

TENTH & PENN EL SCH

955 Penn St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The vision of the 10th and Penn school family is to: -educate the whole child with high-quality learning experiences -inspire a growth mindset -empower individuals to question and collaborate in order to achieve their personal best -cultivate emotional intelligence

STEERING COMMITTEE

Name	Position	Building/Group
Karen Hodge	Assistant Principal	10th and Penn Elementary
Andrea White	Teacher - Primary	10th and Penn Elementary
Josephine Trexler	Teacher - Primary	10th and Penn Elementary
Lindsey Mason	Librarian	10th and Penn Elementary
Sherry Kendra	Teacher - ESL Resource, Primary	10th and Penn Elementary
Danielle Greene	Teacher -- ESL Resource, Intermediate	10th and Penn Elementary
Kristina Roxburgh	Teacher - Intermediate	10th and Penn Elementary
Katherine Okonski	Special Education Program Coordinator for Emotional Support	Reading School District
Lisa Amato	Teacher - Special Education, Primary Emotional Support	10th and Penn Elementary
Sarah Melzer	Teacher - Learning Support Lead Teacher	10th and Penn Elementary
Anne Fisher	Director of Student Support Services	Reading School District
Marion Jameson	Community Member	Trinity Lutheran Church
Rowbee'C Kasisky	Principal	10th and Penn Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By focusing on improving the collaboration of teachers through co-teaching and co-planning time for teachers with IEP students, the achievement of students with disabilities will increase.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
By monitoring assessment progress in math and using the monitoring during common planning times, teachers will be able to identify and hone in on the key skills and vocabulary to provide focused instruction and time for student self-assessment of growth data in order to increase student math achievement.	Mathematics Essential Practices 1: Focus on Continuous Improvement of Instruction
By revamping and refining the intervention process in addition to implementing co-teaching classrooms, all students will see an increase in growth measures.	Essential Practices 1: Focus on Continuous Improvement of Instruction
By fine-tuning the Progress Monitoring process and increasing teacher collaboration focused on data and instructional decision-making, student data will show more growth from BOY to MOY.	Essential Practices 1: Focus on Continuous Improvement of Instruction

Priority Statement

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Co-Teaching for IEP students

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

IEP Making Progress goal

100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals.

Studs with Dis Acadience growth goal

70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).

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70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).

all grades Acadience Increase AAB 5% BOY - MOY

From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%.

Student Bench PM goal

70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Scheduling classrooms and the Master Schedule so that co-teaching is possible for all necessary classrooms and the co-teaching teams have scheduled time for collaboration and planning	2020-08-03 - 2020-08-24	Administration	Master Schedule, Teacher individual schedules
Creating co-teaching partnerships and preparing them as a team to service students	2020-08-24 - 2021-06-10	Administration; IEP teachers	

Anticipated Outcome

Master Schedule; Lesson Plans;

Monitoring/Evaluation

Walkthroughs by administration to observe that it is occurring; self-reflection / reflection for the co-teaching teams

Evidence-based Strategy

Additional Focused Math remediation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Benchmarks goal PARCC all studs.	All students will grow 25% from September benchmark to May benchmark or meet 80% (mastery) on the end of year assessment. (GoMath PARCC)
MI Goal all studs.	Overall School Data (Math Inventory/MI) will move 30% of students from Below Basic to Basic and 30% from Basic to Proficient/Advanced from September to May benchmarks.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use Classroom Assessment data in combination with MI to identify students to attend the Additional Focused Math Remediation Program. Continual review of classroom data to flex groups as necessary.	2020-10-01 - 2021-03-01	Classroom Teachers	classroom assessments / MI data;

Additional Focused Math remediation program will occur 2 to 3 days a week from 2:30-3:00 - minimally one class in each grade level.	2020-10-12 - 2021-03-26	classroom teachers	various classroom supplies; computers; grade level determined math computer programs
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Anticipated Outcome

lists of students invited to the program; program schedule

Monitoring/Evaluation

student assessment data (classroom assessment / MI data); student attendance; program occurrence

Evidence-based Strategy

Progress Monitoring Process

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
IEP Making Progress goal	100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals.
Studs with Dis Acadience growth goal	70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that

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

	amount of growth).
Studs with Dis Acadience growth goal	70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).
all grades Acadience Increase AAB 5% BOY - MOY	From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%.
Student Bench PM goal	70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).

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

Progress Monitoring using Acadience PMing grade level tools will occur for all on level students across all grades one time a month and will be entered into the on-line system:

2020-10-01 -
2021-06-10

Reading
Specialist,
Classroom
Teachers,

Acadience materials
(booklets, on-line access)

Data Analysis of Progress Monitoring Data to make instructional decisions will occur once a month in grade level teams.

2020-10-01 -
2021-06-10

Reading
Specialist,
Administration,
Classroom
Teachers,
Support
Teachers

Acadience materials
(booklets, on-line access)

All students that have been identified as Below or Well Below, will be Progress Monitored off-level determined by data. 95% grade levels will do

2020-10-01 -
2021-06-10

Reading
Specialist,
Classroom
Teachers,

Acadience materials
(booklets, on-line access)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>this one time a month; all other grade levels will do the following: Intensive and Strategic two times a month</p>			

Anticipated Outcome
<p>on-line data entry (Acadience), booklets, meeting agendas,</p>

Monitoring/Evaluation
<p>student assessment data, meeting attendance,</p>

Evidence-based Strategy
<p>Intervention K-4</p>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
<p>all grades Acadience Increase AAB 5% BOY - MOY</p>	<p>From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%.</p>
<p>Student Bench PM goal</p>	<p>70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Use of the Progress Monitoring Data (95% or Acadience) to make instructional groups and program decisions once a month in grade level</p>	<p>2020-10-01 - 2021-04-16</p>	<p>Reading Specialist, Classroom Teachers, Support Teachers,</p>	<p>Progress Monitoring Booklets or 95% Program Materials, Acadience on-line access/data or 95% data,</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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teams. The groups will be revisited each month and can be adjusted based on data.

Create a walk-to intervention for Kinder through 4th grade. Intervention Programs / Materials will be identified based on student need.	2020-10-01 - 2021-04-16	Reading Specialist, Classroom Teachers, Support Teachers, Administration	Intervention Programs / Materials, student lists, Reading Specialist support for implementing programs
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Anticipated Outcome
intervention lists, Meeting Agendas,

Monitoring/Evaluation
student Progress Monitoring / 95% data,

Evidence-based Strategy
Common Planning Times (CPT)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
IEP Making Progress goal	100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals.
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Math Benchmarks goal PARCC all studs.	All students will grow 25% from September benchmark to May benchmark or meet 80% (mastery) on the end of year assessment. (GoMath PARCC)

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

MI Goal all studs.

Overall School Data (Math Inventory/MI) will move 30% of students from Below Basic to Basic and 30% from Basic to Proficient/Advanced from September to May benchmarks.

Studs with Dis Acadience growth goal

70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).

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From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%.

Student Bench PM goal

70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth).

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

Grade Level Teams including IEP, ESL, Reading Specialists, and Building Administration will meet one time a month for reading planning. This time can include professional development, data analysis, and instructional planning.

2020-09-01 - 2021-05-31

all teachers, building administration,

meeting agenda, student data (progress monitoring booklets, benchmark data, on-line data access),

Grade Level Teams including IEP, ESL, and Building Administration will meet one time a month for math planning. This time can include professional development, data analysis, and instructional

2020-09-01 - 2021-05-31

all teachers, building administration,

meeting agenda, student data (classroom assessment / MI data)

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

planning.

Anticipated Outcome

Meeting Agendas / Notes, resulting student lists

Monitoring/Evaluation

student assessment data (reading and math), meeting attendance,

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)</p>	<p>Co-Teaching for IEP students</p>	<p>Creating co-teaching partnerships and preparing them as a team to service students</p>	<p>08/24/2020 - 06/10/2021</p>
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>			
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>			
<p>From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)</p>			
<p>70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)</p>	<p>Progress Monitoring Process</p>	<p>Data Analysis of Progress Monitoring Data to make instructional decisions will occur once a month in grade level teams.</p>	<p>10/01/2020 - 06/10/2021</p>
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>			
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>			
<p>From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)</p>	<p>Intervention K-4</p>	<p>Use of the Progress Monitoring Data (95% or Acadience) to make instructional groups and program decisions once a month in grade level teams. The groups will be revisited each month and can be adjusted based on data.</p>	<p>10/01/2020 - 04/16/2021</p>
<p>70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)	Common Planning Times (CPT)	Grade Level Teams including IEP, ESL, Reading Specialists, and Building Administration will meet one time a month for reading planning. This time can include professional development, data analysis, and instructional planning.	09/01/2020 - 05/31/2021
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
All students will grow 25% from September benchmark to May benchmark or meet 80% (mastery) on the end of year assessment. (GoMath PARCC) (Math Benchmarks goal PARCC all studs.)			
Overall School Data (Math Inventory/MI) will move 30% of students from Below Basic to Basic and 30% from Basic to Proficient/Advanced from September to May benchmarks. (MI Goal all studs.)			
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)			
70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress			

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)	Common Planning Times (CPT)	Grade Level Teams including IEP, ESL, and Building Administration will meet one time a month for math planning. This time can include professional development, data analysis, and instructional planning.	09/01/2020 - 05/31/2021
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
All students will grow 25% from September benchmark to May benchmark or meet 80% (mastery) on the end of year assessment. (GoMath PARCC) (Math Benchmarks goal PARCC all studs.)			
Overall School Data (Math Inventory/MI) will move 30% of students from Below Basic to Basic and 30% from Basic to Proficient/Advanced from September to May benchmarks. (MI Goal all studs.)			
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)			
70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress			

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement _____ ;

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

Superintendent/Chief Executive Officer

Dr. Khalid Mumin

2020-08-31

School Improvement
Facilitator Signature

Building Principal Signature

Rowbee'C Kasisky

2020-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In ELA 4th grade PVAAS - students in the 1st quintile exceeded the standard for academic growth

In math 4th grade PVAAS - students in the 2nd quintile exceeded the standard for academic growth

According to Future Ready Index - EL growth met the interim goal / improvement target and exceeded the statewide average

According to the Future Ready Index - All student group met the performance standard for regular attendance

Acadience Reading Data in first grade - First Grade was able to maintain the number of At or Above Benchmark students from the BOY to the EOY assessment

Acadience - Effectiveness of Instructional Support Levels: First Grade was able to maintain 80% and Second Grade was able to maintain 82% of the student in the Core Support category

Acadience - Effectiveness of Instructional Support Levels: First Grade and Third Grade were both able to move students from Strategic Support to Core Support (First - 36%, Third - 50%)

RI - Fall data went from 1% A, 10%P, 19% B, 71%BB to Winter data of 3%A, 9%P, 23%B, 65%BB

Challenges

Performance Data is not meeting the expected levels of proficiency for Math or ELA

Students in the IEP subgroup in both 3rd and 4th grade did not achieve at a percent that is comparable to the whole student group in either math or ELA

In math 4th grade PVAAS - students in the 3rd quintile did not meet the standard for academic growth

In ELA 4th grade PVAAS - students in the 2nd quintile did not meet the standard for academic growth

Historically, more growth is shown from MOY to EOY in Acadience. 2019-2020 from BOY to MOY, all grade levels decreased or maintained the number of students AAB benchmark. If instructional practices can be leveraged to make an impact earlier on in the year, our growth and performance would be greater by EOY.

PVAAS - 4th grade math - Students in the 3rd quintile demonstrated moderate evidence that they did not meet the standard for growth

PVAAS - students in the 2nd and 3rd quintiles showed evidence that they did not meet the growth standard

Students that transfer in to 10th and Penn are not coming with completing CRI - we have to create a plan to catch these

Strengths

MI - Fall data went from 1%P, 9% B, 90%BB to Winter data of 11%P, 19%B, 70%BB

PVAAS data - students in the 1st quintile showed evidence that they met the standard for growth while students in the 2nd quintile showed moderate evidence for exceeded the standard for growth.

PVAAS - Students in the first quintile showed that they met the standard for academic growth

10th and Penn students are completing their Career Readiness Indicators with fidelity

EL student Performance Measures and Growth Measures

Student with Disabilities growth measures in ELA decreased from last year

Student with Disabilities Academic Growth Measures met the interim target in both ELA and Math

Overall the Focus on Continuous Improvement of Instruction - especially using a variety of assessments to monitor student learning and adjust instruction

Building leadership capacity and empowering staff in the development and successful implementation of initiatives

Implementing Multi-Tiered Systems of Support for academics and behavior

Positive environment and implementing Positive Behavior Support System

Identifying professional learning needs through analysis of a variety of data

Challenges

students as soon as they transfer in to 10th and Penn

Student with Disabilities Performance measures - all did not meet the interim goal and decreased performance in ELA from last year

Students with Disabilities Growth Performance measure - decreased in math from previous year

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

Partnering with local businesses, community organizations and agencies to meet the needs of students

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Students in the IEP subgroup in both 3rd and 4th grade did not achieve at a percent that is comparable to the whole student group in either math or ELA	During that year, we were progress monitoring and goal setting on their individual level and not simultaneously doing the same on their grade level; discussion to support co-teaching for IEP students; discussion about how the after school program during teacher working hours (Skittles) was beneficial and showed growth for students; discussion about PMing for IEP students - both on grade level and then in addition to the IEP goals	✓
In math 4th grade PVAAS - students in the 3rd quintile did not meet the standard for academic growth	There was inconsistency in staffing that should be considered. discussion about how the after school program during teacher working hours (Skittles) was beneficial and showed growth for students	✓
In ELA 4th grade PVAAS - students in the 2nd quintile did not meet the standard for academic growth	There was inconsistency in staffing that should be considered; discussion about how the after school program during teacher working hours (Skittles) was beneficial and showed growth for students	✓
Historically, more growth is shown from MOY to EOY in Acadience. 2019-2020 from BOY to MOY, all grade levels decreased or maintained the number of	conversation around Progress Monitoring; having classroom teachers PMing their own; keeping PMing alongside 95%...how does that work?; better connection between our PMing tools (95% and Acadience) for	✓

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

students AAB benchmark. If instructional practices can be leveraged to make an impact earlier on in the year, our growth and performance would be greater by EOY.

collaboration and for staff to have all the info to inform instruction

Student with Disabilities
Performance measures - all did not meet the interim goal and decreased performance in ELA from last year

The support teacher for this group of students left in December and was not replaced leaving other staff to cover the IEP caseload; discussion to support co-teaching for IEP students; discussion about how the after school program during teacher working hours (Skittles) was beneficial and showed growth for students; discussion about PMing for IEP students - both on grade level and then in addition to the IEP goals

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

Partnering with local businesses, community organizations and agencies to meet the needs of students

would like to bring more people in to support students - one-on-one to support; to get community buy-in; relationship with a local business was really working this year and we hope to continue it

Implement evidence-based strategies to engage families to support learning

ADDENDUM B: ACTION PLAN

Action Plan: Co-Teaching for IEP students

Action Steps	Anticipated Start/Completion Date
Scheduling classrooms and the Master Schedule so that co-teaching is possible for all necessary classrooms and the co-teaching teams have scheduled time for collaboration and planning	08/03/2020 - 08/24/2020

Monitoring/Evaluation	Anticipated Output
Walkthroughs by administration to observe that it is occurring; self-reflection / reflection for the co-teaching teams	Master Schedule; Lesson Plans;

Material/Resources/Supports Needed	PD Step
Master Schedule, Teacher individual schedules	no

Action Steps	Anticipated Start/Completion Date
Creating co-teaching partnerships and preparing them as a team to service students	08/24/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
Walkthroughs by administration to observe that it is occurring; self-reflection / reflection for the co-teaching teams	Master Schedule; Lesson Plans;

Material/Resources/Supports Needed	PD Step
	yes

Action Plan: Additional Focused Math remediation

Action Steps	Anticipated Start/Completion Date
Use Classroom Assessment data in combination with MI to identify students to attend the Additional Focused Math Remediation Program. Continual review of classroom data to flex groups as necessary.	10/01/2020 - 03/01/2021

Monitoring/Evaluation	Anticipated Output
student assessment data (classroom assessment / MI data); student attendance; program occurrence	lists of students invited to the program; program schedule

Material/Resources/Supports Needed	PD Step
classroom assessments / MI data;	no

Action Steps	Anticipated Start/Completion Date
Additional Focused Math remediation program will occur 2 to 3 days a week from 2:30-3:00 - minimally one class in each grade level.	10/12/2020 - 03/26/2021

Monitoring/Evaluation	Anticipated Output
student assessment data (classroom assessment / MI data); student attendance; program occurrence	lists of students invited to the program; program schedule

Material/Resources/Supports Needed	PD Step
various classroom supplies; computers; grade level determined math computer programs	no

Action Plan: Progress Monitoring Process

Action Steps**Anticipated Start/Completion Date**

Progress Monitoring using Acadience PMing grade level tools will occur for all on level students across all grades one time a month and will be entered into the on-line system:

10/01/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

student assessment data, meeting attendance,

on-line data entry (Acadience),
booklets, meeting agendas,

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

Acadience materials (booklets, on-line access)

no

Action Steps**Anticipated Start/Completion Date**

Data Analysis of Progress Monitoring Data to make instructional decisions will occur once a month in grade level teams.

10/01/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

student assessment data, meeting attendance,

on-line data entry (Acadience),
booklets, meeting agendas,

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

Acadience materials (booklets, on-line access)

yes

Action Steps

Anticipated Start/Completion Date

All students that have been identified as Below or Well Below, will be Progress Monitored off-level determined by data. 95% grade levels will do this one time a month; all other grade levels will do the following: Intensive and Strategic two times a month

10/01/2020 - 06/10/2021

Monitoring/Evaluation

Anticipated Output

student assessment data, meeting attendance,

on-line data entry (Acadience),
booklets, meeting agendas,

Material/Resources/Supports Needed

PD Step

Acadience materials (booklets, on-line access)

no

Action Plan: Intervention K-4

Action Steps**Anticipated Start/Completion Date**

Use of the Progress Monitoring Data (95% or Acadience) to make instructional groups and program decisions once a month in grade level teams. The groups will be revisited each month and can be adjusted based on data.

10/01/2020 - 04/16/2021

Monitoring/Evaluation**Anticipated Output**

student Progress Monitoring / 95% data,

intervention lists, Meeting Agendas,

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

Progress Monitoring Booklets or 95% Program Materials, Acadience on-line access/data or 95% data,

yes

Action Steps**Anticipated Start/Completion Date**

Create a walk-to intervention for Kinder through 4th grade. Intervention Programs / Materials will be identified based on student need.

10/01/2020 - 04/16/2021

Monitoring/Evaluation**Anticipated Output**

student Progress Monitoring / 95% data,

intervention lists, Meeting Agendas,

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

Intervention Programs / Materials, student lists, Reading Specialist support for implementing programs

no

Action Plan: Common Planning Times (CPT)

Action Steps	Anticipated Start/Completion Date
Grade Level Teams including IEP, ESL, Reading Specialists, and Building Administration will meet one time a month for reading planning. This time can include professional development, data analysis, and instructional planning.	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
student assessment data (reading and math), meeting attendance,	Meeting Agendas / Notes, resulting student lists

Material/Resources/Supports Needed	PD Step
meeting agenda, student data (progress monitoring booklets, benchmark data, on-line data access),	yes

Action Steps	Anticipated Start/Completion Date
Grade Level Teams including IEP, ESL, and Building Administration will meet one time a month for math planning. This time can include professional development, data analysis, and instructional planning.	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
student assessment data (reading and math), meeting attendance,	Meeting Agendas / Notes, resulting student lists

Material/Resources/Supports Needed	PD Step
meeting agenda, student data (classroom assessment / MI data)	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)	Co-Teaching for IEP students	Creating co-teaching partnerships and preparing them as a team to service students	08/24/2020 - 06/10/2021
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)			
70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)			
100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)	Progress Monitoring Process	Data Analysis of Progress Monitoring Data to make instructional	10/01/2020 - 06/10/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>		<p>decisions will occur once a month in grade level teams.</p>	
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>			
<p>From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)</p>			
<p>70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)</p>			
<p>From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)</p>	<p>Intervention K-4</p>	<p>Use of the Progress Monitoring Data (95% or Acadience) to make instructional groups and program decisions once a month in grade level teams. The groups will be</p>	<p>10/01/2020 - 04/16/2021</p>
<p>70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Bench PM goal)		revisited each month and can be adjusted based on data.	
100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)	Common Planning Times (CPT)	Grade Level Teams including IEP, ESL, Reading Specialists, and Building	09/01/2020 - 05/31/2021
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)		Administration will meet one time a month for reading planning. This time can include professional development, data analysis, and instructional planning.	
All students will grow 25% from September benchmark to May benchmark or meet 80% (mastery) on the end of year assessment. (GoMath PARCC) (Math Benchmarks goal PARCC all studs.)			
Overall School Data (Math Inventory/MI) will move 30% of students from Below Basic to Basic and 30% from Basic to Proficient/Advanced from September to May benchmarks. (MI Goal all studs.)			
70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)			
From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase AAB 5% BOY - MOY)</p> <p>70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)</p>			
<p>100% of Students with Disabilities will achieve the Making Progress indicator on 80% or more of their individual IEP goals. (IEP Making Progress goal)</p>	<p>Common Planning Times (CPT)</p>	<p>Grade Level Teams including IEP, ESL, and Building</p>	<p>09/01/2020 - 05/31/2021</p>
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience growth goal)</p>		<p>Administration will meet one time a month for math planning. This time can include professional development, data analysis, and instructional planning.</p>	
<p>All students will grow 25% from September benchmark to May benchmark or meet 80% (mastery) on the end of year assessment. (GoMath PARCC) (Math Benchmarks goal PARCC all studs.)</p>			
<p>Overall School Data (Math Inventory/MI) will move 30% of students from Below Basic to Basic and 30% from Basic to Proficient/Advanced from September to May benchmarks. (MI Goal all studs.)</p>			
<p>70% of students with disabilities will make the expected grade level growth using Acadience Benchmarks. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Studs with Dis Acadience</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

growth goal)

From BOY to MOY, all grade levels will increase their AAB overall composite score by 5%. (all grades Acadience Increase AAB 5% BOY - MOY)

70% of students will make the expected grade level growth using Acadience Benchmarks and Acadience Progress Monitoring. (End of Year benchmark minus Beginning of Year benchmark - make that amount of growth). (Student Bench PM goal)

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching Professional Development	regular education and IEP teachers engaging in the co-teaching process	roles and management, sharing a space, co-teaching models, co-planning process,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
self-reflection of the process, walkthroughs, co-teaching team reflection,	08/25/2020 - 06/10/2021	building administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
We've Got Data, Now What?	all teachers	making instructional decisions based on data; collaborating with vertical teams / off grade level;

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
student data, small group instruction (lesson plans / walkthroughs), PD evaluation forms,	01/01/0001 - 01/01/0001	Building Administration, Reading Specialist, All Teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Presentation	School Improvement Plan	Website	Stakeholders	upon approval
