

THIRTEENTH & UNION EL SCH

1600 N 13th St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Thirteenth and Union staff, families, and community members strive to motivate, inspire, and empower it's diverse population of students to reach their intellectual, creative, personal, civic and social potentials in a supportive environment in which all students feel safe, appreciated, and respected.

STEERING COMMITTEE

Name	Position	Building/Group
Margaret Brown	Principal	Thirteenth and Union Elementary
Paige Weitzel	Assistant Principal	Thirteenth and Union Elementary
Emily Weiss	Principal Intern	Thirteenth and Union Elementary
Nicole Sherman	Kindergarten Teacher	Thirteenth and Union Elementary
Brynn Hass	Grade 1 Learning Support Teacher	Thirteenth and Union Elementary
Kristy Minnick	Grade 2 Teacher	Thirteenth and Union Elementary
Nicole Brennan	Grade 3 Teacher	Thirteenth and Union Elementary
Karly Schlosser	Grade 4 Teacher	Thirteenth and Union Elementary
Linda McLean	Grade 3 Learning Support Teacher	Thirteenth and Union Elementary
Tanya Consugar	Kindergarten Learning Support Teacher	Thirteenth and Union Elementary
Richard Conrad	Music Teacher	Thirteenth and Union Elementary
Kelly Rupert	ESL Resource Teacher	Thirteenth and Union Elementary
Melissa Houptley	Reading Specialist	Thirteenth and Union Elementary
Lucinda Williams	Parent	Thirteenth and Union Elementary

Name

Position

Building/Group

Deborah
Kopetsky

Community Member

Thirteenth and Union
Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Utilizing the data from multiple assessments we will identify students individual learning needs and adjust programs and instructional practices on a tri-weekly schedule to improve student achievement.	English Language Arts Mathematics
The Administrative team will provide frequent (10 walk-throughs Quarterly, at a minimum, per administrator) and timely (within 24 hours) feedback to teachers utilizing PAETEP in the anecdotal records section on areas of growth and strengths.	Essential Practices 4: Foster Quality Professional Learning
13th and Union will use assessments (including, but not limited to; Acadience, Reading Inventory, Math Inventory, ARC - URLA, 95% Group – PASI and PSI) to monitor student learning and adjust programs and instructional practices on a tri-weekly schedule in order to increase student achievement.	English Language Arts Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Independent Level ELA	By the end of the 2020-2021 school year, students will increase their independent level by on year's growth when assessed every 3 weeks on bench mark progress monitoring assessments.
Benchmark Assessments ELA	By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools.
Benchmark Assessments	By June 2021 students will increase their achievement by 10%

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

Math

on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools.

Independent Level Math

Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All students will be assessed 4 times a year using district assigned ELA benchmark assessments.	2020-08-31 - 2021-06-09	Margaret Brown/Principal Paige Weitzel/Assistant Principal All Teachers	Assessment/Assessment schedule/Support staff schedule
All students will be assessed 4 times a year using district assigned Math benchmark assessments	2020-08-31 - 2021-06-09	Margaret Brown/Principal Paige Weitzel/Assistant Principal All Teachers	Assessment/Assessment schedule/Support staff schedule
All students will be progress monitored every 3 weeks using the district assigned progress monitoring tools for ELA	2020-08-31 - 2021-06-09	Margaret Brown/Principal Paige Weitzel/Assistant Principal, Melissa Houptley, Reading Specialist, All Teachers	Progress Monitoring Tools/Progress Monitoring Schedule/Support Staff
All students will be progress monitored every 3 weeks using the district assigned progress monitoring tools for Math.	2020-08-31 - 2021-06-09	Margaret Brown/Principal Paige Weitzel/Assistant Principal All Teachers	Progress Monitoring Tools/Progress Monitoring Schedule/Support Staff
Administrators will	2020-08-31 -	Margaret	Observation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
provide feedback to teachers to support their instructional practices	2021-06-09	Brown/Principal Paige Weitzel/Assistant Principal	Tools/PAETEP/Observation Schedule

Anticipated Outcome

An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

Monitoring/Evaluation

Data summit will be conducted after each benchmark administration. Data will be analyzed and appropriate changes will be made to meet the students instructional needs. Progress monitoring data will be analyzed every 3 weeks and changes to each students instructional programming will be based on what the data says.

Evidence-based Strategy

PLC

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Independent Level ELA	By the end of the 2020-2021 school year, students will increase their independent level by on year's growth when assessed every 3 weeks on bench mark progress monitoring assessments.
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Feedback on Instructional Practice	By June 2021, each staff member will have at least 2 anecdotal notes in PAETEP to help with their strengths and areas of growth.
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Benchmark Assessments ELA	By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools.
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Benchmark Assessments Math	By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools.
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Goal Nickname**Measurable Goal Statement (Smart Goal)**

Independent Level Math

Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year.

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

Plan for PD on PLC and Peer Observations (Non-Supervisory)

2020-08-24 -
2020-09-11

SIP
Team/Administrators

PD Time

PD about PLCs

2020-09-14 -
2020-09-28

SIP
Team/Administrators

PLC materials, PD Time

PD on PEER Observations

2020-09-14 -
2020-09-28

SIP
Team/Administrators

Peer Observation Materials,
PD Time

Anticipated Outcome

Collaboration on instructional practices to improve student achievement.

Monitoring/Evaluation

Agendas, Meeting Notes, Administrative Walk through, Student assessments.

Evidence-based Strategy

Co-Teaching

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

Independent Level ELA

By the end of the 2020-2021 school year, students will increase their independent level by on year's growth when assessed every 3 weeks on bench mark progress monitoring assessments.

Feedback on Instructional Practice

By June 2021, each staff member will have at least 2 anecdotal notes in PAETEP to help with their strengths and areas of

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

growth.

Benchmark Assessments
ELA

By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools.

Benchmark Assessments
Math

By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools.

Independent Level Math

Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year.

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

PD on Co-Teaching

2020-08-24 -
2021-06-09

Margaret Brown/Principal
Paige Weitzel/Assistant
Principal

Co-Teaching PD Materials/
PD Time

Anticipated Outcome

Collaboration on instructional practices to improve student achievement. An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

Monitoring/Evaluation

Administrative Walk through, Student assessments, PLC Notes



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2020-2021 school year, students will increase their independent level by one year's growth when assessed every 3 weeks on benchmark progress monitoring assessments. (Independent Level ELA)</p>	<p>Using Student Achievement Data to Support Instructional Decision Making</p>	<p>Administrators will provide feedback to teachers to support their instructional practices</p>	<p>08/31/2020 - 06/09/2021</p>
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)</p>			
<p>Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2020-2021 school year, students will increase their independent level by on year's growth when assessed every 3 weeks on bench mark progress monitoring assessments. (Independent Level ELA)</p>	PLC	PD about PLCs	09/14/2020 - 09/28/2020
<p>By June 2021, each staff member will have at least 2 anecdotal notes in PAETEP to help with their strengths and areas of growth. (Feedback on Instructional Practice)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)</p>			
<p>Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2020-2021 school year, students will increase their independent level by on year's growth when assessed every 3 weeks on bench mark progress monitoring assessments. (Independent Level ELA)</p>	Co-Teaching	PD on Co-Teaching	08/24/2020 - 06/09/2021
<p>By June 2021, each staff member will have at least 2 anecdotal notes in PAETEP to help with their strengths and areas of growth. (Feedback on Instructional Practice)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)</p>			
<p>Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)</p>			

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

Margaret Anne Brown

2020-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

PSSA Mathematics

PSSA Science

52% of the students in kindergarten are at or above benchmark as of January 2020 as measured by Acadience

All student group and Hispanic student group exceeded the standard demonstrating growth as measured by PVAAS ELA

Economically Disadvantaged, English Learner, and Students with Disabilities student groups met or exceeded the interim growth target as measured by PVAAS ELA

All student group, Hispanic student group, Economically Disadvantaged student group exceeded the standard demonstrating growth as measured by PVAAS Math.

English Learner and Students with Disabilities group met or exceeded the interim growth target as measured by PVAAS Math

All student group, Hispanic student group, Economically Disadvantaged student group meet the Standard Demonstrating Growth as measured by PVAAS

Career Readiness: All student group exceeds performance standards as measured by Future Ready Index

PVAAS ELA English Learner Student

Challenges

PSSA English Language Art

PSSA Math

82% of the grade 3 students are Below Basic or Basic as of January 2020 as measured by Reading Inventory

75% of the grade 4 students are Below Basic or Basic as of January 2020 as measured by Reading Inventory

86% of the students in kindergarten to fourth grade were below basic or basic as of January 2020 as measured by Math Inventory.

Students with Disabilities group did not meet the standard demonstrating growth as measured by PVAAS

Career Readiness: Maintaining All student group exceeds performance standards as measured by Future Ready Index

PSSA ELA English Learner Student Group, Students with Disabilities, Economically Disadvantaged and Hispanic Student Groups did not meet the statewide goal/interim target/ decrease in performance from the previous year

PSSA Math English Learner Student Group, Students with Disabilities, Economically Disadvantaged and Hispanic Student Groups did not meet the statewide goal/interim target/ decrease in performance from the previous year

PSSA Science English Learner Student

Strengths

Group met or exceeded the interim growth target; however, this is a decrease from the previous year.

PVAAS ELA Students with Disabilities Group met or exceeded the interim growth target; however, this is a decrease from the previous year.

PVAAS ELA Economically Disadvantaged Student Group met or exceeded the interim growth target, however this is a decrease from the previous year.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Implement evidence-based strategies to engage families to support learning.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Challenges

Group, Students with Disabilities, Economically Disadvantaged and Hispanic Student Groups did not meet the statewide goal/interim target/ decrease in performance from the previous year

Identify and address individual student learning needs.

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

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

Foster a culture of high expectations for success for all students, educators, families, and community members.

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Students with Disabilities group did not meet the standard demonstrating growth as measured by PVAAS

Review how Special Education supports are provided. Continue PD on CO-Teaching

PSSA ELA English Learner

Review how Special Education and

Challenges	Discussion Point	Priority for Planning
<p>Student Group, Students with Disabilities, Economically Disadvantaged and Hispanic Student Groups did not meet the statewide goal/interim target/ decrease in performance from the previous year</p>	<p>ESL supports are provided. Continue PD on CO-Teaching</p>	
<p>Identify and address individual student learning needs.</p>	<p>Multiple subgroups did not make statewide goal/interim target on statewide assessments. Is our instructional design meeting the needs of all of our learners? How do we ensure the alignment of resources in support of student success?</p>	✓
<p>Provide frequent, timely and systematic feedback and support on instructional practices.</p>	<p>How do we ensure continuous improvement of instructional practices in all classrooms? How do we include teachers into this process of supporting other teachers instructional practices?</p>	✓
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.</p>	<p>Multiple subgroups did not make statewide goal/interim target on statewide assessments. Is decision-making is based on comprehensive data analysis?</p>	✓
<p>Foster a culture of high expectations for success for all students, educators, families, and community members.</p>		
<p>Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.</p>	<p>Rebuild/Rejuvenate partnership with Albright College.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Using Student Achievement Data to Support Instructional Decision Making

Action Steps	Anticipated Start/Completion Date
All students will be assessed 4 times a year using district assigned ELA benchmark assessments.	08/31/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
Data summit will be conducted after each benchmark administration. Data will be analyzed and appropriate changes will be made to meet the students instructional needs. Progress monitoring data will be analyzed every 3 weeks and changes to each students instructional programming will be based on what the data says.	An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.
Material/Resources/Supports Needed	PD Step
Assessment/Assessment schedule/Support staff schedule	no

Action Steps**Anticipated Start/Completion Date**

All students will be assessed 4 times a year using district assigned Math benchmark assessments

08/31/2020 - 06/09/2021

Monitoring/Evaluation**Anticipated Output**

Data summit will be conducted after each benchmark administration. Data will be analyzed and appropriate changes will be made to meet the students instructional needs. Progress monitoring data will be analyzed every 3 weeks and changes to each students instructional programming will be based on what the data says.

An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

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

Assessment/Assessment schedule/Support staff schedule

no

Action Steps**Anticipated Start/Completion Date**

All students will be progress monitored every 3 weeks using the district assigned progress monitoring tools for ELA

08/31/2020 - 06/09/2021

Monitoring/Evaluation**Anticipated Output**

Data summit will be conducted after each benchmark administration. Data will be analyzed and appropriate changes will be made to meet the students instructional needs. Progress monitoring data will be analyzed every 3 weeks and changes to each students instructional programming will be based on what the data says.

An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

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

Progress Monitoring Tools/Progress Monitoring Schedule/Support Staff

no



Action Steps**Anticipated Start/Completion Date**

All students will be progress monitored every 3 weeks using the district assigned progress monitoring tools for Math.

08/31/2020 - 06/09/2021

Monitoring/Evaluation**Anticipated Output**

Data summit will be conducted after each benchmark administration. Data will be analyzed and appropriate changes will be made to meet the students instructional needs. Progress monitoring data will be analyzed every 3 weeks and changes to each students instructional programming will be based on what the data says.

An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

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

Progress Monitoring Tools/Progress Monitoring Schedule/Support Staff

no



Action Steps

Anticipated Start/Completion Date

Administrators will provide feedback to teachers to support their instructional practices

08/31/2020 - 06/09/2021

Monitoring/Evaluation

Anticipated Output

Data summit will be conducted after each benchmark administration. Data will be analyzed and appropriate changes will be made to meet the students instructional needs. Progress monitoring data will be analyzed every 3 weeks and changes to each students instructional programming will be based on what the data says.

An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

Material/Resources/Supports Needed

PD Step

Observation Tools/PAETEP/Observation Schedule

yes

Action Plan: PLC

Action Steps**Anticipated Start/Completion Date**

Plan for PD on PLC and Peer Observations (Non-Supervisory)

08/24/2020 - 09/11/2020

Monitoring/Evaluation**Anticipated Output**

Agendas, Meeting Notes, Administrative Walk through, Student assessments.

Collaboration on instructional practices to improve student achievement.

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

PD Time

no

Action Steps**Anticipated Start/Completion Date**

PD about PLCs

09/14/2020 - 09/28/2020

Monitoring/Evaluation**Anticipated Output**

Agendas, Meeting Notes, Administrative Walk through, Student assessments.

Collaboration on instructional practices to improve student achievement.

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

PLC materials, PD Time

yes

Action Steps

Anticipated Start/Completion Date

PD on PEER Observations

09/14/2020 - 09/28/2020

Monitoring/Evaluation

Anticipated Output

Agendas, Meeting Notes, Administrative Walk through, Student assessments.

Collaboration on instructional practices to improve student achievement.

Material/Resources/Supports Needed

PD Step

Peer Observation Materials, PD Time

yes



Action Plan: Co-Teaching

Action Steps	Anticipated Start/Completion Date
PD on Co-Teaching	08/24/2020 - 06/09/2021

Monitoring/Evaluation	Anticipated Output
Administrative Walk through, Student assessments, PLC Notes	Collaboration on instructional practices to improve student achievement. An overall growth in the number of students increasing their level of proficiency on benchmark assessments after each administration. After each progress monitoring session students will show growth towards increasing their independent level by one year.

Material/Resources/Supports Needed	PD Step
Co-Teaching PD Materials/ PD Time	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2020-2021 school year, students will increase their independent level by one year's growth when assessed every 3 weeks on benchmark progress monitoring assessments. (Independent Level ELA)</p> <p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p> <p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)</p> <p>Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)</p>	Using Student Achievement Data to Support Instructional Decision Making	Administrators will provide feedback to teachers to support their instructional practices	08/31/2020 - 06/09/2021
<p>By the end of the 2020-2021 school year, students will increase their independent level by one year's growth when assessed every 3 weeks on benchmark progress monitoring assessments. (Independent Level ELA)</p> <p>By June 2021, each staff member will have at least 2 anecdotal notes in</p>	PLC	PD about PLCs	09/14/2020 - 09/28/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>PAETEP to help with their strengths and areas of growth. (Feedback on Instructional Practice)</p> <p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p> <p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)</p> <p>Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)</p>			
<p>By the end of the 2020-2021 school year, students will increase their independent level by on year's growth when assessed every 3 weeks on benchmark progress monitoring assessments. (Independent Level ELA)</p>	PLC	PD on PEER Observations	09/14/2020 - 09/28/2020
<p>By June 2021, each staff member will have at least 2 anecdotal notes in PAETEP to help with their strengths and areas of growth. (Feedback on Instructional Practice)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p> <p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)</p> <p>Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)</p>			
<p>By the end of the 2020-2021 school year, students will increase their independent level by one year's growth when assessed every 3 weeks on benchmark progress monitoring assessments. (Independent Level ELA)</p>	Co-Teaching	PD on Co-Teaching	08/24/2020 - 06/09/2021
<p>By June 2021, each staff member will have at least 2 anecdotal notes in PAETEP to help with their strengths and areas of growth. (Feedback on Instructional Practice)</p>			
<p>By June 2021 students will increase their achievement by 10% on benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments ELA)</p>			
<p>By June 2021 students will increase their achievement by 10% on</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

benchmark assessments when assessed quarterly and tri-weekly with progress monitoring tools. (Benchmark Assessments Math)

Using a variety of English Language Arts assessments, students will be monitored, and their achievement will increase by one year's growth when assessed every 3 weeks by the end of the 2020-2021 school year. (Independent Level Math)

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Learning Communities	All Teachers	<p>These Essential Questions will guide PLC Meetings: 1). How can we ensure our students learn what is essential? 2). How will we respond to students who need additional time and support to achieve at or above proficiency? 3). How will we enrich and extend the learning for students who are proficient or above.</p> <p>. What PLC's are and framework, Topics to consider for Group Norms: Time and Place - When and where do we meet? Listening -How will encourage active listening? How will we discourage interrupting? Decision-Making - How will we make decisions? How will we reach consensus? How will we deal with conflict? Expectations - What do we expect from the members? Are there requirements for participation? Data - What data/student work will we bring to meetings?</p>
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PLC Agendas	08/24/2020 - 09/28/2020	Margaret Brown/Principal Paige Weitzel/ Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Professional Learning Communities

All Teachers

Improving Instructional practices Peer Coaching

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Administrative walk through, Collegial conversations

10/01/2020 - 06/04/2021

SIP Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Co-Teaching

Co-Teaching Teams/Interested staff

Elements of Co-Teaching

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Administrative walk thorough, Collegial conversations

08/24/2020 - 06/04/2021

Administrators/Team 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
