

LAUERS PARK EL SCH

251 N 2nd St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Lauer's Park Elementary School is where children discover dreams and develop the skills to achieve them.

STEERING COMMITTEE

Name	Position	Building/Group
Jasmin Sanchez-Lopez	Principal	Lauer's Park Elementary/RSD
Nathanial Bentley	Assistant Principal	Lauer's Park Elementary/RSD
Andrew Ogot	Central Admin/Dir. Federal Prog	Reading School District
Stacey Hensley	Sped Program Facilitator	Reading School District
Sherry Gundersen	Teacher	Lauer's Park Elementary/RSD
Tracy Gundersen	4th Gr. Teacher	Lauer's Park Elementary/RSD
Victoria Albert	3rd Gr. Teacher	Lauer's Park Elementary/RSD
Jaime Rush	2nd Gr. Teacher	Lauer's Park Elementary/RSD
Megan Flannery	1st Gr. Teacher	Lauer's Park Elementary/RSD
Maegen Spidale	K-1st Gr. ESL Teacher	Lauer's Park Elementary/RSD
Amanda Brudecki	2nd-3rd Gr. ESL Teacher	Lauer's Park Elementary/RSD
Heather Fisher	MDS Sped Teacher	Lauer's Park Elementary/RSD
Julie Kehr	LS Sped Teacher	Lauer's Park Elementary/RSD
Heather Glendening	Reading Specialist	Lauer's Park Elementary/RSD

Community Member-Leo

Name

Position

Building/Group

Martinez?

Parent-Ava's mom-Martzell?

Parent-from Hand's?

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Integrate a math intervention within the schedule, where other teachers are pushing in or pulling out. Co-teaching schedule for resource teachers. Create a committee that is vertically aligned to focus on the language of instruction. They will have conversations during their grade level planning about what was discussed during the committee time.</p>	<p>Mathematics Mathematics Mathematics</p>
<p>Create a committee that is vertically aligned to focus on essential practices with the language of ELA that leads conversations in grade level meetings. We need after-school programs with teachers trained in 95% to focus on students in 2nd and 3rd grade that are not making gains through their current interventions. Seek volunteers from colleges and train Ready Set read tutors in an intervention program to work with 2nd grade.</p>	<p>English Language Arts English Language Arts English Language Arts</p>
<p>Create a committee that establishes a new building wide system that provide incentives for student positive behavior, where there is more student choice on the incentive selected.</p>	<p>Regular Attendance Citizenship School climate and culture</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Building Schedule	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Acceleration	By June 2021, 3-5 students in each grade level will meet with a staff member(LAMP team and assistants). Staff members will be

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

assigned to each grade-level during the math block to work on acceleration and/ reteaching materials to close the achievement gap as measured in GoMath! unit assessment, teacher observation, PSSA data, and MI tests.

Co-teaching in Math

For the upcoming school year, class lists will be created to foster the co-teaching model with Special Education and ESL teachers pushing into specifically assigned classrooms to bridge the gaps, differentiate instruction, and to service students with individual learning needs as measured in GoMath! unit assessment, teacher observation, PSSA data, and MI tests.

Tutoring for Strategic Students

Tutors from outside of the district will work with strategic students on their phonemic awareness, phonics skills, and fluency to fill in foundational gaps as measured through the PASI and PSI. (This might have to be conducted virtually.)

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

Create a building schedule with input from members of the SIP team, which represent all grade levels, LAMP, ESL and Special Education.

2020-08-03 -
2020-08-21

Building
Administrators

Representative from each grade level, LAMP, ESL , and Special Ed.

Anticipated Outcome

The building will facilitate co-teaching model for special education resource teachers in math, as well as pull-out interventions for math.

Monitoring/Evaluation

Co-teaching schedule is followed by special education resource teachers. Students are receiving acceleration during math block.

Evidence-based Strategy

Vertically Aligned Committees

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Vocabulary Committee	By June 2021, there will be consistent vocabulary across grade levels, where we want to expose students to vocabulary that is consistent with PA Common Core Standards, through the implementation of vertically aligned committee to foster this conversation with representation from each grade level to occur the third Monday of each month.
ELA Academic Language Committee	The priority is consistent vocabulary across grade levels, where we want to expose students to vocabulary that is consistent with PA Common Core Standards, through the implementation of vertically aligned committee to foster this conversation with representation from each grade level to occur the third Monday of each month.
PBIS Rewards	By each quarter, 80% of students in each grade level will participate in the PBIS positive incentive reward as measured by teacher classroom data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
On the 3rd Monday of every month, committees will meet. These committees will review academic language and vocabulary that must be consistent through out grade levels and are aligned to PA Common Core Standards. Also a committee to review, monitor, and assess PBIS implementation.	2020-09-21 - 2021-05-17	Building Administrators	Representative from each grade level, LAMP, ESL , and Special Ed.

Anticipated Outcome

Build consistent through out building, more specifically through out grade levels.

Monitoring/Evaluation

Evidence-based Strategy

Implementation of PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance 20-21	By June 2021, the whole school attendance rate will improve by 3% as measured in the School Wide Attendance Report.
Student Discipline Referral	By June 2021, the number of student discipline referrals will decrease by at least 15% as measured by the school referral reports compared to the 2018-2019 school year.
PBIS Rewards	By each quarter, 80% of students in each grade level will participate in the PBIS positive incentive reward as measured by teacher classroom data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement a new system that restores relationships and gives students ownership over their actions, where positive behaviors are rewarded through student choice.	2020-08-24 - 2021-06-09	Building Administrators	PBIS Committee Federal Funding to purchase incentives

Anticipated Outcome

Decrease in discipline referrals and increase in overall attendance

Monitoring/Evaluation

Committee will review PBIS data. Administrators will monitor discipline referral usage, types of offense, and attendance.

Evidence-based Strategy

Progress Monitoring

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Acceleration	By June 2021, 3-5 students in each grade level will meet with a staff member(LAMP team and assistants). Staff members will be assigned to each grade-level during the math block to work on acceleration and/ reteaching materials to close the achievement gap as measured in GoMath! unit assessment, teacher observation, PSSA data, and MI tests.
Intervention 95% Program	Create a virtual intervention program using 95 Percent Group with 2nd and 3rd grade intensive student to fill in the gaps of foundational skills as demonstrated through PACI and PSI, where the reading specialist and assistants lead the program.
Tutoring for Strategic Students	Tutors from outside of the district will work with strategic students on their phonemic awareness, phonics skills, and fluency to fill in foundational gaps as measured through the PASI and PSI. (This might have to be conducted virtually.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will be assessed to determine needs and groups to remediate foundational skills. These groups will be reassessed every 3 weeks for regrouping purposes.	2020-08-31 - 2021-05-31	Reading Specialist-for reading aspects Building Administration-for math	95% program materials Teachers for after-school program Tutors for 2nd grade Staff for math acceleration

Anticipated Outcome

Closing the achievement gaps

Monitoring/Evaluation

Use PASI, PSI, and Acadience to monitor reading growth. Use GoMath and MI to monitor math growth.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2021, there will be consistent vocabulary across grade levels, where we want to expose students to vocabulary that is consistent with PA Common Core Standards, through the implementation of vertically aligned committee to foster this conversation with representation from each grade level to occur the third Monday of each month. (Math Vocabulary Committee)</p>	<p>Vertically Aligned Committees</p>	<p>On the 3rd Monday of every month, committees will meet. These committees will review academic language and vocabulary that must be consistent through out grade levels and are aligned to PA Common Core Standards. Also a committee to review, monitor, and assess PBIS implementation.</p>	<p>09/21/2020 - 05/17/2021</p>
<p>The priority is consistent vocabulary across grade levels, where we want to expose students to vocabulary that is consistent with PA Common Core Standards, through the implementation of vertically aligned committee to foster this conversation with representation from each grade level to occur the third Monday of each month. (ELA Academic Language Committee)</p>			
<p>By each quarter, 80% of students in each grade level will participate in the PBIS positive incentive reward as measured by teacher classroom data. (PBIS Rewards)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2021, the whole school attendance rate will improve by 3% as measured in the School Wide Attendance Report. (Attendance 20-21)</p>	<p>Implementation of PBIS</p>	<p>Implement a new system that restores relationships and gives students ownership over their actions, where positive behaviors are rewarded through student choice.</p>	<p>08/24/2020 - 06/09/2021</p>
<p>By June 2021, the number of student discipline referrals will decrease by at least 15% as measured by the school referral reports compared to the 2018-2019 school year. (Student Discipline Referral)</p>			
<p>By each quarter, 80% of students in each grade level will participate in the PBIS positive incentive reward as measured by teacher classroom data. (PBIS Rewards)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2021, 3-5 students in each grade level will meet with a staff member(LAMP team and assistants). Staff members will be assigned to each grade-level during the math block to work on acceleration and/ reteaching materials to close the achievement gap as measured in GoMath! unit assessment, teacher observation, PSSA data, and MI tests. (Math Acceleration)</p>	<p>Progress Monitoring</p>	<p>Students will be assessed to determine needs and groups to remediate foundational skills. These groups will be reassessed every 3 weeks for regrouping purposes.</p>	<p>08/31/2020 - 05/31/2021</p>
<p>Create a virtual intervention program using 95 Percent Group with 2nd and 3rd grade intensive student to fill in the gaps of foundational skills as demonstrated through PACI and PSI, where the reading specialist and assistants lead the program. (Intervention 95% Program)</p>			
<p>Tutors from outside of the district will work with strategic students on their phonemic awareness, phonics skills, and fluency to fill in foundational gaps as measured through the PASI and PSI. (This might have to be conducted virtually.) (Tutoring for Strategic Students)</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

2020-08-31;

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

Jasmin Sanchez-Lopez

2020-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA- Acadience-Kindergarten composite scores are trending up, which shows effectiveness of 95%.

Math- PSSA: Black and White Non-Hispanic population are high percentage of proficient and advanced.

Math- PVAAS: Academic growth score was 93%, which exceeded the statewide growth score 75.3%.

Math- PVAAS: English Learner is blue arrow trending up (91%), where last year was at 86%.

Science- PSSA: Performance levels have continued to increase every year.

Science- PVAAS: Each subgroup was in green or above.

Science- PSSA: Performance levels are one of the highest in the district. Testing situations are critical. It is important to be strategic in testing environment.

Science- PSSA: Performance levels for special ed subgroup went from 19% in 2017-2018 to 42.9% in 2018-2019.

Science proficiency is very close to state average, where we are at 60% and state is at 66%.

Reading growth scores are all in the green and blue.

Math growth remained consistent throughout all subgroups.

Challenges

MI: Since it was the first year of assessing students with the Math Inventory, scores might not truly be representative of student performance. Many were below.

Math- PSSA: Large gap with special education population compare to all other subgroups. They are only at 3.8%.

Math- PSSA: Notable gap between 3rd and 5th grade results.

Math- PVAAS: Even though we are in blue, all subgroups are trending down, except for ELLs.

Science- PSSA: Students with disabilities were the lowest subgroup in proficient/advanced. (pulling students from science to remediate reading should not occur at all grade levels)

Science- PVAAS: Maintaining growth, since more than half of the population is already proficient/advanced. We are plateauing.

Growth has not made a difference in proficiency, especially reaching the Hispanic subgroup.

Students with disabilities are in the red for proficient and advanced in ELA.

Science- Amount of curriculum is significant. Increasing the importance or ownership in all grade levels. (Possible vertical alignment conversations)

Science- Maintaining motivation for the

Strengths

Math- PSSA: 5th grade is no longer a concern.

ELA- Acadience- we have more 1st graders in the enrichment intervention program this year. They've had 2 years of 95 percent.

ELA- PVASS: EL students improved from 81% to 82%

ELA- PSSA- black students, students with disabilities, and students that are economically disadvantaged improved from (2017-2018) to (2018-2019).

Career awareness and its link to academics is an integral part of the school's vision. There is a hallway dedicated to career awareness with a day near the end of the school year. Plus, students from second through fourth grade visit a college.

Career awareness and its link to academics is an integral part of the school's vision. There is a hallway dedicated to career awareness. Plus, students from second through fourth grade visit a college.

Attendance is very comparable to statewide goal. We are just above it, even though we have 3 classrooms that are composed of students with Multiple Disabilities, who have a lot of health complications. There are some students who also have 504, who were consistently absent due to health.

Discipline has decreased from previous year with the categories reported being more meaningful, in regards to student behavior.

Challenges

actual test.

ELA-- Scores show the intervention plan for 2nd grade and 3rd grade achieved no growth or trend backwards.

ELA- PSSA- Our school's score did improve but from 28.0% (2017-2018) to 28.2% (2018-2019)

ELA- PVASS- academic growth score dropped from 89% (2017-2018) to 77% (2018-2019)

ELA- PSSA- EL students have decreased scores from 18% (2017-2018) to 16.5% (2018-2019)

Parents did not attend SAIC meetings. The system was not sending truant families the message of the importance of this meeting. We will utilize the attendance clerk to run reports and have the POA make calls to send the message of its importance. It is a fairly new process for the school and families.

The need to identify females to report the discipline, where bullying is noticed without over reporting. Negative consequences like detention are only once a week, so relationships are not restored. Professional development for reporting discipline and restorative practices.

Students with disabilities are still in the red for PSSA tests in ELA and Math

Students considered economically disadvantaged are making growth but are still below state average.

ELL student scores are trending down in

Strengths

Although we have an ES classroom, where most of the building's reported discipline came from this classroom.

Students considered economically disadvantaged improved on the PSSA's in ELA, Math and Science from (2017-2018) to (2018-2019).

ELL students PVAAS growth in ELA continues to improve. It went from 81% (2017-2018) to 82% (2018-2019)

ELL students PVAAS growth in Math continues to improve. It went from 86% (2017-2018) to 91% (2018-2019)

Students with disabilities PSSA scores are improving for ELA, Math, and Science from (2017-2018) to (2018-2019)

Students with disabilities PVAAS scores continue to be in the blue for Math.

Collect shape of the vision for improvement of teaching and learning

Successfully implement initiatives to the staff and school

School environment is positive and all members supported

We partner with local businesses and communities

Collaborative planning to ensure instruction meets student needs

Challenges

the PSSA tests for ELA and Math.

Students with disabilities PVAAS score is in the blue for Math but is trending down.

Monitoring the implementation to the school improvement plan and make adjustments

Implementing a school wide positive behavior plan

Implementing strategies to engage families to support learning

Professional learning designed to support the learning needs of staff

Professional learning through analysis of a variety of data



Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

MI: Since it was the first year of assessing students with the Math Inventory, scores might not truly be representative of student performance. Many were below.

Math- PSSA: Large gap with special education population compare to all other subgroups. They are only at 3.8%.

Math- PVAAS: Even though we are in blue, all subgroups are trending down, except for ELLs.

We need consistent language of instruction.



Science- PSSA: Students with disabilities were the lowest subgroup in proficient/advanced. (pulling students from science to remediate reading should not occur at all grade levels)

Science- PVAAS: Maintaining growth, since more than half of the population is already proficient/advanced. We are plateauing.

Growth has not made a difference in proficiency, especially reaching the Hispanic subgroup.

Students with disabilities are in the red for proficient and advanced in ELA.

Science- Amount of curriculum is significant. Increasing the importance or ownership in all grade levels. (Possible vertical alignment conversations)

ELA-- Scores show the intervention plan for 2nd grade and 3rd grade achieved no growth or trend backwards.

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

ELA- PSSA- Our school's score did improve but from 28.0% (2017-2018) to 28.2% (2018-2019)

ELA- PVASS- academic growth score dropped from 89% (2017-2018) to 77% (2018-2019)

95% intervention is successful in k and 1.



Parents did not attend SAIC meetings. The system was not sending truant families the message of the importance of this meeting. We will utilize the attendance clerk to run reports and have the POA make calls to send the message of its importance. It is a fairly new process for the school and families.

Monitoring the implementation to the school improvement plan and make adjustments

Implementing a school wide positive behavior plan

Prior system focused on the negative behaviors. The new system should give students a voice for choosing their incentive, so that it motivates them.



Implementing strategies to engage families to support learning

Professional learning designed to support the learning needs of staff

Professional learning through analysis of a variety of data

ADDENDUM B: ACTION PLAN

Action Plan: Building Schedule

Action Steps	Anticipated Start/Completion Date
Create a building schedule with input from members of the SIP team, which represent all grade levels, LAMP, ESL and Special Education.	08/03/2020 - 08/21/2020

Monitoring/Evaluation	Anticipated Output
Co-teaching schedule is followed by special education resource teachers. Students are receiving acceleration during math block.	The building will facilitate co-teaching model for special education resource teachers in math, as well as pull-out interventions for math.

Material/Resources/Supports Needed	PD Step
Representative from each grade level, LAMP, ESL , and Special Ed.	no

Action Plan: Vertically Aligned Committees

Action Steps	Anticipated Start/Completion Date
<p>On the 3rd Monday of every month, committees will meet. These committees will review academic language and vocabulary that must be consistent through out grade levels and are aligned to PA Common Core Standards. Also a committee to review, monitor, and assess PBIS implementation.</p>	<p>09/21/2020 - 05/17/2021</p>

Monitoring/Evaluation	Anticipated Output
<p>Walkthroughs and data from PBIS</p>	<p>Build consistent through out building, more specifically through out grade levels.</p>

Material/Resources/Supports Needed	PD Step
<p>Representative from each grade level, LAMP, ESL , and Special Ed.</p>	<p>yes</p>

Action Plan: Implementation of PBIS

Action Steps	Anticipated Start/Completion Date
Implement a new system that restores relationships and gives students ownership over their actions, where positive behaviors are rewarded through student choice.	08/24/2020 - 06/09/2021

Monitoring/Evaluation	Anticipated Output
Committee will review PBIS data. Administrators will monitor discipline referral usage, types of offense, and attendance.	Decrease in discipline referrals and increase in overall attendance

Material/Resources/Supports Needed	PD Step
PBIS Committee Federal Funding to purchase incentives	yes

Action Plan: Progress Monitoring

Action Steps	Anticipated Start/Completion Date
Students will be assessed to determine needs and groups to remediate foundational skills. These groups will be reassessed every 3 weeks for regrouping purposes.	08/31/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Use PASI, PSI, and Acadience to monitor reading growth. Use GoMath and MI to monitor math growth.	Closing the achievement gaps

Material/Resources/Supports Needed	PD Step
95% program materials Teachers for after-school program Tutors for 2nd grade Staff for math acceleration	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2021, there will be consistent vocabulary across grade levels, where we want to expose students to vocabulary that is consistent with PA Common Core Standards, through the implementation of vertically aligned committee to foster this conversation with representation from each grade level to occur the third Monday of each month. (Math Vocabulary Committee)</p> <p>The priority is consistent vocabulary across grade levels, where we want to expose students to vocabulary that is consistent with PA Common Core Standards, through the implementation of vertically aligned committee to foster this conversation with representation from each grade level to occur the third Monday of each month. (ELA Academic Language Committee)</p> <p>By each quarter, 80% of students in each grade level will participate in the PBIS positive incentive reward as measured by teacher classroom data. (PBIS Rewards)</p>	Vertically Aligned Committees	On the 3rd Monday of every month, committees will meet. These committees will review academic language and vocabulary that must be consistent through out grade levels and are aligned to PA Common Core Standards. Also a committee to review, monitor, and assess PBIS implementation.	09/21/2020 - 05/17/2021
<p>By June 2021, the whole school attendance rate will improve by 3% as measured in the School Wide Attendance Report. (Attendance 20-21)</p> <p>By June 2021, the number of student</p>	Implementation of PBIS	Implement a new system that restores relationships and gives students ownership over their actions,	08/24/2020 - 06/09/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>discipline referrals will decrease by at least 15% as measured by the school referral reports compared to the 2018-2019 school year. (Student Discipline Referral)</p> <p>By each quarter, 80% of students in each grade level will participate in the PBIS positive incentive reward as measured by teacher classroom data. (PBIS Rewards)</p>		<p>where positive behaviors are rewarded through student choice.</p>	
<p>By June 2021, 3-5 students in each grade level will meet with a staff member(LAMP team and assistants). Staff members will be assigned to each grade-level during the math block to work on acceleration and/ reteaching materials to close the achievement gap as measured in GoMath! unit assessment, teacher observation, PSSA data, and MI tests. (Math Acceleration)</p>	<p>Progress Monitoring</p>	<p>Students will be assessed to determine needs and groups to remediate foundational skills. These groups will be reassessed every 3 weeks for regrouping purposes.</p>	<p>08/31/2020 - 05/31/2021</p>
<p>Create a virtual intervention program using 95 Percent Group with 2nd and 3rd grade intensive student to fill in the gaps of foundational skills as demonstrated through PACI and PSI, where the reading specialist and assistants lead the program. (Intervention 95% Program)</p>			
<p>Tutors from outside of the district will work with strategic students on their phonemic awareness, phonics skills, and fluency to fill in foundational gaps as measured through the PASI and PSI. (This might have to be conducted virtually.) (Tutoring for Strategic Students)</p>			

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

English Language Arts Academic Language

Teachers and paraprofessionals

*PA Common Core Content *Wonders Vocabulary and Academic Language

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Walkthroughs Minutes from common planning

09/21/2020 - 05/17/2021

Heather Glendening and administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

Language and Literacy Acquisition for All Students
Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Math Academic Language

Teachers and paraprofessionals

*PA Common Core Content *GoMath Vocabulary and Academic Language

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthroughs Minutes from common planning	09/21/2020 - 05/17/2021	Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students
2b: Establishing a Culture for Learning	
4d: Participating in a Professional Community	
1e: Designing Coherent Instruction	
2b: Establishing a Culture for Learning	
4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
Restoring Relationships	All staff	Restorative practices Trauma Informed SAP

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Referrals to SAP Discipline referrals (types and number) Type of consequences	09/01/2020 - 06/09/2023	School counselor and administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

-
- 1b: Demonstrating Knowledge of Students
 - 1d: Demonstrating Knowledge of Resources
 - 2a: Creating and Environment of Respect and Rapport
 - 2d: Managing Student Behavior
 - 3e: Demonstrating Flexibility and Responsiveness
 - 4c: Communicating with Families
 - 1b: Demonstrating Knowledge of Students
 - 2a: Creating and Environment of Respect and Rapport
 - 2d: Managing Student Behavior
 - 3e: Demonstrating Flexibility and Responsiveness
 - 4c: Communicating with Families
-

Professional Development Step	Audience	Topics of Prof. Dev
Data Summit	Teachers	Math analysis of data points in GoMath and MI Reading analysis of data points in 95%, RI, and Acadience

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Grouping of students	09/09/2020 - 04/07/2021	Reading Specialist and administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4b: Maintaining Accurate Records

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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