

OTTO-ELDRED EL SCH

5 Bennett Street

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of education in the Otto-Eldred School District is to recognize and provide opportunities for each student to engage in a collaborative learning environment and pursue personalized success in becoming an integral part of society through a robust College and Career Readiness program.

STEERING COMMITTEE

| Name | Position | Building/Group |
|--------------------|--------------------------|------------------------------------|
| Matthew Splain | Superintendent | Otto-Eldred School District |
| Nichole Garthwaite | Principal | Otto-Eldred Elementary |
| Lindsay Burns | District Level Leaders | Otto-Eldred School District |
| Cindy Murphy | School Board President | Otto-Eldred School Board President |
| Nicholas Labella | Principal | Otto-Eldred School District |
| Nicole Cochran | Parent | Otto-Eldred Elementary |
| Kera Hendershot | School Counselor | Otto-Eldred Elementary |
| Tammy Reitler | Classroom Teacher | Otto-Eldred Elementary |
| Teri Lucas | Learning Support Teacher | Otto-Eldred Elementary |
| Rachel Burkhouse | Librarian/Gifted Teacher | Otto-Eldred Elementary |
| Jim Stuck | Classroom Teacher | Otto-Eldred Elementary |
| Nicole Graham | Parent | Otto-Eldred Elementary |
| Lauren Chase | Classroom Teacher | Otto-Eldred Elementary |

| Name | Position | Building/Group |
|-------------------------|-------------------|--------------------------------|
| Diane Gardner | Classroom Teacher | Otto-Eldred Elementary |
| Riley Stiles | Student | Otto-Eldred Elementary Student |
| Courtney MacNeal | Community Member | Otto-Eldred Elementary |
| Shannon Kio | Teacher | Otto-Eldred Elementary |
| Darian Bruno-Richardson | Paraprofessional | Otto-Eldred Elementary |
| Karen Givan | Parent | Otto-Eldred Elementary |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|------------------|
| Continue to monitor and assess math skills. Provide intervention to meet all students' needs. Professional development time is set aside for teacher collaboration and sharing of successes (grades K, 1st, 3rd, 4th, and 5th grade). | Mathematics |
| Continue to monitor and assess the foundational skills of literacy and the implementation of Heggerty (phonemic awareness) in the primary grades. | Early Literacy |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|-------------------------|--|
| Bridges in Math | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| Math Acadience | Grades K-6 will implement computations and concepts and application lessons through the Bridges Math curriculum daily and assessed using the Acadience Math screener each quarter with 75% of students achieving grade level proficiency (proficiency levels vary by grade level) or meeting or exceeding their individual growth goals. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---|--|
| Provide teachers with continued professional learning on Bridges Math and its resources. Teachers will collaborate and share effective math strategies. | 2023-08-24 - 2024-05-30 | Nichole Garthwaite-Elementary Principal | Bridges Math program (K-5), Bridges Math Intervention Kit (K-5), Math Interventionists, Gen. Ed. and Special Ed teachers (K-5) |
| Acadience Math Online- review program. Interventionists and teachers will utilize Acadience Math to assess math skills. Intervention support will be provided based on Acadience Math data. | 2023-08-24 - 2024-05-30 | Nichole Garthwaite-Elementary Principal | Acadience Math Online software, Interventionists, Gen.Ed/Special Ed teachers, Media specialist |
| Intervention meetings will be held monthly. Review Acadience Math data and analyze student progress/growth. Evaluate the plan in place and make adjustments as needed. | 2023-08-24 - 2024-05-30 | Nichole Garthwaite-Elementary Principal | Acadience Math Online data, Interventionists, Gen Ed./Special Ed Teachers, media specialist |

Anticipated Outcome

Increase the percentage of students who are achieving grade-level proficiency in math skills OR showing growth. Teachers will adjust instruction according to data received from Acadience Math and interventionists will plan lessons that target students' areas of need. Teachers will also continuously revise lesson plans and math curriculum maps. Teachers will also increase their use of data software program and use it effectively.

Monitoring/Evaluation

Monthly data/intervention meetings, Bridges Math used daily, Bridges Intervention Kit used to support student learning, walk-throughs, formal observations

Evidence-based Strategy

High Dosage Tutoring during the day- Interventions

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|----------------|--|
| Math Acadience | Grades K-6 will implement computations and concepts and application lessons through the Bridges Math curriculum daily and assessed using the Acadience Math screener each quarter with 75% of students achieving grade level proficiency (proficiency levels vary by grade level) or meeting or exceeding their individual growth goals. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|--|--|
| Students will be screened using Acadience Math online. Intervention/data meetings will be held monthly to identify students' needs. Interventionists/Teachers will design lessons based on students' needs and provide support 3-5 days /week depending on which tier (1, 2, 3) the student falls under. | 2023-08-24 - 2024-05-30 | Nichole Garthwaite- Elementary Principal | Bridges Math, Intervention Kit, data meetings, interventionists, teachers, media specialist, Acadience Math Online |

Anticipated Outcome

Increase the percentage of students who are achieving grade-level proficiency in math skills OR showing growth. Teachers will adjust instruction according to data received from Acadience Math and interventionists will plan lessons that target students' areas of need. Teachers will also continuously revise lesson plans and math curriculum maps. Teachers/Interventionists will also increase their use of data

software program and use it effectively.

Monitoring/Evaluation

Monthly data/intervention meetings, Bridges Math used daily, Bridges Intervention Kit used to support student learning, walk-throughs, formal observations

Evidence-based Strategy

ELA- Heggerty (phonemic awareness)

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------|---|
| ELA- Heggerty | Grades K-2 will implement the Heggerty Phonemic Awareness program at least 4 days per week and assess using the Heggerty screener each quarter with 80% of students achieving at least a 9/10 or proficient on each of the phonemic awareness skills. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|------------------------------------|---|
| All staff providing Heggerty instruction will receive refresher training on Heggerty Screener, including frequently used substitute staff and paraprofessionals. | 2023-08-24 - 2024-05-30 | N. Garthwaite/Elementary Principal | Heggerty materials (purchased with Title I funds), paraprofessionals (funded by Title), Heggerty program, K-2 teachers, |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|------------------------------------|--|
| Heggerty will be implemented in grades K-2 on a weekly basis. This will be included in weekly lesson plans. | 2023-08-24 - 2024-05-30 | N. Garthwaite/Elementary Principal | interventionists Heggerty program, teachers, interventionists, paraprofessionals, lesson plans |
| Heggerty screener will be conducted quarterly to assess student phonemic awareness skills. Heggerty screener scoring sheets will be completed for each student. Data will be reviewed on a quarterly basis. | 2023-08-24 - 2024-05-30 | N. Garthwaite/Elementary Principal | Heggerty program, screener scoring sheets, interventionists, paraprofessionals, teachers (K-2) |
| Students who fall below the developing skills range (7/10) will receive interventions based on the needed skill area. Interventions will follow the One-Minute Interventions by D. Kilpatrick. | 2023-08-24 - | N. Garthwaite/Elementary Principal | Heggerty screener scoring sheets, interventionists, teachers (K-2), paraprofessionals, One-Minute Interventions by D. Kilpatrick |

Anticipated Outcome
All students will develop awareness of the segments of sounds and speech and how they link to letters.

Monitoring/Evaluation
All teachers (K-2), interventionists, Heggerty program/screeners, paraprofessionals, Heggerty implemented at least 4 days a week and

students screened quarterly



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|------------------|---|-------------------------------|
| Grades K-6 will implement computations and concepts and application lessons through the Bridges Math curriculum daily and assessed using the Acadience Math screener each quarter with 75% of students achieving grade level proficiency (proficiency levels vary by grade level) or meeting or exceeding their individual growth goals. (Math Acadience) | Bridges in Math | Provide teachers with continued professional learning on Bridges Math and its resources. Teachers will collaborate and share effective math strategies. | 08/24/2023 - 05/30/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
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| Grades K-6 will implement computations and concepts and application lessons through the Bridges Math curriculum daily and assessed using the Acadience Math screener each quarter with 75% of students achieving grade level proficiency (proficiency levels vary by grade level) or meeting or exceeding their individual growth goals. (Math Acadience) | Bridges in Math | Acadience Math Online- review program. Interventionists and teachers will utilize Acadience Math to assess math skills. Intervention support will be provided based on Acadience Math data. | 08/24/2023 - 05/30/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|--|-------------------------------|
| Grades K-2 will implement the Heggerty Phonemic Awareness program at least 4 days per week and assess using the Heggerty screener each quarter with 80% of students achieving at least a 9/10 or proficient on each of the phonemic awareness skills. (ELA-Heggerty) | ELA-Heggerty (phonemic awareness) | All staff providing Heggerty instruction will receive refresher training on Heggerty Screener, including frequently used substitute staff and paraprofessionals. | 08/24/2023 - 05/30/2024 |

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 | Matthew Splain | 2023-10-02 |
| School Improvement Facilitator Signature | Nichole Garthwaite | 2023-10-02 |
| Building Principal Signature | Nichole Garthwaite | 2023-10-02 |

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All Student Group meets performance standard for regular attendance (96.7%)

Percent Proficient/Advanced on PSSA is above the statewide average in Math.

Percent Proficient/Advanced on PSSA is above the statewide average in ELA.

Acadience DIBELS scores in Kindergarten (89%), First (61%), Second (54%), 3rd (85%), and 4th grade (66%) are at or above grade level benchmark.

NWEA-Map Reading: All grade levels, Kindergarten through 6th grade performed 50% above the normative measure in reading: Kindergarten 80%, First Grade 59%, Second Grade 58%, Third Grade 78%, Fourth Grade 85%, Fifth Grade 61%, 6th grade 69%

Academic growth in ELA for All Student Group exceeds statewide goal.

NWEA-MAP Math (22-23): All grade levels are meeting or exceeding normative measures: Kindergarten 98%, First Grade 75%, Second Grade 67%, Third Grade 69%, Fourth Grade 86%,

Challenges

ELA: Economically Disadvantaged (54.9%) perform below All Student Group (62.5%)

ELA: A decline in performance from the previous year for Students with Disabilities (15.2% to 14.3 %).

MATH: Economically Disadvantaged (46.5%) perform below All Student Group (55.9%).

NWEA-Map Math (22-23): Maintain performance in grade levels (K-6) to score 50% at or above their norm grade level. (22-23)

Acadience Math (22-23): 2nd grade (48%) and 6th grade (43%) had less than 50% of students at or above benchmark.

Maintaining DIBELS scores in kindergarten and third grade which provide an indicator to early literacy skills and future reading success.

Continuously monitor implementation of the school improvement plan and reflect on all programs to ensure student growth.

Acadience DIBELS: Increase Dibel scores in first grade (61%), second (54%), and fourth grade (66%) to ensure reading success.

Strengths

Fifth Grade 66%, 6th grade 60%

NWEA-Map Math (22-23): Kindergarten, First, Second, Third, Fourth, fifth, and Sixth grade had more than 50% of students perform at the HiAverage or Hi quintile. (22-23 SY)

PVAAS Launchpad (21-22 SY): 4th grade shows evidence that the school met the growth standard for science PSSA.

Future Ready Index-ELA: ED subgroup in grades 3, 5, and 6 scored above the statewide average.

DIBELS: ED subgroup in grades K, 1, 3, and 4 exceeds the percentage of students at/above benchmark compared to the all-student subgroup.

Positive school environment/culture

Positive schoolwide behavior interventions and support are in place (PAW Pride, SuperStar Square, Student of the Month, SAP, CSBBH, Class DoJo)

Multiple professional learning designs are used to support the learning needs of staff (Peer-led, small group, whole group, differentiated based on need, IU9 trainings)

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

NWEA-Map Reading: Maintaining 50% or above in all grade levels (K-6)

Future Ready Index-ELA: Students with Disabilities had 14.3% of students proficient/advanced and showing a decrease in achievement from the previous year.

Dibels: IEP subgroup underperforms the all student group when comparing percentage of students at/above benchmark.

Dibels: 2nd grade ED subgroup underperforms when comparing percentage of students at/above benchmark to the all student group.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. Diagnostic assessments need to be revised to effectively identify student learning needs.

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

Scheduling time to integrate Xello and career lessons.

Ensuring the career readiness data is transitioned to the high school.

Future Ready Index-Math: Students with Disabilities had 14.3% of

Strengths

Grades 3-6 participate in Xello to provide career awareness and exploration.

Academic growth in Math for All Student Group exceeds statewide goal.

Future Ready Index-Math: ED subgroup in grades 3 and 6 exceeded the statewide average.

Our career counselor meets once every 5-day cycle with grades 3-6 to educate students about careers and future opportunities.

Acadience Math (22-23): More than 50% of students in K, 1st, 3rd, 4th, and 5th grade were at or above grade level benchmark.

Science Course Grades show more than 50% of students with an average of 80% or higher.

Challenges

students proficient/advanced, showing a decrease in achievement from the previous year.

MATH: A decline in performance from the previous year for Students with Disabilities (18.2 % to 14.3%)

Science: Maintaining 4th-grade academic performance

Most Notable Observations/Patterns

The validity of assessments administered via computer in the primary grades is a concern. Students in the intermediate grades show growth trends at a lesser degree of positive slope than primary grades.

| Challenges | Discussion Point | Priority for Planning |
|---|---|-----------------------|
| <p>ELA: Economically Disadvantaged (54.9%) perform below All Student Group (62.5%)</p> | <p>Professional development has focused on structured literacy and strategies to utilize in the classroom. The elementary schedule has been revamped to focus on academic interventions. All students will</p> | |
| <p>ELA: A decline in performance from the previous year for Students with Disabilities (15.2% to 14.3 %).</p> | <p>The lack of staff to fully implement a multi-tiered intervention approach has been an issue in the past. The elementary schedule has been revamped to accommodate all students in need of extra support. We've also hired an interventionist specialist to ensure all students' needs are met.</p> | |
| <p>MATH: Economically Disadvantaged (46.5%) perform below All Student Group (55.9%).</p> | | |
| <p>NWEA-Map Math (22-23): Maintain performance in grade levels (K-6) to score 50% at or above their norm grade level. (22-23)</p> | | |
| <p>Acadience Math (22-23): 2nd grade (48%) and 6th grade (43%) had less than 50% of students at or above benchmark.</p> | <p>Math interventions/support need to be closely monitored especially in grades 2 and 6. Lack of staff to fully implement a multi-tiered intervention approach has been an issue in the past. The elementary schedule has been revamped to accommodate all students in need of extra support. Our new math curriculum is designed with a spiral instructional approach in mind as well as a focus on the foundations of math (number sense, fluency, etc.) in the primary grade levels and continues to progress through grade 5.</p> | <p>✓</p> |

Challenges

Discussion Point

Priority for Planning

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. Diagnostic assessments need to be revised to effectively identify student learning needs.

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

Maintaining DIBELS scores in kindergarten and third grade which provide an indicator to early literacy skills and future reading success.

Acadience DIBELS: Increase Dibel scores in first grade (61%), second (54%), and fourth grade (66%) to ensure reading success.

Staff are continuously learning about the Science of Reading. The theory behind SOR calls for explicit instruction that is delivered in a sequential manner emphasizing the 5 pillars of literacy. Phonemic awareness and phonics are only two pillars of our reading instruction. Closely monitoring students' progress in PA (Heggerty) and phonics, will ensure all students are developing the necessary skills to become "good readers" and in turn increase students' Dibel scores.



Future Ready Index-ELA: Students with Disabilities had 14.3% of

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

students proficient/advanced and showing a decrease in achievement from the previous year.

Dibels: IEP subgroup underperforms the all student group when comparing percentage of students at/above benchmark.

Dibels: 2nd grade ED subgroup underperforms when comparing percentage of students at/above benchmark to the all student group.

Future Ready Index-Math: Students with Disabilities had 14.3% of students proficient/advanced, showing a decrease in achievement from the previous year.

Subgroup (Disabilities)- Math interventions/support need to be closely monitored. Lack of staff to fully implement a multi-tiered intervention approach has been an issue in the past.

MATH: A decline in performance from the previous year for Students with Disabilities (18.2 % to 14.3%)

ADDENDUM B: ACTION PLAN

Action Plan: Bridges in Math

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| Provide teachers with continued professional learning on Bridges Math and its resources. Teachers will collaborate and share effective math strategies. | 08/24/2023 - 05/30/2024 |
| Monitoring/Evaluation | Anticipated Output |
| Monthly data/intervention meetings, Bridges Math used daily, Bridges Intervention Kit used to support student learning, walk-throughs, formal observations | Increase the percentage of students who are achieving grade-level proficiency in math skills OR showing growth. Teachers will adjust instruction according to data received from Acadience Math and interventionists will plan lessons that target students' areas of need. Teachers will also continuously revise lesson plans and math curriculum maps. Teachers will also increase their use of data software program and use it effectively. |
| Material/Resources/Supports Needed | PD Step |
| Bridges Math program (K-5), Bridges Math Intervention Kit (K-5), Math Interventionists, Gen. Ed. and Special Ed teachers (K-5) | yes |

Action Steps**Anticipated Start/Completion Date**

Acadience Math Online- review program. Interventionists and teachers will utilize Acadience Math to assess math skills. Intervention support will be provided based on Acadience Math data.

08/24/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

Monthly data/intervention meetings, Bridges Math used daily, Bridges Intervention Kit used to support student learning, walk-throughs, formal observations

Increase the percentage of students who are achieving grade-level proficiency in math skills OR showing growth. Teachers will adjust instruction according to data received from Acadience Math and interventionists will plan lessons that target students' areas of need. Teachers will also continuously revise lesson plans and math curriculum maps. Teachers will also increase their use of data software program and use it effectively.

Material/Resources/Supports Needed**PD Step**

Acadience Math Online software, Interventionists, Gen.Ed/Special Ed teachers, Media specialist

yes



Action Steps**Anticipated Start/Completion Date**

Intervention meetings will be held monthly. Review Acadience Math data and analyze student progress/growth. Evaluate the plan in place and make adjustments as needed.

08/24/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

Monthly data/intervention meetings, Bridges Math used daily, Bridges Intervention Kit used to support student learning, walk-throughs, formal observations

Increase the percentage of students who are achieving grade-level proficiency in math skills OR showing growth. Teachers will adjust instruction according to data received from Acadience Math and interventionists will plan lessons that target students' areas of need. Teachers will also continuously revise lesson plans and math curriculum maps. Teachers will also increase their use of data software program and use it effectively.

Material/Resources/Supports Needed**PD Step**

Acadience Math Online data, Interventionists, Gen Ed./Special Ed Teachers, media specialist

no



Action Plan: High Dosage Tutoring during the day- Interventions

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| <p>Students will be screened using Acadience Math online. Intervention/data meetings will be held monthly to identify students' needs. Interventionists/Teachers will design lessons based on students' needs and provide support 3-5 days /week depending on which tier (1, 2, 3) the student falls under.</p> | 08/24/2023 - 05/30/2024 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| <p>Monthly data/intervention meetings, Bridges Math used daily, Bridges Intervention Kit used to support student learning, walk-throughs, formal observations</p> | <p>Increase the percentage of students who are achieving grade-level proficiency in math skills OR showing growth. Teachers will adjust instruction according to data received from Acadience Math and interventionists will plan lessons that target students' areas of need. Teachers will also continuously revise lesson plans and math curriculum maps. Teachers/Interventionists will also increase their use of data software program and use it effectively.</p> |

| Material/Resources/Supports Needed | PD Step |
|--|---------|
| Bridges Math, Intervention Kit, data meetings, interventionists, teachers, media specialist, Acadience Math Online | no |



Action Plan: ELA- Heggerty (phonemic awareness)

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| All staff providing Heggerty instruction will receive refresher training on Heggerty Screener, including frequently used substitute staff and paraprofessionals. | 08/24/2023 - 05/30/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All teachers (K-2), interventionists, Heggerty program/screeners, paraprofessionals, Heggerty implemented at least 4 days a week and students screened quarterly | All students will develop awareness of the segments of sounds and speech and how they link to letters. |
| Material/Resources/Supports Needed | PD Step |
| Heggerty materials (purchased with Title I funds), paraprofessionals (funded by Title), Heggerty program, K-2 teachers, interventionists | yes |



Action Steps**Anticipated Start/Completion Date**

Heggerty will be implemented in grades K-2 on a weekly basis. This will be included in weekly lesson plans.

08/24/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

All teachers (K-2), interventionists, Heggerty program/screeners, paraprofessionals, Heggerty implemented at least 4 days a week and students screened quarterly

All students will develop awareness of the segments of sounds and speech and how they link to letters.

Material/Resources/Supports Needed**PD Step**

Heggerty program, teachers, interventionists, paraprofessionals, lesson plans

no



Action Steps**Anticipated Start/Completion Date**

Heggerty screener will be conducted quarterly to assess student phonemic awareness skills. Heggerty screener scoring sheets will be completed for each student. Data will be reviewed on a quarterly basis.

08/24/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

All teachers (K-2), interventionists, Heggerty program/screeners, paraprofessionals, Heggerty implemented at least 4 days a week and students screened quarterly

All students will develop awareness of the segments of sounds and speech and how they link to letters.

Material/Resources/Supports Needed**PD Step**

Heggerty program, screener scoring sheets, interventionists, paraprofessionals, teachers (K-2)

no



Action Steps**Anticipated Start/Completion Date**

Students who fall below the developing skills range (7/10) will receive interventions based on the needed skill area. Interventions will follow the One-Minute Interventions by D. Kilpatrick.

08/24/2023 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

All teachers (K-2), interventionists, Heggerty program/screeners, paraprofessionals, Heggerty implemented at least 4 days a week and students screened quarterly

All students will develop awareness of the segments of sounds and speech and how they link to letters.

Material/Resources/Supports Needed**PD Step**

Heggerty screener scoring sheets, interventionists, teachers (K-2), paraprofessionals, One-Minute Interventions by D. Kilpatrick

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|------------------------|---|--|
| <p>Grades K-6 will implement computations and concepts and application lessons through the Bridges Math curriculum daily and assessed using the Acadience Math screener each quarter with 75% of students achieving grade level proficiency (proficiency levels vary by grade level) or meeting or exceeding their individual growth goals. (Math Acadience)</p> | <p>Bridges in Math</p> | <p>Provide teachers with continued professional learning on Bridges Math and its resources. Teachers will collaborate and share effective math strategies.</p> | <p>08/24/2023 - 05/30/2024</p> |
| <p>Grades K-6 will implement computations and concepts and application lessons through the Bridges Math curriculum daily and assessed using the Acadience Math screener each quarter with 75% of students achieving grade level proficiency (proficiency levels vary by grade level) or meeting or exceeding their individual growth goals. (Math Acadience)</p> | <p>Bridges in Math</p> | <p>Acadience Math Online- review program. Interventionists and teachers will utilize Acadience Math to assess math skills. Intervention support will be provided based on</p> | <p>08/24/2023 - 05/30/2024</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|--|
| | | Acadience Math data. | |
| <p>Grades K-2 will implement the Heggerty Phonemic Awareness program at least 4 days per week and assess using the Heggerty screener each quarter with 80% of students achieving at least a 9/10 or proficient on each of the phonemic awareness skills. (ELA-Heggerty)</p> | <p>ELA-Heggerty (phonemic awareness)</p> | <p>All staff providing Heggerty instruction will receive refresher training on Heggerty Screener, including frequently used substitute staff and paraprofessionals.</p> | <p>08/24/2023 - 05/30/2024</p> |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|--|--|
| Bridges Math | Gen Ed/Special Ed Teachers (K-5), interventionists | Utilization of Number Corner (spiral review), Work Places (tiered practice), formative assessment, and Acadience Math Online |

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Classroom observations, walk-through observations, data/intervention meetings

08/24/2023 - 05/30/2024

N. Garthwaite/Elementary Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

4a: Reflecting on Teaching

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction



| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|---|--|
| ELA- Heggerty | Gen Ed/Special Ed teachers (K-2), paraprofessionals | Refresher on utilization of Heggerty Program and screeners |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--------------------------------------|-------------------------|------------------------------------|
| Classroom observations/walk-throughs | 08/24/2023 - 05/30/2024 | N. Garthwaite/Elementary Principal |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|--|---|
| 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction | Language and Literacy Acquisition for All Students |



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|--|----------------------------|----------------|----------------------|
| SWP will be shared at the Fall Title I meeting as well as online on OESD website. The plan will also be emailed to district & community lists. Hard copies will be available through the elementary office. | Otto-Eldred Elementary School Wide Plan. | Paper copy and electronic. | Parents/ Staff | September 2023 |
