

HAZLETON AREA SD

1515 W 23rd St

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The mission of the Hazleton Area School District is to provide a challenging and enriching education where all students are exposed to high career and academic standards, a rigorous curricula, and integrated technology in an inclusive environment.

VISION STATEMENT

The Hazleton Area School District prides itself in providing a comprehensive academic experience in a safe and supportive learning environment where each student is afforded the opportunity to become knowledgeable, responsible, and productive individual, who can succeed in a diverse global community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Believe in making choices, transferring knowledge, and applying skills in order to take an active role in their learning. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community. Believe that educators, parents, students and the community members should work together to make the school a place where students feel both physically and emotionally safe so that they will focus on learning.

STAFF

Believe that educators, parents, students and the community members should work together to make the school a place where students feel both physically and emotionally safe so that they will focus on learning. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community. Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners. Believe that education should teach students how to think not what to think. Believe that school should be a place where students are guided in becoming both socially responsible and service oriented in order to become productive members of the community. Believe that teaching students to use technology effectively as a tool for educational purposes , such as conducting research, sharing ideas, and working with others, is essential in preparing students to be college and career ready.

ADMINISTRATION

Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners. Believe that education should teach students how to think not what to think. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community. Believe that school should be a place where students are guided in becoming both socially responsible and service oriented in order to become productive members of the community.

PARENTS

Believe that parents/guardians are the child's first teacher and an integral part of their educational success and ultimately the school district's success is based on their support. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning environment. Believe that parents, educators, community members and students should work together to make school a place where students feel both physically and emotionally safe so that they will focus on learning. Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners.

COMMUNITY

Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning environment. Believe that parents, educators, community members and students should work together to make school a place where students feel both physically and emotionally safe so that they will focus on learning. Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners.

OTHER (OPTIONAL)

STEERING COMMITTEE

| Name | Position | Building/Group |
|-------------------|--|--------------------------|
| Robert Barletta | Data Representative | LIU18 |
| Brian Uplinger | Superintendent/Owner/Author | HASD |
| Patrick Patte | Dir. of Curriculum, Instruction, Technology/Author | HASD |
| Kenneth Briggs | Technology Director | HASD |
| Patricia Galloway | Supervisor Federal Programs/Author/Submission | HASD |
| Debra Yanuzzi | Dir. Spedial Ed./ Author | HASD |
| Jeanne Conahan | Principal/Author | Elementary/Middle School |
| Lauren Conston | For. Lang. Dep. Head Teacher/Author | High School |
| Nicole Orff | Technology/Viewer | High School |
| Michele Planutis | Guidance /Author/Viewer | Middle School |
| Tara Toohil | Local Rep./Viewer | State Representative |
| Randi Chapin | Spec. Ed Teacher/Viewer | Elementary |
| Lisa Gasper | Elem. Ed.Teacher | Elementary |

| Name | Position | Building/Group |
|--------------------|-------------------------------|--------------------------|
| Karen Tomashunis | Teacher/Viewer | Elementary |
| Jamie Chicalese | Middle School/Teacher/viewer | Middle School |
| Jason Lagowy | Asst. Principal/Viewer | Elementary/Middle School |
| Kimberly Ecker | Sp. Ed. Supervisor/viewer | HASD |
| Danielle Uplinger | Parent/Viewer | Hazleton Area |
| Cathy Colangelo | Community/Viewer | Partners In Education |
| Linda DeCosmo | School Board President/Viewer | School Board |
| Joe Lettiere | Business/Viewer | CanDo, Inc. |
| Jocelyn Strenchock | Business/Viewer | CanDo, Inc. |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|--|
| Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in ELA and math for students with disabilities in grades 9-12. Use systematic, collaborative planning processes to develop and enact a standards aligned ELD curriculum for grades 9-12 tying into core standards and ACTFL. | English Language Arts |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. | Essential Practices 4: Implement Data-Driven Human Capital Strategies |
| Use systematic, collaborative planning processes to develop and enact a standards aligned ELD curriculum for grades 9-12 tying into core standards and ACTFL. | Essential Practices 3: Provide Student-Centered Support Systems English Language Growth and Attainment |
| Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in ELA and math for students with disabilities in grades 9-12. | Essential Practices 1: Focus on Continuous Improvement of Instruction |

ACTION PLAN AND STEPS

Evidence-based Strategy

ELD Curriculum: Literacy Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELL Curriculum

100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Literacy instruction support in a student's native language. Literacy support for ELD students and their families

2019-09-02 -
2023-06-20

ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher

1. Cengage Learning, National Geographic, Digital Access Licenses for all ELD students. 2. Credit Recovery for Migrant and ELD students 3. Translation Computers and bilingual communication monitors ACTFL Standards WIDA Scores Rosetta Stone Laptops Headsets Microphones Professional Development

Vocabulary Improvement Program (VIP) for ELs.

2019-09-30 -
2023-06-20

ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher

Targeted Word List Historical & Fictional Text Professional Development Computer Programs

Align ELD I & 2 to

2020-02-20 -

ELD Teacher World

ACTFL Standards ELD Standards CANDO Descriptors

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|----------------------------------|------------------------------|---|--|
| ACTFL Standards | 2023-06-20 | Language Teacher Dual Certified ELD/World Language Teacher World Language Department Chair Director of Curriculum | Textbooks Computer Programs |
| Align ELD 3 & 4 to ELA Standards | 2019-09-02 - 2023-06-20 | ELD Teacher ELA Teacher English Department Chair World Language Department Chair Director of Curriculum | ELD Standards CANDO Descriptors ELA Standards ELA Curriculum Textbooks Computer Programs |

Anticipated Outcome
 Providing examples of performance tasks evidencing adherence to the ELA curriculum

Monitoring/Evaluation
 Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|----------------------|--|----------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD | Literacy | 09/02/2019 |
| | Curriculum: | instruction | - |
| | Literacy Instruction | support in a student's native language. Literacy support for ELD students and their families | 06/20/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|------------------|-------------------------------|----------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD | Vocabulary | 09/30/2019 |
| | Curriculum: | Improvement | - |
| | Literacy | Program (VIP) for | 06/20/2023 |
| | Instruction | ELs. | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--------------------------------------|------------------------------------|-------------------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD I & 2 to ACTFL Standards | 02/20/2020 - 06/20/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|-------------------------------------|-------------------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD 3 & 4 to ELA Standards | 09/02/2019 - 06/20/2023 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|----------------------|--|----------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD | Literacy | 09/02/2019 |
| | Curriculum: | instruction | - |
| | Literacy Instruction | support in a student's native language. Literacy support for ELD students and their families | 06/20/2023 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|------------------|--------------------|----------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD | Vocabulary | 09/30/2019 |
| | Curriculum: | Improvement | - |
| | Literacy | Program (VIP) for | 06/20/2023 |
| | Instruction | ELs. | |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|---|------------------------------------|-------------------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD I & 2 to ACTFL Standards | 02/20/2020 - 06/20/2023 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|---|-------------------------------------|-------------------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD 3 & 4 to ELA Standards | 09/02/2019 - 06/20/2023 |

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

2021-05-20

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

Superintendent/Chief Executive Officer

Brian Uplinger

2021-06-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/Literature: All student groups meet the Standard Demonstrating Growth.

Mathematics/Algebra: All student groups meet the Standard Demonstrating Growth.

Science/Biology: All student group exceeds the Standard Demonstrating Growth.

Advanced on Industry-Based Competency Assessment: All Student Groups

Heights-Terrace According to PVAAS 2019 Future Ready Index, all student groups exceeded the standard demonstrating growth for English Language Arts/Literature.

Freeland in 2019, all student group exceeded growth standard 93%. The state average for 2019 was 75%.

In 2019, grades 5 & 8 in ELA showed significant evidence that the school exceeded the standard for PA Academic Growth.

In 2019, Freeland Elementary/Middle School outperformed the district in ELA for proficient and advanced students.

Challenges

Several schools within the HASD have been labeled as CSI, A-TSI, or TSI due to students' difficulties with English, Special Education, Economically disadvantaged, Attendance, and Graduation Rate.

English Language Growth and Attainment: All student groups did not meet Interim Goal/Improvement Target

Mathematics is a challenge across the entire District.

Graduation rate and attendance for ELL and Special Education students is a challenge.

According to the 2019 Future Ready Index, all student groups did not meet the interim goal/improvement target on the ELA PSSA.

Freeland's all student group in ELA did not meet interim target in 2019. Freeland score was 51.1%. Freeland goal in 2019 was 53.9%. State goal in 2019 was 62.1%.

In 2019, grade 6 in ELA showed moderate evidence that the school did not meet the standard for PA Academic Growth.

In 2019, Freeland Elementary/Middle School underperformed the state in ELA for proficient and advanced students.

Strengths

Heights-Terrace School Value Added Report, each grade level met or showed moderate or significant evidence of exceeding the 2019 Standard Growth Measure in Math.

Freeland in 2019, all student group exceeded growth standard 97.5%. The state average for 2019 was 75.3%.

In 2019, grades 4, 6, 7, 8 in Math showed evidence that the school met or exceeded the standard for PA Academic Growth.

In 2019, grade 3 outperformed the district in Math for proficient and advanced students.

In 2019, grade 4 in Science showed significant evidence that the school exceeded the standard for PA Academic Growth.

In 2019, grade 8 in Science showed moderate evidence that the school exceeded the standard for PA Academic Growth.

At McAdoo-Kelayres EI/MS School, the Hispanic Student Group exceeded the All Student Group in Academic Growth in Science (70% versus 63%)

98.4% of all students exceeded the statewide performance standard. 100% of students with disabilities exceeded the statewide performance standard. 95.5% of ELs met or exceeded the interim target.

Challenges

According to the 2019 Future Ready Index, all student groups did not meet the interim goal/improvement target on the Math PSSA.

Freeland's all student group in Math did not meet interim target in 2019. Freeland score was 15%. Freeland goal in 2019 was 23.6%. State goal in 2019 was 45.2%.

In 2019, grade 5 in Math showed significant evidence that the school did not meet the standard for PA Academic Growth.

In 2019, all grades excluding 3rd underperformed the district and state in Math for proficient and advanced students.

In 2019, grade 8 underperformed the district in Science for proficient and advanced students.

The All Student Group, Hispanic Student Group, and Economically Disadvantaged Student group did not meet the achievement target for Science

The All Student Group and the Economically Disadvantaged Student Group did not meet the Academic standard for growth in Science

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

Strengths

8.8% of the all student group exceeded the statewide average. 5.9% of ELs exceeded the statewide average.

Mathematics/Algebra PVAAS Growth The all student group met or exceeded the interim target for growth (78.0) Statewide Growth Standard (70.0) ELs met or exceeded the statewide goal (79.0) Graduation Rate (ELs) ELs have a graduation rate that is approximately 12% (64.09%) below the state average (76.7%).

The all student group met or exceeded the statewide goal (82.0) Statewide Growth Standard (70.0) ELs met or exceeded the interim target for growth (86.0)

ELA The all student group met or exceeded the statewide goal (82.0) Statewide Growth Standard (70.0) ELs met or exceeded the interim target for growth (86.0)

Math The all student group met or exceeded the interim target for growth (78.0) Statewide Growth Standard (70.0) ELs met or exceeded the statewide goal (79.0)

College and Career Readiness 98.4% of all students exceeded the statewide performance standard. 100% of students with disabilities exceeded the statewide performance standard. 95.5% of ELs met or exceeded the interim target.

Advanced Industry-Based Competency Assessment 8.8% of the all student group exceeded the statewide average. 5.9% of ELs

Challenges

Attendance (Students with disabilities)

All Student Group Did Not Meet Interim Goal/Improvement Target - Proficient or Advanced on Pennsylvania State Assessments (Science/Biology)

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

Attendance (Students with disabilities)

All Student Group Did Not Meet Interim Goal/Improvement Target - Proficient or Advanced on Pennsylvania State Assessments (Science/Biology)

Identify and address individual student learning needs

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Use multiple professional learning designs to support the learning needs of staff

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

Strengths

exceeded the statewide average.

Continuously monitor implementation of the school improvement plan and adjust as needed

Provide frequent, timely, and systematic feedback and support on instructional practices

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Most Notable Observations/Patterns

The District is committed to providing high rigor and high relevance to all students within our borders. HASD is committed to working with all student groups in order to assist them with their future successes. Many of the items listed as challenges are already being addressed through the use of the Increasing Student Achievement plan authored by Superintendent Uplinger. A significant portion of the plan has been implemented. We are seeing positive results with the implementation.

Challenges

Discussion
Point

Priority for Planning

Challenges

**Discussion
Point**

Priority for Planning

Several schools within the HASD have been labeled as CSI, A-TSI, or TSI due to students' difficulties with English, Special Education, Economically disadvantaged, Attendance, and Graduation Rate.

English Language Growth and Attainment: All student groups did not meet Interim Goal/Improvement Target

According to the 2019 Future Ready Index, all student groups did not meet the interim goal/improvement target on the ELA PSSA.

According to the 2019 Future Ready Index, all student groups did not meet the interim goal/improvement target on the Math PSSA.

Freeland's all student group in Math did not meet interim target in 2019. Freeland score was 15%. Freeland goal in 2019 was 23.6%. State goal in 2019 was 45.2%.

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

Attendance (Students with disabilities)

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

Attendance (Students with disabilities)

All Student Group Did Not Meet Interim Goal/Improvement Target - Proficient or Advanced on

Challenges

**Discussion
Point**

Priority for Planning

Pennsylvania State Assessments (Science/Biology)

Mathematics is a challenge across the entire District.

Graduation rate and attendance for ELL and Special Education students is a challenge.

In 2019, grade 6 in ELA showed moderate evidence that the school did not meet the standard for PA Academic Growth.

In 2019, Freeland Elementary/Middle School underperformed the state in ELA for proficient and advanced students.

The All Student Group, Hispanic Student Group, and Economically Disadvantaged Student group did not meet the achievement target for Science

ADDENDUM B: ACTION PLAN

Action Plan: ELD Curriculum: Literacy Instruction

| Action Steps | Anticipated Start/Completion Date | |
|---|--|-----------|
| Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 09/02/2019 - 06/20/2023 | |
| Monitoring/Evaluation | Anticipated Output | |
| Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process. | Providing examples of performance tasks evidencing adherence to the ELA curriculum | |
| Material/Resources/Supports Needed | PD Step | Comm Step |
| 1. Cengage Learning, National Geographic, Digital Access Licenses for all ELD students. 2. Credit Recovery for Migrant and ELD students 3. Translation Computers and bilingual communication monitors ACTFL Standards WIDA Scores Rosetta Stone Laptops Headsets Microphones Professional Development | yes | yes |

Action Steps**Anticipated Start/Completion Date**

Vocabulary Improvement Program (VIP) for ELs.

09/30/2019 - 06/20/2023

Monitoring/Evaluation**Anticipated Output**

Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.

Providing examples of performance tasks evidencing adherence to the ELA curriculum

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

Targeted Word List Historical & Fictional Text Professional Development Computer Programs

yes

yes



Action Steps**Anticipated Start/Completion Date**

Align ELD I & 2 to ACTFL Standards

02/20/2020 - 06/20/2023

Monitoring/Evaluation**Anticipated Output**

Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.

Providing examples of performance tasks evidencing adherence to the ELA curriculum

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

ACTFL Standards ELD Standards CANDO Descriptors Textbooks Computer Programs

yes

yes



Action Steps**Anticipated Start/Completion Date**

Align ELD 3 & 4 to ELA Standards

09/02/2019 - 06/20/2023

Monitoring/Evaluation**Anticipated Output**

Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.

Providing examples of performance tasks evidencing adherence to the ELA curriculum

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

ELD Standards CANDO Descriptors ELA Standards ELA Curriculum Textbooks Computer Programs

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--------------------------------------|---|-------------------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 09/02/2019 - 06/20/2023 |
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Vocabulary Improvement Program (VIP) for ELs. | 09/30/2019 - 06/20/2023 |
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD I & 2 to ACTFL Standards | 02/20/2020 - 06/20/2023 |
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD 3 & 4 to ELA Standards | 09/02/2019 - 06/20/2023 |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|-----------------------------|---|
| Cross-disciplinary (ELA and World Language) Instructional Teams | Teachers and Administrators | Literacy Instruction in a Student's Native Language • Vocabulary Improvement Program (VIP) for ELs. • Pathway- The program is primarily focused on writing, but it seeks to improve reading comprehension as well. |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| • Providing examples of performance tasks evidencing adherence to the ELA curriculum • Analyzing the average growth of Lexile and WIDA scores | 09/02/2019 - 06/30/2023 | Administrator |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

Professional Development Step

Audience

Topics of Prof. Dev

Imagine Learning

K - 6 Teachers

Understanding data and how to access reports

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|----------------------|-------------------------|-----------------------------|
| Student data | 09/01/2019 - 06/15/2023 | Administrators and Teachers |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 1d: Demonstrating Knowledge of Resources | Language and Literacy Acquisition for All Students |
| 1e: Designing Coherent Instruction | Teaching Diverse Learners in an Inclusive Setting |
| 1b: Demonstrating Knowledge of Students | |
| 1a: Demonstrating Knowledge of Content and Pedagogy | |
| 1d: Demonstrating Knowledge of Resources | |
| 1a: Demonstrating Knowledge of Content and Pedagogy | |
| 1f: Designing Student Assessments | |
| 1c: Setting Instructional Outcomes | |
| 1b: Demonstrating Knowledge of Students | |
| 2b: Establishing a Culture for Learning | |



ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--------------------------------------|---|-------------------------|
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Literacy instruction support in a student's native language. Literacy support for ELD students and their families | 2019-09-02 - 2023-06-20 |
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Vocabulary Improvement Program (VIP) for ELs. | 2019-09-30 - 2023-06-20 |
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD 1 & 2 to ACTFL Standards | 2020-02-20 - 2023-06-20 |
| 100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum) | ELD Curriculum: Literacy Instruction | Align ELD 3 & 4 to ELA Standards | 2019-09-02 - 2023-06-20 |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|-----------------------------------|---|--|
| ELD Communication Plan | Teachers, Paraprofessionals | Literacy support for ELD students and their families |
| Anticipated Timeframe | Frequency | Delivery Method |
| 02/02/2020 - 02/02/2022 | At least monthly communications will be provided to staff members | Email |
| Lead Person/Position | | |
| Patricia Galloway, ELD Supervisor | | |

| Communication Step | Audience | Topics/Message of Communication |
|---------------------------------|-----------------------------|---|
| Vocabulary Improvement for ELDs | Teachers, Paraprofessionals | English language vocabulary acquisition by ELD students |

| Anticipated Timeframe | Frequency | Delivery Method |
|-------------------------|---|-----------------|
| 02/02/2020 - 02/02/2022 | At least monthly communications will be provided to staff members | Email |

| Lead Person/Position |
|-----------------------------------|
| Patricia Galloway, ELD Supervisor |

| Communication Step | Audience | Topics/Message of Communication |
|-------------------------|-----------------------------|---|
| Alignment of Curriculum | Teachers, Paraprofessionals | Curriculum development for ELD students aligning ELD 1 and ELD 2 to ACTFL Standards |

| Anticipated Timeframe | Frequency | Delivery Method |
|-------------------------|--|-----------------|
| 02/02/2020 - 02/02/2022 | At least a monthly meeting to discuss progress on curriculum development with the Director of Curriculum, teachers and paraprofessionals | Other |

| Lead Person/Position |
|-----------------------------------|
| Patricia Galloway, ELD Supervisor |

| Communication Step | Audience | Topics/Message of Communication |
|----------------------------|-----------------------------|---|
| Alignment of Curriculum #2 | Teachers, Paraprofessionals | Curriculum development for ELD students aligning ELD 3 and ELD 4 to ACTFL Standards |

| Anticipated Timeframe | Frequency | Delivery Method |
|-------------------------|---|-----------------|
| 02/02/2020 - 02/02/2022 | At least a monthly meeting to discuss progress on curriculum development with the Director of Curriculum, teachers and paraprofessionals. | Other |

| Lead Person/Position |
|-----------------------------------|
| Patricia Galloway, ELD Supervisor |



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|----------------------------|------------------|--|---------------------------|
| FCRPP will be shared with parents to ensure priorities, measurable goals and evidence-based strategies outlined in our comprehensive plan, as well as progress toward implementing the action plans and progress toward achieving yearly targets for each measurable goal will be communicated. | FCRPP (Comprehensive Plan) | School Messenger | Parents/guardians, students | Immediately upon approval |
| FCRPP will be located on the District website to ensure priorities, measurable goals and evidence-based strategies outlined in our comprehensive plan, as well as progress toward implementing the action plans and progress toward achieving yearly targets for each measurable goal will be communicated. | FCRPP (Comprehensive Plan) | District Website | All community members, parents/guardians, students | Immediately upon approval |

