusing on increasing attendance and increased parent communication regarding student attendance, daily student attendance will increase and chronic absenteeism will decrease. By focusing our efforts during the summer and at the beginning of the school year we will target students who may normally miss the first days or weeks of school.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Strengthening family-school - community partnership practices.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Student Regular Attendance Goal	As a result of implementing evidence-based strategies to provide student and family support focusing on increasing attendance and increasing parent communication regarding student attendance, the Regular Attendance Rate will increase to 52.2% by June 30, 2022. (The number is based on PDE exit criteria for 2022-2023 school year).		

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Over the summer, seek out parents to provide updated demographic and contact information and virtual/brick and mortar information for next year.	2022-07-01 - 2022-09-01	Social Worker Guidance Counselor Secretary Administrators	Data gathering tool
Design and Implement a protocol for effectively communicating daily attendance issues with families in an automated form	2022-09-01 - 2023-06-30	Administrators Classroom Teachers Counselors Climate Staff	Administrators Classroom Teachers Counselors Climate Staff
Create quarterly workshops for parents on daily, regular attendance and associated matters/barriers.	2022-09-01 - 2023-06-30	Administrators Social Worker Counselor	Meeting space Parent Communication
Improve team-wide communication so that information is instantly shared across personnel (principal, assistant principal, counselors and climate) with student cuts and absences.	2022-09-01 - 2023-06-30	Administration Attendance Personnel Classroom Teachers Counselors Climate Staff	Data gathering and sharing tools
Update the PBIS program to provide new and engaging	2022-09-01 -	Administration PBIS	Incentives Funding Posters

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
incentives	2023-06-30	coordinator	
Meet with district representative on a quarterly basis to review child accounting data (Attendance and Career Readiness data	2022-09-01 - 2023-06-30	Principal Child Accounting Representative	eSchool Attendance procedures Child accounting reports
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.	2022-09-15 - 2022-06-30	Toby Farms Leadership Team	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team

Anticipated Outcome

PBIS Incentive Plan Parent Workshops

Monitoring/Evaluation

Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

Evidence-based Strategy

Improving Adolescent Literacy-Effective Classroom and Intervention Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts Goal	As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Retain the Instructional Coach for ELA and Math to build capacity among teachers.	2022-07-01 - 2022-08-01	Human Resources Principal	Retention protocol for Instructional Coach (CSI Funds FTE - 0.5 ELA and 0.5 Math)
Organize and maintain a repository of intervention materials that matches student needs.	2022-07-01 - 2022-09-30	Instructional Coach Reading Specialist ELA Lead Teachers	Repository of interventions Instructional Coach (CSI Funds FTE - 0.5 ELA and 0.5 Math) Reading Specialist (CSI funds)
Extend intervention opportunities for lower level readers	-	nstructional Coach Reading Specialist ELA Lead Teachers	Intervention resources/programs (CSI FUNDS FT Reading Specialist)
Create a schedule that allows for students to have the same teacher for reading and writing class to create a more cohesive ELA block	2022-07-01 - 0003-07-30	Principal Assistant Principal Guidance Counselor	Eschool scheduling tools Scheduling team Building fully staffed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Instructional Coach	
Explore differentiated text sets to supplement lower-level readers to support TDA instruction	2022-07-01 - 2022-09-30	Assistant Principal Instructional Coach Reading Specialist ELA Lead Teachers	Time to explore resources
Appoint 3 ELA Lead teachers to work over the summer to select intervention materials, create a schedule for ELA instruction, explore differentiated text sets, and to select student engagement strategies	2022-07-01 - 2022-07-15	Principal Assistant Principal	CSI budget for teacher compensation (curriculum rate)
Provide job-embedded coaching to ensure fidelity of implementation of the designated evidence-based strategies by observing instructional practices, providing feedback, creating goals, modeling best practices, and co-teaching lessons.	2022-08-30 - 2023-06-30	Assistant Principal Instructional Coach Reading Specialist TLS Coaches DCIU Coaches	Instructional Coach for (CSI Funds FTE - 0.5 ELA and 0.5 Math) DCIU PD and Coaching Support TLS PD and Coaching Support
ELA instruction will include student engagement strategies	2022-08-30 - 2023-06-30	Principal Assistant Principal Instructional Coach DCIU Coaches TLS Coaches ELA Lead Teachers	DCIU PD and Coaching Support TLS PD and Coaching Support Informal walkthrough document
Create a schedule for intervention and progress monitoring making use of appropriate interventions	2022-07-01 - 2022-07-30	Principal Assistant Principal	Select an intervention program

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Instructional Coach Reading Specialist ELA Lead Teachers	
Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students' instructional levels.	-	Principal Assistant Principal Instructional Coach Reading Specialist DCIU Coaches TLS Coaches ELA Lead Teachers	DCIU PD and Coaching Support TLS PD and Coaching Support
Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students' grade level.	2023-01-03 - 2023-03-31	Principal Assistant Principal Instructional Coach Reading Specialist DCIU Coaches TLS Coaches ELA Lead Teachers	DCIU PD and Coaching Support TLS PD and Coaching Support
Conduct walkthroughs on a monthly basis to determine fidelity in implementation of selected strategies and need for additional support	2022-10-03 - 2023-06-03	Principal Assistant Principal	Walkthrough Documents
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the	2022-10-03 - 2023-06-03	Toby Farms Leadership Team	CSI School Improvement Plan Action Steps and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
leadership team.			Targets/Goals. Monitoring documents District Administration CSI Team

Anticipated Outcome

TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Monitoring/Evaluation

Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

Evidence-based Strategy

Provide systematic and explicit instruction and interventions in math using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Goal	As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023, at least 20.7% of students will be proficient or advanced on the 2023 Math PSSA. (The number is based on PDE exit criteria for 2022-2023 school year)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Retain the Instructional Coach for ELA and Math to build capacity among teachers.	2022-07-01 - 2022-08-01	Human Resources Principal	Retention protocol for Instructional Coach (CSI Funds FTE - 0.5 ELA and 0.5 Math)
Create a schedule that allows for teachers common collaboration time to model the evidence-based strategies, review data, and design interventions.	2022-07-01 - 2022-07-30	Principal Assistant Principal Guidance Counselor Instructional Coach	Eschool scheduling tools Scheduling team Building fully staffed
Provide job-embedded coaching to ensure fidelity of implementation of the designated evidence-based strategies by observing instructional practices, providing feedback, creating goals, modeling best practices, and co-teaching lessons.	2022-08-30 - 2022-08-30	Assistant Principal Instructional Coach TLS Coaches DCIU Coaches	Instructional Coach for (CSI Funds FTE - 0.5 ELA and 0.5 Math) DCIU PD and Coaching Support TLS PD and Coaching Support
Math instruction will include student engagement strategies	2022-08-30 - 2023-06-30	Principal Assistant Principal Instructional Coach DCIU	DCIU PD support TLS strategies Informal walkthrough document

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coaches TLS Coaches	
intervention	2022-07-01 - 2022-07-30	Principal Assistant Principal Instructional Instructional Coach	Select an intervention program
Increase teacher capacity to scaffold word problems, including understanding the problem, devising a plan, carrying out the plan and looking back	2022-09-30 - 2023-03-31	Principal Assistant Principal Instructional Coach DCIU Coaches TLS Coaches	DCIU PD and Coaching Support TLS PD and Coaching Support
Conduct walkthroughs on a monthly basis to determine fidelity in implementation of selected strategies and need for additional support	2022-10-03 - 2023-06-03	Principal Assistant Principal	Walkthrough Documents
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.	2022-08-30 - 2023-06-30	Toby Farms Leadership Team	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Administration CSI Team

Anticipated Outcome

PLC Schedule Quarterly Strategies Intervention Schedule

Monitoring/Evaluation

Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (English Language Arts Goal)	Improving Adolescent Literacy-Effective Classroom and Intervention Practices	ELA instruction will include student engagement strategies	08/30/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (English Language Arts Goal)	Improving Adolescent Literacy-Effective Classroom and Intervention Practices	Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students' instructional levels.	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (English Language Arts Goal)	Improving Adolescent Literacy-Effective Classroom and Intervention Practices	Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students' grade level.	01/03/2023 - 03/31/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023, at least 20.7% of students will be proficient or advanced on the 2023 Math PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (Math Goal)	Provide systematic and explicit instruction and interventions in math using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers	Math instruction will include student engagement strategies	08/30/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023, at least 20.7% of students will be proficient or advanced on the 2023 Math PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (Math Goal)	Provide systematic and explicit instruction and interventions in math using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers	Increase teacher capacity to scaffold word problems, including understanding the problem, devising a plan, carrying out the plan and looking back	09/30/2022 - 03/31/2023

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.

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   LaMonte D. Popley   2022-06-23

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

21.4% of 6th grade students demonstrated significant growth in Key Ideas & Details from 1st to 2nd administration of 2021-2022 CDTs.

20.7% of 6th grade students demonstrated significant growth in Numbers & Operations from 1st to 2nd administration of 2021-2022 CDTs. 19.3% of 8th grade students demonstrated significant growth in Numbers & Operations from 1st to 2nd administration of 2021-2022 CDTs.

77% of educators responded that school leadership provides them with useful feedback to improve their teaching and 70% of educators responded that the school leadership provides them with the support they need to improve their teaching.

21.4% of 6th grade students demonstrated significant growth in Key Ideas & Details from 1st to 2nd administration of 2021-2022 CDTs.

CDT participation rate for 2021-2022 consistently averaged between 90%-100%

19.7% of 7th grade students demonstrated significant growth in

Challenges

12.7% of the All Student Group scored Proficient or Advanced on the 2021 ELA PSSA. The 2021 PVAAS Growth Score in ELA for the All Student Group did not meet the statewide standard for growth (Score 50).

1.7% of the All Student Group scored Proficient or Advanced on the 2021 Math PSSA. The 2021 PVAAS Growth Score in Math for the All Student Group did not meet the statewide standard for growth (Score 54.0)

55.4% of students attended school less than 90% of the days they were enrolled in 2021-2022. The Regular Attendance for All Student Group was reported as 43.7% on the 2020-2021 FRPAI.

80% of educators responded they have little to no influence on determining which books and other instructional materials are used in classrooms and 77% of educators responded they have little to no influence on establishing the curriculum and instructional programs.

14.2% of 6th grade students demonstrated significant growth in Craft & Structure from 1st to 2nd administration of 2021-2022 CDTs. 8.2% of 7th grade students demonstrated significant growth

Strengths	Challenges
Vocabulary from 1st to 2nd administration of 2021-2022 CDTs.	in Craft & Structure from 1st to 2nd administration of 2021-2022 CDTs. 11.3% of 8th grade students demonstrated significant growth in Craft & Structure from 1st to 2nd administration of 2021-2022 CDTs.
18.3% of 8th grade students demonstrated significant growth in Vocabulary from 1st to 2nd administration of 2021-2022 CDTs.	
20.7% of 6th grade students demonstrated significant growth in Numbers & Operations from 1st to 2nd administration of 2021-2022 CDTs.	5.9% of 7th grade students demonstrated significant growth in Numbers & Operations from 1st to 2nd administration of 2021-2022 CDTs.
19.3% of 8th grade students demonstrated significant growth in Numbers & Operations from 1st to 2nd administration of 2021-2022 CDTs.	1.7% of the All Student Group scored Proficient or Advanced on the 2021 Math PSSA. The 2021 PVAAS Growth Score in Math for the All Student Group did not meet the statewide standard for growth (Score 54.0)
NA	
NA	1.7% of the All Student Group scored Proficient or Advanced on the 2021 Math PSSA. The 2021 PVAAS Growth Score in Math for the All Student Group did not meet the statewide standard for growth (Score 54.0)
N/A	
Monitor and evaluate the impact of professional learning on staff practices and student learning	
Continuously monitor implementation of the school improvement plan and adjust as needed	9% of 8th grade students scored proficient on the Biological Sciences CDT
Provide frequent, timely, and systematic feedback and support on instructional practices	It was reported no students met performance standards on the Career Standards Benchmark.

Challenges

The Regular Attendance for All Student Group was reported as 42.1%.

N/A

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

Use systematic, collaborative planning practices to ensure instruction is coordinated, aligned, and evidenced based.

Evidence-based strategies to engage families to support learning.

Evidence-based strategies to engage families to support learning.

Most Notable Observations/Patterns

Our needs assessment reveals multiple challenges to overcome regarding student achievement, instructional best practices, student attendance, and teacher collaboration. Student achievement and growth fail to meet statewide standards and we are currently not on track to meet the goals identified for 2030. Student attendance, especially chronic absenteeism, was identified as a contributing factor to this lack of growth. Teachers need to collaborate effectively with data and protocols designed to enhance practice so instruction and interventions are targeted to specific learning and result in intended academic achievement and growth goals. The school will implement evidence-based strategies for family engagement to support learning.

Challenges	Discussion Point	Priority for Planning
12.7% of the All Student Group scored Proficient or Advanced on the 2021 ELA PSSA. The 2021 PVAAS Growth Score in ELA for the All Student Group did not meet the statewide standard for growth (Score 50).	Based on our needs assessment we focused our attention on Reading Comprehension. In our root cause analysis, we noted that while students can cite evidence, they struggle with developing well constructed analysis of the text. While there are formal text-dependent analysis tasks assigned in classrooms, there is a need to provide consistent formal and informal learning opportunities for students including Close Reading and specific discussion protocols, utilizing high interest and appropriately leveled texts to analyze and think critically in all content areas.	
1.7% of the All Student Group scored Proficient or Advanced on the 2021 Math PSSA. The 2021 PVAAS Growth Score in Math for the	Based on our needs assessment, we focused our attention on number systems. In our root cause analysis, we noted that while students understand the concept of operations with whole numbers, they struggle to apply and extend this understanding to operations with rational numbers. While we teach our students operations with rational numbers, there is a need for explicit instruction and interventions that	

Challenges	Discussion Point	Priority for Planning
All Student Group did not meet the statewide standard for growth (Score 54.0)	provide models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers.	
55.4% of students attended school less than 90% of the days they were enrolled in 2021-2022. The Regular Attendance for All Student Group was reported as 43.7% on the 2020-2021 FRPAI.	Based on our needs assessment we focused on our Regular Attendance Rate, which is less than 50%. In our root cause analysis, we noted that while we have policies in place to address truancy, we do not have systems in place to monitor and address chronic absenteeism. By implementing a multi-tiered system of student and family support focusing on increasing attendance and increased parent communication regarding student attendance, the regular attendance rate will increase and chronic absenteeism will decrease.	
Use systematic, collaborative planning practices to ensure instruction is coordinated, aligned, and evidenced based.	Based on our needs assessment we focused on the structure as a vehicle for improving teacher instruction. While we had PLC meetings scheduled, we did not have protocols for collaboration and data analysis, meetings were often cancelled, and the focus of meetings was shifted away from analyzing best practices to optimize PLCs. By prioritizing PLCs and implementing protocols and routines to enable teachers to analyze student data and plan evidence-based strategies, student outcomes are expected to improve.	

ADDENDUM B: ACTION PLAN

Action Plan: Strengthening family-school - community partnership practices.

Action Steps	Anticipated Start/Completion Date
Over the summer, seek out parents to provide updated demographic and contact information and virtual/brick and mortar information for next year.	07/01/2022 - 09/01/2022

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
Data gathering tool	no

Action Steps	Anticipated Start/Completion Date
Design and Implement a protocol for effectively communicating daily attendance issues with families in an automated form	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
Administrators Classroom Teachers Counselors Climate Staff	no

Action Steps	Anticipated Start/Completion Date
Create quarterly workshops for parents on daily, regular attendance and associated matters/barriers.	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
Meeting space Parent Communication	no

Action Steps	Anticipated Start/Completion Date
Improve team-wide communication so that information is instantly shared across personnel (principal, assistant principal, counselors and climate) with student cuts and absences.	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
Data gathering and sharing tools	no

Action Steps	Anticipated Start/Completion Date
Update the PBIS program to provide new and engaging incentives	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
Incentives Funding Posters	no

Action Steps	Anticipated Start/Completion Date
Meet with district representative on a quarterly basis to review child accounting data (Attendance and Career Readiness data	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
eSchool Attendance procedures Child accounting reports	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.	09/15/2022 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will monitor attendance rates The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PBIS Incentive Plan Parent Workshops

Material/Resources/Supports Needed	PD Step
CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	no

Action Plan: Improving Adolescent Literacy-Effective Classroom and Intervention Practices

Action Steps	Anticipated Start/Completion Date
Retain the Instructional Coach for ELA and Math to build capacity among teachers.	07/01/2022 - 08/01/2022

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Retention protocol for Instructional Coach (CSI Funds FTE - 0.5 ELA and 0.5 Math)	no

Action Steps	Anticipated Start/Completion Date
Organize and maintain a repository of intervention materials that matches student needs.	07/01/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Repository of interventions Instructional Coach (CSI Funds FTE - 0.5 ELA and 0.5 Math) Reading Specialist (CSI funds)	no

Action Steps	Anticipated Start/Completion Date
Extend intervention opportunities for lower level readers	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Intervention resources/programs (CSI FUNDS FT Reading Specialist)	no

Action Steps	Anticipated Start/Completion Date
Create a schedule that allows for students to have the same teacher for reading and writing class to create a more cohesive ELA block	07/01/2022 - 07/30/0003

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Eschool scheduling tools Scheduling team Building fully staffed	no

Action Steps	Anticipated Start/Completion Date
Explore differentiated text sets to supplement lower-level readers to support TDA instruction	07/01/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Time to explore resources	no

Action Steps	Anticipated Start/Completion Date
Appoint 3 ELA Lead teachers to work over the summer to select intervention materials, create a schedule for ELA instruction, explore differentiated text sets, and to select student engagement strategies	07/01/2022 - 07/15/2022

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
CSI budget for teacher compensation (curriculum rate)	no

Action Steps	Anticipated Start/Completion Date
Provide job-embedded coaching to ensure fidelity of implementation of the designated evidence-based strategies by observing instructional practices, providing feedback, creating goals, modeling best practices, and co-teaching lessons.	08/30/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Instructional Coach for (CSI Funds FTE - 0.5 ELA and 0.5 Math) DCIU PD and Coaching Support TLS PD and Coaching Support	no

Action Steps	Anticipated Start/Completion Date
ELA instruction will include student engagement strategies	08/30/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
DCIU PD and Coaching Support TLS PD and Coaching Support Informal walkthrough document	yes

Action Steps	Anticipated Start/Completion Date
Create a schedule for intervention and progress monitoring making use of appropriate interventions	07/01/2022 - 07/30/2022

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Select an intervention program	no

Action Steps	Anticipated Start/Completion Date
Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students' instructional levels.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
DCIU PD and Coaching Support TLS PD and Coaching Support	yes

Action Steps	Anticipated Start/Completion Date
Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at the students' grade level.	01/03/2023 - 03/31/2023

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
DCIU PD and Coaching Support TLS PD and Coaching Support	yes

Action Steps	Anticipated Start/Completion Date
Conduct walkthroughs on a monthly basis to determine fidelity in implementation of selected strategies and need for additional support	10/03/2022 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
Walkthrough Documents	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.	10/03/2022 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Administrative Walkthroughs Non Evaluative Walkthroughs Regional Improvement Team will Monitor Quarterly Self Reporting The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	TDA Teaching Protocol Repository of Intervention Materials Schedule for ELA Differentiated Text Sets Intervention Schedule

Material/Resources/Supports Needed	PD Step
CSI School Improvement Plan Action Steps and Targets/Goals. Monitoring documents District Administration CSI Team	no

Action Plan: Provide systematic and explicit instruction and interventions in math using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers

Action Steps	Anticipated Start/Completion Date
Retain the Instructional Coach for ELA and Math to build capacity among teachers.	07/01/2022 - 08/01/2022

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
Retention protocol for Instructional Coach (CSI Funds FTE - 0.5 ELA and 0.5 Math)	no

Action Steps	Anticipated Start/Completion Date
Create a schedule that allows for teachers common collaboration time to model the evidence-based strategies, review data, and design interventions.	07/01/2022 - 07/30/2022

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
Eschool scheduling tools Scheduling team Building fully staffed	no

Action Steps	Anticipated Start/Completion Date
Provide job-embedded coaching to ensure fidelity of implementation of the designated evidence-based strategies by observing instructional practices, providing feedback, creating goals, modeling best practices, and co-teaching lessons.	08/30/2022 - 08/30/2022

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
Instructional Coach for (CSI Funds FTE - 0.5 ELA and 0.5 Math) DCIU PD and Coaching Support TLS PD and Coaching Support	no

Action Steps	Anticipated Start/Completion Date
Math instruction will include student engagement strategies	08/30/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
DCIU PD support TLS strategies Informal walkthrough document	yes

Action Steps	Anticipated Start/Completion Date
intervention	07/01/2022 - 07/30/2022

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
Select an intervention program	no

Action Steps	Anticipated Start/Completion Date
Increase teacher capacity to scaffold word problems, including understanding the problem, devising a plan, carrying out the plan and looking back	09/30/2022 - 03/31/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
DCIU PD and Coaching Support TLS PD and Coaching Support	yes

Action Steps	Anticipated Start/Completion Date
Conduct walkthroughs on a monthly basis to determine fidelity in implementation of selected strategies and need for additional support	10/03/2022 - 06/03/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
Walkthrough Documents	no

Action Steps	Anticipated Start/Completion Date
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.	08/30/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Regional Improvement Team will Monitor Quarterly Will gather input from teachers Will gather input from families The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	PLC Schedule Quarterly Strategies Intervention Schedule

Material/Resources/Supports Needed	PD Step
CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (English Language Arts Goal)	Improving Adolescent Literacy-Effective Classroom and Intervention Practices	ELA instruction will include student engagement strategies	08/30/2022 - 06/30/2023
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (English Language Arts Goal)	Improving Adolescent Literacy-Effective Classroom and Intervention Practices	Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an	01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		expectation to use evidence from the text while building reading stamina at the students' instructional levels.	
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023 at least 33.8% of students will be proficient or advanced on the 2023 ELA PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (English Language Arts Goal)	Improving Adolescent Literacy-Effective Classroom and Intervention Practices	Increase teacher capacity to scaffold Text Dependent Analysis questions, including the reading elements students are expected to analyze, the information describing the task, and an expectation to use evidence from the text while building reading stamina at	01/03/2023 - 03/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the students' grade level.	
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023, at least 20.7% of students will be proficient or advanced on the 2023 Math PSSA. (The number is based on PDE exit criteria for 2022-2023 school year) (Math Goal)	Provide systematic and explicit instruction and interventions in math using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers	Math instruction will include student engagement strategies	08/30/2022 - 06/30/2023
As a result of explicit instruction, intensive interventions and teacher collaboration, by June 30, 2023, at least 20.7% of students will be proficient or advanced on the 2023 Math PSSA. (The number is based on PDE exit criteria for 2022-2023 school	Provide systematic and explicit	Increase teacher capacity to scaffold word	09/30/2022 - 03/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
year) (Math Goal)	instruction and interventions in math using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers	problems, including understanding the problem, devising a plan, carrying out the plan and looking back	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ELA Engagement Strategies	Toby English Language Arts teachers	Student Engagement Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Strategy Implementation	08/30/2022 - 06/16/2023	Instructional Coach/ TLS

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Text Dependent Questions	Toby Teachers	Scaffolding Text Dependent Questions at the students' instructional level

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of TDQ in classroom instruction	08/30/2022 - 01/27/2023	Instructional Coach

Danielson Framework Component Met in this Plan:

3b: Using Questioning and Discussion Techniques

1f: Designing Student Assessments

3c: Engaging Students in Learning

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Text Dependent Questions on Grade Level	Toby Teachers	Scaffolding Text Dependent Questions at the students' grade level

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of TDQ in classroom instruction	01/30/2023 - 06/01/2023	Instructional Coach

Danielson Framework Component Met in this Plan:

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Math Engagement Strategies	Toby Math teachers	Math Engagement Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Strategy Implementation	08/30/2022 - 06/01/2023	Instructional Coach/TLS

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting
3c: Engaging Students in Learning	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Math Word Problem	Toby Math Teachers	Creating and teaching math word problems

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom implementation	08/30/2022 - 06/01/2023	Instructional Coach

Danielson Framework Component Met in this Plan:

3c: Engaging Students in Learning

1f: Designing Student Assessments

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline