

SEVEN GENERATIONS CS

154 E. Minor Street

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Seven Generations Charter School is an academically rich educational community creating generations of stewards who embrace our world and each other. All members of the Seven Generations Charter School community are committed to a public education alternative that promotes sustainability and citizenship with an interdisciplinary, individualized, project-based curriculum.

VISION STATEMENT

To each Seven Generations student, we pledge:

- An integrated learning experience that emphasizes sustainable living practices
- An experiential, constructivist approach to education that encourages hands-on learning in the community as well as in the classroom
- A culturally rich atmosphere that celebrates the expansive world around us
- An environment of academic excellence that taps into the creativity and uniqueness of each child and that fosters mutual respect

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Seven Generations Charter School engages students from every grade level in academic experiences focused on sustainable living, environmental stewardship, and respect for our planet and all living things. We believe that a school with excellent academics can also be a place where students learn respect, responsibility, cooperation, and compassion. Students develop the skills for personal success and the collaborative abilities to improve the overall quality of life in their communities. Our school was founded on seven core values that inform everything from our curriculum and teaching methodology to our daily activities, decision making processes, and how we interact with each other as a community. These core values include: sustainability and environmental awareness, creativity and mindfulness, mutual respect, cultural richness, integrated and interdisciplinary instruction, academic excellence, and hands-on experiential learning. Students are supported in helping attain our mission and vision through daily, student-centered experiences to enhance their understanding of our core values. Students are expected to demonstrate the skills and values taught at Seven Gen as they engage with individuals both inside and outside of our learning community. The project-based learning intrinsic to our programming fosters community relationships as students work side-by-side with members of the community on projects. These community members are parents, farmers, environmental scientists, town officials, local artists, heads of businesses and nonprofits, senior citizens, etc. This collaboration enables the students to become key players in improving life at their school and in their community. In this role, students support SGCS as it functions as a community resource.

STAFF

Using the EIC model, SGCS staff create learning experiences that transcend the barriers between disciplines that exist in the traditional public school as all teaching and learning is centered on common community environmental principles. Lessons across disciplines are integrated, and classes at a grade level coordinate with one another as they do their part in bringing learning together. Interdisciplinary learning fosters students' ability to see the connections between subject matter that is traditionally compartmentalized, while also allowing for an approach to problem solving that draws on knowledge from across subject matter—a practice essential in the real world. This approach to education allows teachers to transform traditional pedagogy and embrace a collaborative teaching style. SGCS's community and environment focused project-based academic program is set apart from traditional public schooling. Staff at SGCS engage students in real-world investigations that frequently take them out of the classroom, into nature and the larger community. This approach fosters critical thinking, creates an atmosphere

of collaboration, and engages and empowers students and teachers alike. Because projects grow out of student-driven questioning, students have an investment and sense of ownership regarding their learning and fulfilling the mission and vision of the school. In addition to daily educational duties, SGCS staff are given many opportunity to become involved in school improvement and share their voices to enhance the school's mission and vision. Staff opportunities for involvement in governance and operations are made possible through monthly liaison meetings, staff meetings, board meetings, and PTO meetings. Each of these meetings encourages group discussion where the voices of all can be heard.

ADMINISTRATION

SGCS administration engage in continuous multidimensional processes of evaluating annual and long term growth and achievement towards our mission and vision and PDE regulations and expectations. These processes include, but are not limited to, the following: leadership team, staff leadership team, BOT subcommittees, finance committee, facilities committee, parent teacher organization, student government facilitation, middle school research and formation committee, student assistance programming committee (SAP), multi-tiered systems of support academic and behavior committees (MTSS), school wide positive behavior system committee (SWPBIS), curriculum leadership committee (EIC leadership), school improvement planning committee, and rechartering committee. These various committees, led by the administrative team, all work to uphold, implement, and further SGCS mission and vision of all of its stakeholders.

PARENTS

At Seven Generations Charter School (SGCS) it is our intention to provide our parents with every opportunity possible to participate in school activities, events, and to have input on matters of importance to them and their children. Seven Generations Charter School will provide parents with a number of opportunities to express their feelings and provide input into the operation of the school including staff performance and progress towards goals. Parent involvement can include making recommendations to the administration on subjects of importance to students and parents supporting the school by organizing school-wide projects, activities, and parent volunteer programs that foster the school's mission. One of the key elements of our programming is to engage whole families in the education of the student. Parents will have many opportunities to help and tutor in the classroom, assist teachers with administrative duties, collaborate on fundraising activities, and contribute their individual talents and expertise to enrich students' educational experience. Research clearly demonstrates that there exists a high correlation between student success and parent involvement. To this end, Seven Generations Charter School will emphasize this

connection as an on-going priority.

COMMUNITY

The wider community, including parents and community partners, is an integral part of Seven Generations EIC program. Field trips, speakers, and local partnerships enrich the learning experience. Students are given the opportunity to develop an awareness of science careers and their roles, through meaningful interactions with science professionals in the community. As students consider the broader implications of human actions on the living systems around them, they begin to understand how they can affect the world for good or ill. A main feature of each integrated unit is students creating solutions to community problems through service learning, with the school's core principles of sustainable living, environmental stewardship, and respect for all living things as guides. The involvement of members of the greater community in the our educational programming serves to support the attainment of our mission and vision in an authentic manner.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Amanda Cossman	Administrator	Seven Generations Charter School
Kelly Paxton	Administrator	Seven Generations Charter School
Nicole Neagley	Administrator	Seven Generations Charter School
Jennifer Hersh	Administrator	Seven Generations Charter School
Maria Schaller	Board Member	Seven Generations Charter School Board of Trustees
Elisabeth Hardy	Staff Member	Seven Generations Charter School
Kelly Baughman	Staff Member	Seven Generations Charter School
Angela Waldraff	Staff Member	Seven Generations Charter School
Tatiana Galota	Staff Member	Seven Generations Charter School
Keith Pellak	Staff Member	Seven Generations Charter School
Katie Unger	Staff Member	Seven Generations Charter School
Amanda Brady	Staff Member	Seven Generations Charter School
Carolann Gehret	Staff Member	Seven Generations Charter School

Name	Position	Building/Group
Danielle McConaghy	Staff Member	Seven Generations Charter School
Emily Palmieri	Parent	Seven Generations Charter School
Leah Naylor	Community Member	Seven Generations Charter School
Diana Reeves	Staff Member	Seven Generations Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Primary roots causes identified include inconsistencies in coverage of standards, allocation of instructional time, instructional fidelity of adopted curriculum, and teacher professional development in best practices. In order to address these root causes, SGCS will develop a schedule that better supports academic instruction, a structure that articulates practices and timelines of our adopted ELA curriculum aligned to standards, and a system for teacher professional development in best practices and differentiation.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Primary roots causes identified include inconsistencies in coverage of standards, allocation of instructional time, instructional fidelity of adopted curriculum, and teacher professional development in best practices. In order to address these root causes, SGCS will develop a schedule that better supports academic instruction, a structure that articulates practices of our adopted math curriculum aligned to standards, and a system for teacher professional development in best practices and differentiation.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Due to the fact that this will be new programming, to best support educators, students, parents and the community, all</p>	<p>Essential</p>

Priority Statement

Outcome Category

operational and instructional systems, structures, and practices must be established and communicated for the expansion to grades 6-8.

Practices 3:
Provide
Student-Centered
Support
Systems

Two primary root causes identified include the time and coordination of efforts between school staff and community partners and a need for staff training regarding service learning. In order address these root causes, SGCS will create a system of practices that includes teacher professional development in the planning and implementation of service learning as well as create identified time throughout the school year dedicated to coordination of efforts between school staff and community partners.

Citizenship

ACTION PLAN AND STEPS

Evidence-based Strategy

Nuture Metacognition and Higher Order Thinking Skills

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Growing in Service

Given staff training, allocation of time, and a service learning system, SGCS staff and students will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in

Goal Nickname**Measurable Goal Statement (Smart Goal)**

collaboration with a community partner and receive a highly effective rating as measured by the Environmental Service Learning rubric.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Each grade will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner.

2022-09-06 -
2025-07-06

Curriculum
Directors
Community
Engagement
Coordinator

Allocated planning time focused on service learning initiatives, community partner resource list, Professional Development in designing and implementing service learning

Anticipated Outcome

1. 100% SGCS students will identify a need within a community based investigation. 2. 100% SGCS students will participate in the identification and development of a service learning initiative to benefit a community partnership.

Monitoring/Evaluation

EIC Curriculum Evaluation Tool Environmental Service Learning Rubric Service Learning Artifacts

Evidence-based Strategy

Positive Behavioral Interventions and Supports

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Growing Middle School SGCS will develop an instructional schedule and school-wide positive behavior program, acquire standards aligned curricular resources, articulate the academic instructional program, and identify and participate in professional development in order to establish an expanded program for 6th-8th grade.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop a middle school instructional schedule that maximizes time for core content and social-emotional learning

2022-07-31 -
2022-08-31

Administrative Team
(Principal, Supervisor of Special Education, Curriculum Directors, and Director of Student Services)

N/A

Identify standards-aligned curricular core content and social-emotional resources to use with fidelity.

2022-06-01 -
2025-06-02

Administrative Team
(Principal, Supervisor of Special Education, Curriculum Directors, and Director of Student Services)

Standards-aligned curricular resources which include ELA instruction, math instruction, science and social studies instruction, middle school required electives and units of study, social-emotional instructional resources

Design a professional development plan and identify related trainings for middle school curriculum and

2022-06-01 -
2025-08-31

Administrative Team
(Principal, Supervisor of Special Education, Curriculum Directors, and

Utilization of SGCS Instructional Coach, Curriculum Director, Responsive Classroom, IU21, PATTAN, and other professional development providers

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instructional practices.		Director of Student Services)	

Anticipated Outcome

1. The majority of students will indicate satisfaction with the middle school program 2. The majority of families will indicate satisfaction with the middle school program

Monitoring/Evaluation

1. End of Trimester Student Survey 2. End of Trimester Family Survey

Evidence-based Strategy

Differentiated, small-group instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Growing Literacy	Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of adopted English Language Arts curricular resources, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Instruction with Fidelity

Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Analyze instructional time and developing a school-wide instructional schedule that maximizes time allocated for literacy instruction.

2022-07-31 -
2022-08-31

Administrative team
(Principal, Curriculum Director, Supervisor of Special Education, Director of Student Services)

N/A

Identify standards-aligned curricular English Language Arts resources to use school-wide with fidelity

2022-06-01 -
2025-06-01

Curriculum Director

Materials/Resources: Standards-aligned curricular resources which include reading instruction, writing instruction, phonemic awareness and phonics instruction, spelling instruction, vocabulary instruction

Identify research-based, best practices to use in literacy instruction school-wide with fidelity

2022-09-06 -
2025-09-06

Administrative Team

Formal and informal teacher effectiveness evaluations

Design a professional development plan and design related trainings for best practices and small group

2022-05-27 -
2025-08-31

Curriculum Directors

Utilization of SGCS Instructional Coach, Reading Specialists, Reading Intervention Teacher, and in partnership with IU21, PATTAN, and other

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instruction in literacy			professional development providers

Anticipated Outcome

1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data 2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

Monitoring/Evaluation

1. Annual student data review 2. Annual teacher evaluation data review

Evidence-based Strategy

Differentiated, small-group instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Growing Mathematics	Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of Bridges in Mathematics, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Instruction with Fidelity

Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Analyze instructional time and developing a school-wide instructional schedule that maximizes time allocated for math instruction.

2022-07-31 -
2022-08-31

Administrative team (Principal, Curriculum Director, Supervisor of Special Education, Director of Student Services)

N/A

Identify research-based, best practices to use in literacy instruction school-wide with fidelity

2022-06-06 -
2022-09-06

Administrative Team

Formal and informal teacher effectiveness evaluations

Design a professional development plan and design related trainings for best practices and small group instruction in math

2022-09-06 -
2025-09-06

Administrative team (Principal, Curriculum Director, Supervisor of Special Education, Director of Student Services)

Utilization of SGCS Instructional Coach, Bridges Math Coach, and in partnership with IU21, PATTAN, and other professional development providers

Anticipated Outcome

1. Increase in student growth and achievement as indicated by school-wide benchmark data, PVAAS data, PSSA data 2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

Monitoring/Evaluation

1. Annual student data review 2. Annual teacher evaluation data review

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of adopted English Language Arts curricular resources, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Literacy)</p>	<p>Differentiated, small-group instruction</p>	<p>Design a professional development plan and design related trainings for best practices and small group instruction in literacy</p>	<p>05/27/2022 - 08/31/2025</p>
<p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of Bridges in Mathematics, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Mathematics)</p>	<p>Differentiated, small-group instruction</p>	<p>Design a professional development plan and design related trainings for best practices and small group instruction in math</p>	<p>09/06/2022 - 09/06/2025</p>
<p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given staff training, allocation of time, and a service learning system, SGCS staff and students will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner and receive a highly effective rating as measured by the Environmental Service Learning rubric. (Growing in Service)</p>	<p>Nature Metacognition and Higher Order Thinking Skills</p>	<p>Each grade will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner.</p>	<p>09/06/2022 - 07/06/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
SGCS will develop an instructional schedule and school-wide positive behavior program, acquire standards aligned curricular resources, articulate the academic instructional program, and identify and participate in professional development in order to establish an expanded program for 6th-8th grade. (Growing Middle School)	Positive Behavioral Interventions and Supports	Design a professional development plan and identify related trainings for middle school curriculum and instructional practices.	06/01/2022 - 08/31/2025

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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this 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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth Expectations (18-19): In the 18-19 school year, SGCS's Academic Growth Score exceeded the statewide average growth score and the state wide growth standard in all subjects assessed (ELA, Mathematics, and Science). SCGS achieved an Academic Growth Score of 100 in Science indicating success in a key area of focus for our Mission and Vision.

Proficient or Advanced on Pennsylvania State Assessments (18-19): All student groups were shown to meet interim goal/improvement targets in ELA, Math, and Science. PSSA science scores indicate the number of SGCS students achieving proficient or advanced exceeded the state average by 14% and was 3% shy of achieving the statewide goal for 2030. Students achieving advanced on the Pennsylvania state assessment exceeded the statewide average in all assessed subjects (ELA, Math, Science).

Regular Attendance (19-20): All student groups shown to exceed the performance standard. SGCS student attendance exceeded both the statewide average and the statewide performance standard with 95% of students with regular attendance.

Career Standards Benchmark (20-21): All Student group met the

Challenges

Proficient or Advanced on Pennsylvania State Assessments (18-19): Percent of SGCS students who achieved proficient or advanced on ELA and Math state testing failed to meet the statewide average.

Proficient or Advanced on Pennsylvania State Assessments (18-19): Students with disabilities - Students with disabilities showed a decrease in progress towards the interim goal/improvement target in mathematics.

In analyzing referral data for student services, we identified some grade levels continue with high referral rates for student support requests. Those grade levels with high referral rates should increase utilization of the tiered supports available.

With the creation of a new Director of Student Services role focused on supporting the whole child, SGCS is emerging in establishing partnerships with local businesses, community organizations, and other agencies to meet the needs of students that are not directly addressed by existing school services.

The essential practices for schools in our current K-5 is well established as evidenced in operational and exemplary data

Strengths

performance standard exceeding the statewide standard and trailing the statewide performance standard by 0.5% with a score of 97.5%.

Proficient or Advanced on Pennsylvania State Assessments (18-19): Historically Underperforming - Students identified through school processes as economically disadvantaged met the interim goal/improvement target in ELA and Mathematics. Students with disabilities showed improvement towards meeting the interim goal/improvement target in ELA.

SGCS meets student needs through a co-teaching model for Special Education. Data analysis of student progress towards IEP goals indicates that this model is effective at meeting student needs.

As a result of face-to-face, supplemental, small-group literacy instruction, progress monitoring indicates that Title 1 students have made academic gains in areas of deficit.

In analyzing referral data for student services, we identified a decrease in referrals for several grade levels. Analysis of possible reasons for a decrease in referrals identifies the utilization of supports in each Tier (ie. Tier 1, Tier 2, and Tier 3 interventions) by successful grade levels.

Challenges

ratings. We would like to replicate this organizational capacity for establishing our programming expansion in grades 6-8.

18-19 PVAAS data indicates that students with disabilities did not meet the statewide goal in performance progress in ELA or mathematics.

18-19 PVAAS data indicates that students with disabilities decreased in performance from the previous year in mathematics.

PSSA data indicates that ELA performance in grades 3, 4, and 5 remain at or below 60% of students achievement advanced or proficient in the years 2017, 2018, and 2019. While 3rd and 4th grade scores show positive trend lines indicating improvement in the percentage of students achieving proficient or advanced, PSSA data indicates that 5th grade decreased in scores in 2017, 2018, and 2019 for a average downward trajectory.

PSSA data from 2021 indicates the following challenges in ELA proficiency. 38% of grade 3 students, 58% of grade 4 students, and 35% of grade 5 students scored below proficiency.

PVAAS data indicates that while growth toward the growth standard is evident, 4th grade continues to show moderate evidence that the school did not meet the growth standard for this grade level throughout 2017-2019.

Strengths

SGCS was recognized as a Pennsylvania School Wide Positive Behavior Intervention and Support Model School the 2018-2019, 2019-2020, and 2020-2021 school years. This recognition highlights our status as a school that implements an evidence-based system of school-wide positive behavior interventions and supports as well as a multi-tiered system of supports for academics and behavior. These systems contribute to our status as a school that promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school in an exemplary fashion.

To ensure differentiation to meet student instructional needs, SGCS continues to implement a co-teaching model for special education services. Additionally, we used ESSER funding to hire more learning support staff to meet student instructional needs.

SGCS uses professional learning designs to support the learning needs of staff. Yearly EIC Professional development is conducted, which provides both new and veteran teachers, as well as administrators, with the opportunity to gain knowledge about our curricular framework and learn new skills for planning strategically, developing assessments, building and writing curriculum, and refining instruction at all grade levels. In addition, both leaders and instructional staff engage in ongoing professional development in data-driven instruction aimed at training educators to navigate data systems, interpret results, and set goals and make plans for instruction.

Challenges

PSSA data indicates that the number of students achieving advanced or proficient in 3rd grade math PSSAs remains under the 60% for the years 2017-2019, in 4th grade under the 50% despite a notable increase from 2018-2019, and 5th grade below the 40% for the years 2017-2019.

PSSA data from 2021 indicates the following challenges in math proficiency. 63% of grade 3 students, 67% of grade 4 students, and 70% of grade 5 students scored below proficiency.

Based on data reviewed in the EIC Audit, SGCS teachers should focus on improving the amount of time dedicated to planning and implementation of service learning as this component of EIC impacts our progress in achieving our mission and vision.

As we focus on achieving our mission, vision and Future Ready PA Index targets, SGCS should focus on alignment with new PA science standards.

The 2021 Curriculum Audit recognized that Seven Generations Charter School curriculum is standards-aligned. However, the audit recommended cyclical review of standards alignment in order to improve coverage of standards across all areas school-wide.

Strengths

18-19 PVAAS data indicates that students with disabilities increased in performance from the previous year in ELA.

18-19 PVAAS data indicates that students identified as economically disadvantaged met the interim goal for progress in ELA.

18-19 PVAAS data indicates that students identified as economically disadvantaged met the interim goal for progress in mathematics.

PVAAS data indicates that 4th grade made steady gains in growth in ELA over the years of 2017, 2018, and 2019 from showing moderate evidence that the school did not meet the growth standard in 2017 to evidence that the school met the growth standard in 2019 with scores very close to exceeding the growth standard that year. PVAAS data indicates that 5th grade made steady gains in growth in ELA over the years of 2017, 2018, and 2019 from showing evidence that the school met the growth standard in 2017 and 2018 close to the point of exceeding the growth standard to evidence that the school exceeded the growth standard in 2019. PVAAS data indicates that the school met or exceeded the growth standard across grades in PSSA English Language Arts in 2017, 2018, and 2019 when the average of student growth was considered. By 2019, PVAAS data indicated moderate evidence that the school exceeded the growth standard in ELA scores across grades.

Strengths

3rd grade ELA PSSA data indicates that Seven Generations exceeded Pennsylvania State Performance in two out of three years from 2017-2019 in number of students achieving advanced or proficient scores and was close to meeting Pennsylvania State Performance in the third year. 4th Grade ELA PSSA scores stagnant performance just below the Pennsylvania State Performance in 2017 and 2018 but notable improvement in scores in 2019 exceeding Pennsylvania State Performance in 2019.

PA Future Ready Index indicates PVAAS ELA 2018-19 all student groups exceed the standard in demonstrating growth with a score of 85. SGCS academic growth score exceeds the statewide standard of 70.

PVAAS data indicates that 4th grade made gains in growth toward meeting the growth standard in math over the years 2017, 2018, and 2019. PVAAS data indicates that 5th grade shows moderate evidence that the school exceeded the growth standard across all years from 2017-2019. PVAAS data indicates that the school made steady gains toward exceeding the growth standard across grades in PSSA Mathematics in 2017, 2018, and 2019 when the average of student growth was considered. In 2017 PSSA math growth across grades was well below the growth standard. In 2018, math growth across grades had improved from being qualified as "well below" to "below" the growth standard. By 2019, PVAAS data indicated moderate evidence that the school met the growth standard in

Strengths

math scores across grades.

3rd grade math PSSA data indicates an overall upward trend line and shows that Seven Generations exceeded Pennsylvania State Performance in one out of three years from 2017-2019 in number of students achieving advanced or proficient scores. PSSA scores for 4th grade math show the percentage of students achieving proficient or advanced scores significantly increased in 2019 to meet Pennsylvania State Performance.

PA Future Ready Index indicates PVAAS Math 2018-19 all student groups met the standard in demonstrating growth with a score of 76. SGCS academic growth score exceeds the statewide standard of 70.

PVAAS data indicates that the school made steady gains toward exceeding the growth standard in 4th grade Science in 2017, 2018, and 2019. In 2017, 4th grade PSSA science growth was below the growth standard. In 2018, 4th grade PSSA science growth had improved from being qualified as "below" the growth standard to the high end of meeting the growth standard. By 2019, PVAAS data indicated 4th grade science PSSA growth showed significant evidence of exceeding the growth standard.

PSSA science data from 2017-2019 indicates steady improvement in the percentage of students achieving proficient or advanced. 2019 data indicates that over 75% of 4th grade students achieved

Strengths

proficient or advanced.

PA Future Ready Index indicates PVAAS Science 2018-19 all student groups exceed the standard in demonstrating growth with a score of 100. SGCS academic growth score exceeds the statewide standard of 70.

All student groups indicated to exceed the performance standard for career readiness with 97.5% of students meeting this standard.

The 2021 Curriculum Audit recorded strong evidence of critical thinking and problem solving skills within instruction. Students apply their content learning to solve real-world, community-based problems.

The 2021 Curriculum Audit noted that Environment and Ecology standards are thoroughly and actively addressed school-wide.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>Based on data reviewed in the EIC Audit, SGCS teachers should focus on improving the amount of time dedicated to planning and implementation of service learning as this component of EIC impacts our progress in achieving our mission and vision.</p>	<p>In analyzing this challenge we have identified several potential root cause influencers. These include COVID related barriers to traditional instruction and student learning (ie. remote learning, school closures, modified school schedules, limitations on instructional activities, and social distancing) and the time and coordination of efforts between school staff and community partners. A third root cause was identified to be a need for staff training on identification, planning, and sustaining service learning.</p>	
<p>The 2021 Curriculum Audit recognized that Seven Generations Charter School curriculum is standards-aligned. However, the audit recommended cyclical review of standards alignment in order to improve coverage of standards across all areas school-wide.</p>		
<p>The essential practices for schools in our current K-5 is well established as evidenced in operational and exemplary data ratings. We would like to replicate this organizational capacity for establishing our programming expansion in grades 6-8.</p>	<p>In analyzing this challenge we have identified several potential root cause influencers that will need to be addressed: scheduling of instructional time and resources, standards aligned curricular resources, acquisition and/or retention of appropriately state certified middle-level staff, adaptation of the school-wide positive behavior support program to meet adolescent needs within a positive school culture.</p>	

Challenges	Discussion Point	Priority for Planning
<p>PSSA data from 2021 indicates the following challenges in ELA proficiency. 38% of grade 3 students, 58% of grade 4 students, and 35% of grade 5 students scored below proficiency.</p>	<p>In analyzing this challenge we have identified several potential root cause influencers. These include COVID related barriers to traditional instruction and student learning (ie. remote learning, school closures, modified school schedules, limitations on instructional activities, and social distancing), inconsistencies in coverage of standards, allocation of instructional time, instructional fidelity of adopted curriculum, and teacher professional development in best practices.</p>	
<p>PSSA data from 2021 indicates the following challenges in math proficiency. 63% of grade 3 students, 67% of grade 4 students, and 70% of grade 5 students scored below proficiency.</p>	<p>In analyzing this challenge we have identified several potential root cause influencers. These include COVID related barriers to traditional instruction and student learning (ie. remote learning, school closures, modified school schedules, limitations on instructional activities, and social distancing), inconsistencies in coverage of standards, allocation of instructional time, instructional fidelity of adopted curriculum, and teacher professional development in best practices.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Nurture Metacognition and Higher Order Thinking Skills

Action Steps	Anticipated Start/Completion Date
Each grade will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner.	09/06/2022 - 07/06/2025

Monitoring/Evaluation	Anticipated Output
EIC Curriculum Evaluation Tool Environmental Service Learning Rubric Service Learning Artifacts	1. 100% SGCS students will identify a need within a community based investigation. 2. 100% SGCS students will participate in the identification and development of a service learning initiative to benefit a community partnership.

Material/Resources/Supports Needed	PD Step	Comm Step
Allocated planning time focused on service learning initiatives, community partner resource list, Professional Development in designing and implementing service learning	yes	no

Action Plan: Positive Behavioral Interventions and Supports

Action Steps**Anticipated Start/Completion Date**

Develop a middle school instructional schedule that maximizes time for core content and social-emotional learning

07/31/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. End of Trimester Student Survey 2. End of Trimester Family Survey

1. The majority of students will indicate satisfaction with the middle school program 2. The majority of families will indicate satisfaction with the middle school program

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

N/A

no

yes



Action Steps**Anticipated Start/Completion Date**

Identify standards-aligned curricular core content and social-emotional resources to use with fidelity.

06/01/2022 - 06/02/2025

Monitoring/Evaluation**Anticipated Output**

1. End of Trimester Student Survey
2. End of Trimester Family Survey

1. The majority of students will indicate satisfaction with the middle school program
2. The majority of families will indicate satisfaction with the middle school program

Material/Resources/Supports Needed

PD Step **Comm Step**

Standards-aligned curricular resources which include ELA instruction, math instruction, science and social studies instruction, middle school required electives and units of study, social-emotional instructional resources

no yes



Action Steps**Anticipated Start/Completion Date**

Design a professional development plan and identify related trainings for middle school curriculum and instructional practices.

06/01/2022 - 08/31/2025

Monitoring/Evaluation**Anticipated Output**

1. End of Trimester Student Survey 2. End of Trimester Family Survey

1. The majority of students will indicate satisfaction with the middle school program 2. The majority of families will indicate satisfaction with the middle school program

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Utilization of SGCS Instructional Coach, Curriculum Director, Responsive Classroom, IU21, PATTAN, and other professional development providers

yes

yes

Action Plan: Differentiated, small-group instruction

Action Steps**Anticipated Start/Completion Date**

Analyze instructional time and developing a school-wide instructional schedule that maximizes time allocated for literacy instruction.

07/31/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Annual student data review
2. Annual teacher evaluation data review

1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data
2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

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

N/A

no

yes

Action Steps	Anticipated Start/Completion Date
Identify standards-aligned curricular English Language Arts resources to use school-wide with fidelity	06/01/2022 - 06/01/2025

Monitoring/Evaluation	Anticipated Output
1. Annual student data review 2. Annual teacher evaluation data review	1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data 2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

Material/Resources/Supports Needed	PD Step	Comm Step
Materials/Resources: Standards-aligned curricular resources which include reading instruction, writing instruction, phonemic awareness and phonics instruction, spelling instruction, vocabulary instruction	no	yes



Action Steps**Anticipated Start/Completion Date**

Identify research-based, best practices to use in literacy instruction school-wide with fidelity

09/06/2022 - 09/06/2025

Monitoring/Evaluation**Anticipated Output**

1. Annual student data review
2. Annual teacher evaluation data review

1. Increase in student growth and achievement as indicated by school-wide benchmark data, PVAAS data, PSSA data
2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

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

Formal and informal teacher effectiveness evaluations

no

no

Action Steps

Anticipated Start/Completion Date

Design a professional development plan and design related trainings for best practices and small group instruction in literacy

05/27/2022 - 08/31/2025

Monitoring/Evaluation

Anticipated Output

1. Annual student data review 2. Annual teacher evaluation data review

1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data 2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

Material/Resources/Supports Needed

PD Step **Comm Step**

Utilization of SGCS Instructional Coach, Reading Specialists, Reading Intervention Teacher, and in partnership with IU21, PATTAN, and other professional development providers

yes yes

Action Plan: Differentiated, small-group instruction

Action Steps**Anticipated Start/Completion Date**

Analyze instructional time and developing a school-wide instructional schedule that maximizes time allocated for math instruction.

07/31/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

1. Annual student data review 2. Annual teacher evaluation data review

1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data 2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

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

N/A

no

yes

Action Steps**Anticipated Start/Completion Date**

Identify research-based, best practices to use in literacy instruction school-wide with fidelity

06/06/2022 - 09/06/2022

Monitoring/Evaluation**Anticipated Output**

1. Annual student data review
2. Annual teacher evaluation data review

1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data
2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

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

Formal and informal teacher effectiveness evaluations

no

no

Action Steps	Anticipated Start/Completion Date
Design a professional development plan and design related trainings for best practices and small group instruction in math	09/06/2022 - 09/06/2025

Monitoring/Evaluation	Anticipated Output
1. Annual student data review 2. Annual teacher evaluation data review	1. Increase in student growth and achievement as indicted by school-wide benchmark data, PVAAS data, PSSA data 2. Increase in proficiency rating of instructional staff in Planning and Instruction as measured by the utilization of the Danielson Framework for Teacher Effectiveness Evaluation

Material/Resources/Supports Needed	PD Step	Comm Step
Utilization of SGCS Instructional Coach, Bridges Math Coach, and in partnership with IU21, PATTAN, and other professional development providers	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of adopted English Language Arts curricular resources, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Literacy)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>	Differentiated, small-group instruction	Design a professional development plan and design related trainings for best practices and small group instruction in literacy	05/27/2022 - 08/31/2025
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of Bridges in Mathematics, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Mathematics)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative</p>	Differentiated, small-group instruction	Design a professional development plan and design related trainings for best practices and small group instruction in math	09/06/2022 - 09/06/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)			
Given staff training, allocation of time, and a service learning system, SGCS staff and students will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner and receive a highly effective rating as measured by the Environmental Service Learning rubric. (Growing in Service)	Nuture Metacognition and Higher Order Thinking Skills	Each grade will fully implement an annual environmentally focused service learning activity inspired by the EIC curriculum and in collaboration with a community partner.	09/06/2022 - 07/06/2025
SGCS will develop an instructional schedule and school-wide positive behavior program, acquire standards aligned curricular resources, articulate the academic instructional program, and identify and participate in professional development in order to establish an expanded program for 6th-8th grade. (Growing Middle School)	Positive Behavioral Interventions and Supports	Design a professional development plan and identify related trainings for middle school curriculum and instructional practices.	06/01/2022 - 08/31/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Department Approved In-Service Courses	Instructional Staff	1. Differentiation of content in Product, Process, Content, and Environment 2. Flexible group design 3. Best Practices in Literacy Instruction 4. Best Practices in Math Instruction 5. How to Initiate, Develop, and Implement a Service Learning Project 6. School-Wide Positive Behavior Systems for the Adolescent

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
1. Post-Professional Development Survey 2. Informal and Formal Teacher Evaluation 3. Teacher Driven Lesson Studies	08/25/2022 - 08/31/2025	Administrative Team (Principal, Supervisor of Special Education, Director of Curriculum, Director of Student Services)

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum-based trainings	Instructional Staff	1. Responsive Classroom (Elementary Student, Adolescent Student) 2. Connected Mathematics Project (Middle School Student) 3. Best Practices in Secondary Mathematics Instruction 4. Next Steps in Guided Reading 5. PITSCO Grade 6 Science Modules 6. Instructional Coaching Toolkit Series 7. Best Practices in Instruction and Universal Design for Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
1. Post-Professional Development Survey 2. Informal and Formal Teacher Evaluation 3. Teacher Driven Lesson Studies	06/01/2022 - 08/31/2025	1. Responsive Classroom -Elementary Student, Adolescent Student 2. Michigan State University - Connected Mathematics Project 3. First Educational Resources - Best Practices in Secondary Math Instruction 4. Jan Richardson - Next Steps in Guided Reading (DVD Modules) 5. PITSCO 6. First Educational Resources - Instructional Coaching Toolkit Series 7. IU21, PATTAN

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of adopted English Language Arts curricular resources, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Literacy)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>	Differentiated, small-group instruction	Analyze instructional time and developing a school-wide instructional schedule that maximizes time allocated for literacy instruction.	2022-07-31 - 2022-08-31
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of adopted English Language Arts curricular resources, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Literacy)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative</p>	Differentiated, small-group instruction	Identify standards-aligned curricular English Language Arts resources to use school-wide with fidelity	2022-06-01 - 2025-06-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)			
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of adopted English Language Arts curricular resources, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Literacy)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>	Differentiated, small-group instruction	Design a professional development plan and design related trainings for best practices and small group instruction in literacy	2022-05-27 - 2025-08-31
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of Bridges in Mathematics, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Mathematics)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>	Differentiated, small-group instruction	Analyze instructional time and developing a school-wide instructional schedule that maximizes time allocated for math instruction.	2022-07-31 - 2022-08-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Given a schedule that better supports academic instruction, a structure that articulates practices and pacing of Bridges in Mathematics, and a system for teacher professional development in small group instruction and differentiation, 95% of students will demonstrate an increase of at least one year's growth as measured by benchmark assessments. (Growing Mathematics)</p> <p>Given a structure that articulates the practices and pacing of adopted English Language Arts curricular resources and associated teacher professional development in best practices and differentiation, 100% SGCS teachers will implement the ELA curricular resources and practices with proficiency as measured by administrative formal and informal evaluations, and/or lesson plan review. (Instruction with Fidelity)</p>	Differentiated, small-group instruction	Design a professional development plan and design related trainings for best practices and small group instruction in math	2022-09-06 - 2025-09-06
<p>SGCS will develop an instructional schedule and school-wide positive behavior program, acquire standards aligned curricular resources, articulate the academic instructional program, and identify and participate in professional development in order to establish an expanded program for 6th-8th grade. (Growing Middle School)</p>	Positive Behavioral Interventions and Supports	Develop a middle school instructional schedule that maximizes time for core content and social-emotional learning	2022-07-31 - 2022-08-31
<p>SGCS will develop an instructional schedule and school-wide positive behavior program, acquire standards aligned curricular resources, articulate the academic instructional program, and identify and participate in professional development in</p>	Positive Behavioral Interventions	Identify standards-aligned curricular core content and	2022-06-01 - 2025-06-02

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
order to establish an expanded program for 6th-8th grade. (Growing Middle School)	and Supports	social-emotional resources to use with fidelity.	
SGCS will develop an instructional schedule and school-wide positive behavior program, acquire standards aligned curricular resources, articulate the academic instructional program, and identify and participate in professional development in order to establish an expanded program for 6th-8th grade. (Growing Middle School)	Positive Behavioral Interventions and Supports	Design a professional development plan and identify related trainings for middle school curriculum and instructional practices.	2022-06-01 - 2025-08-31



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Growing in Instruction	Seven Generations Staff	School-wide instructional schedule, School-wide positive behavior support system for middle school, PA Standards Aligned Curricular Resources, Best Practices for Differentiated Small Group Instruction, Annual Professional Development Plan and Timeline
Anticipated Timeframe	Frequency	Delivery Method
06/01/2022 - 06/01/2025	Monthly	Presentation Other Newsletter Posting on district website
Lead Person/Position		
SGCS Administration		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

