

NORTHEAST MS

1216 N 13th St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Northeast Middle School is COMMITTED to serving as a vessel to the FUTURE for its students. We are an educational institution whose foundational goal is to equip all of our students with the academic and social-emotional tools to be successful contributing members of our community and beyond. This endeavor will be steered by ALL members of our school COMMUNITY.

STEERING COMMITTEE

Name	Position	Building/Group
Alex Brown	Principal	Northeast MS
Michelle Moretz	Assistant Principal	Northeast MS
Raissa Berger	Dean of Students	Northeast MS
Brianna Denoie	ESL Resource	Northeast MS
Elizabeth Whitehouse	SPED Resource	Northeast MS
Linda Criss	ESL Resource	Northeast MS
Gwyn Focht	Regular Ed	Northeast MS
Rachelle Sheidy	Gifted Ed	Northeast MS
Megan Sheeler	Regular Ed	Northeast MS
Robert Deininger	Regular Ed	Northeast MS
Lindsey O'Hara	Regular Ed	Northeast MS
Michelle Frey	ESL Resource	Northeast MS
Tara Miller	Regular Ed	Northeast MS
Senieda Nunez	Parent Outreach Assistant	Northeast MS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
-The addition of a Restorative Practice Specialist will provide the MTSS team and the school with an invaluable resource to support students social-emotionally and academically - A seamless communication process will close the time gap of providing necessary interventions to students - Increasing the MTSS role in academic interventions will result in more focused and strategic targeting of students and the supports needed	Essential Practices 3: Provide Student-Centered Support Systems
Providing all staff with effective training on servicing students with disabilities will address the resource inequity gap we currently have. General education teachers will gain the knowledge and understanding of how/why certain accommodations are best practice for many students.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy			
Restorative Practice			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Building Resilience	Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a plan to formally train all staff in Restorative Practice and implement building-wide	2020-09-01 - 2021-06-08	Restorative Practice Specialist	- Approval for Official RP Training of RP Specialist and other MTSS members - Schedule for Training Staff -

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			RP Professional Books

Anticipated Outcome

1. Restorative Practice being implemented in all classrooms 2. Restorative Practice being implemented at staff meetings 3. Restorative Practice being implemented by students

Monitoring/Evaluation

- Formal Restorative Practice will be documented and reviewed with the MTSS team - Discipline and academic data will be used to measure efficiency of the program

Evidence-based Strategy

Data-Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building Resilience	Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise current data-review process with the MTSS Team	2020-09-01 - 2020-10-31	Assistant Principal	- Current data tools - Current documentation tools

Anticipated Outcome

1. Revised Data Review Process 2. Revised Reports 3. Increase in Focused Interventions

Monitoring/Evaluation

1. Scheduled MTSS Meetings 2. Decrease in Discipline Issues 2. Increase in Academic Success

Evidence-based Strategy

Progress Monitoring

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Best Practice for IEP and All Students

Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities.

Building Resilience

Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop and Implement Plan for All Staff Progress Monitoring

2020-09-01 - 2021-06-08

MTSS Team

- PBIS Rewards

Train staff in using the PBIS Rewards Check-in / Check-out feature

2020-09-01 - 2020-10-31

PBIS Chair

PBIS Rewards

Develop meeting protocols with teachers

2020-09-01 - 2020-10-31

MTSS Team

1. Casemanagement Recording Instrument
2. PLC Guidelines

Develop and implement a progress monitoring schedule for the building

2020-09-01 - 2021-06-08

MTSS Team

Schedule for Teachers

Establish and implement incentive program for students using PBIS Rewards

2020-09-01 - 2021-06-08

PBIS Chair

Various Incentives

Anticipated Outcome

1. Increase in student engagement
2. Decrease in discipline by at least 50% from the

previous year 3. No failures for the school year

Monitoring/Evaluation

1. Scheduled Debriefing Sessions 2. Data Sharing

Evidence-based Strategy

Best Practice

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Best Practice for IEP and All Students	Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a Focused List of Classroom Best Practice to Support IEP and All Students	2020-09-01 - 2021-06-08	Principal	1. Documented Research-based Best Practice List
Record Best Practice in Action by Expert Staff Modeling	2020-09-01 - 2021-06-08	Principal	1. Camera

Anticipated Outcome

1. 50% decrease in student failures comparable to previous years 2. Increase in student engagement 3. Decrease in discipline issues

Monitoring/Evaluation

1. Scheduled learning walks to identify best practice in use 2. PLC meetings

Evidence-based Strategy

Reading Inventory Administration

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Best Practice for IEP and All Students

Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities.

Building Resilience

Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify Dates to Administer the Reading Inventory

2020-09-01 - 2021-06-08

Reading Specialist

RSD Assessment Calendar

Review RI Data with Staff to Make Informed Decisions

2020-09-01 - 2021-06-08

Staff

1. RI Data Reports from Scholastic Portal

Create Intervention Groups

2020-09-01 - 2021-06-08

Principal and Reading Specialist

RI Data Reports

Anticipated Outcome

1. Minimum average increase of 100 lexile points across the building 2. Increase in literacy engagement

Monitoring/Evaluation

1. Review of RI Reports 2. PLC Meetings

Evidence-based Strategy

Develop Success Plans

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Best Practice for IEP and All Students

Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities.

Building Resilience

Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify Students for Progress Monitoring

2020-09-01 - 2021-06-08

Staff

- Class Rosters - RI Scores - Prior Standardized Testing Scores

Goal set with/for Student

2020-09-01 - 2021-06-08

Staff

- Student Profile Document

Schedule Review Meetings with Student

2020-09-01 - 2021-06-08

Staff

-Success Plan

Anticipated Outcome

1. Increase in Attendance 2. Decrease in Discipline by a minimum of 50% from the Previous Year 3. Elimination of Failing Grades

Monitoring/Evaluation

- PLC Meetings - Scheduled Debriefings - Learning Walks

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)	Restorative Practice	Develop a plan to formally train all staff in Restorative Practice and implement building-wide	09/01/2020 - 06/08/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)</p>	<p>Progress Monitoring</p>	<p>Develop and Implement Plan for All Staff Progress Monitoring</p>	<p>09/01/2020 - 06/08/2021</p>
<p>Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Progress Monitoring	Train staff in using the PBIS Rewards Check-in / Check-out feature	09/01/2020 - 10/31/2020
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Progress Monitoring	Develop meeting protocols with teachers	09/01/2020 - 10/31/2020
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Progress Monitoring	Develop and implement a progress monitoring schedule for the building	09/01/2020 - 06/08/2021
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Best Practice	Develop a Focused List of Classroom Best Practice to Support IEP and All Students	09/01/2020 - 06/08/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Best Practice	Record Best Practice in Action by Expert Staff Modeling	09/01/2020 - 06/08/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Reading Inventory Administration	Identify Dates to Administer the Reading Inventory	09/01/2020 - 06/08/2021
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)			

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

2020-09-01

School Improvement
Facilitator Signature

Building Principal Signature

Alex Brown

2020-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

MATH- All Student Group Meets the Standard Demonstrating Growth

ELA Exceeded Growth Goal

PVAAS MATH Exceeded Expectations

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Identify and address individual student learning needs

Implement an evidence-based system of schoolwide positive behavior interventions and supports

PSSA- Black Students INCREASED in Proficiency from Previous Year from 27.5% to 30.9%

PSSA- ELL Students INCREASED in Proficiency from Previous Year from 10.4% to 18.5%

PSSA MATH- All Student Group INCREASED from Previous Year from 8.4% to 10.7% Proficient or Advanced

PVAAS MATH- Met Growth Goal

N/A

PSSA ELA- ELL Students INCREASED in Proficiency from Previous Year from 10.4% to 18.5%

90% of Students Completed Assigned

Challenges

Overall Decrease in Math and ELA Proficiency and PVAAS

ELA - Decrease in Proficient/Advanced and PVAAS

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

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

Implement evidence-based strategies to engage families to support learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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

PSSA- All Student Group DECREASED

PSSA/PVAAS- Students with Disabilities DECREASED in Performance and Growth from the Previous Year

PSSA MATH- IEP Students NOT Meeting State/Interim Goal

PSSA ELA- Economically Disadvantaged Students DECREASED in Proficiency from the Previous Year from 28.6% to 27.1%

Having additional staff dedicated to the project would benefit in assisting with

Strengths

Naviance Modules

Challenges

Naviance implementation

N/A

Most Notable Observations/Patterns

Create more positive contacts Review academic support and build in ways to have a solid support plan Behavior concerns are here and we need to see what supports are here in the building and also outside our building Academic support room Organization Planning and the time that is set aside must be honored and “set in stone” Administration sets the guidelines for teachers going into other classrooms Teachers open to learning Grows and glows Professional Development Time to built in to have conversations so the information can be used and adjusted There needs to be time in the calendar to adjust Flexibility to change classes for student needs

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

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



PSSA/PVAAS- Students with Disabilities DECREASED in Performance and Growth from the Previous Year

- Personnel resources are below what would be needed to support all of the students identified with disabilities - Insufficient accommodations provided to students with disabilities - Insufficient training for teachers of students with disabilities - Inconsistent academic resources for intervention purposes



ADDENDUM B: ACTION PLAN

Action Plan: Restorative Practice

Action Steps	Anticipated Start/Completion Date
Develop a plan to formally train all staff in Restorative Practice and implement building-wide	09/01/2020 - 06/08/2021

Monitoring/Evaluation	Anticipated Output
- Formal Restorative Practice will be documented and reviewed with the MTSS team - Discipline and academic data will be used to measure efficiency of the program	1. Restorative Practice being implemented in all classrooms 2. Restorative Practice being implemented at staff meetings 3. Restorative Practice being implemented by students

Material/Resources/Supports Needed	PD Step
- Approval for Official RP Training of RP Specialist and other MTSS members - Schedule for Training Staff - RP Professional Books	yes

Action Plan: Data-Analysis

Action Steps	Anticipated Start/Completion Date
Revise current data-review process with the MTSS Team	09/01/2020 - 10/31/2020

Monitoring/Evaluation	Anticipated Output
1. Scheduled MTSS Meetings 2. Decrease in Discipline Issues 2. Increase in Academic Success	1. Revised Data Review Process 2. Revised Reports 3. Increase in Focused Interventions

Material/Resources/Supports Needed	PD Step
- Current data tools - Current documentation tools	no

Action Plan: Progress Monitoring

Action Steps	Anticipated Start/Completion Date
Develop and Implement Plan for All Staff Progress Monitoring	09/01/2020 - 06/08/2021

Monitoring/Evaluation	Anticipated Output
1. Scheduled Debriefing Sessions 2. Data Sharing	1. Increase in student engagement 2. Decrease in discipline by at least 50% from the previous year 3. No failures for the school year

Material/Resources/Supports Needed	PD Step
- PBIS Rewards	yes

Action Steps**Anticipated Start/Completion Date**

Train staff in using the PBIS Rewards Check-in /
Check-out feature

09/01/2020 - 10/31/2020

Monitoring/Evaluation**Anticipated Output**

1. Scheduled Debriefing Sessions 2. Data Sharing

1. Increase in student engagement
2. Decrease in discipline by at least
50% from the previous year 3. No
failures for the school year

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

PBIS Rewards

yes

Action Steps**Anticipated Start/Completion Date**

Develop meeting protocols with teachers

09/01/2020 - 10/31/2020

Monitoring/Evaluation**Anticipated Output**

1. Scheduled Debriefing Sessions 2. Data Sharing

1. Increase in student engagement
2. Decrease in discipline by at least
50% from the previous year 3. No
failures for the school year

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

1. Casemanagement Recording Instrument 2. PLC Guidelines

yes

Action Steps**Anticipated Start/Completion Date**

Develop and implement a progress monitoring schedule for the building

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

1. Scheduled Debriefing Sessions 2. Data Sharing

1. Increase in student engagement
 2. Decrease in discipline by at least 50% from the previous year
 3. No failures for the school year

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

Schedule for Teachers

yes

Action Steps**Anticipated Start/Completion Date**

Establish and implement incentive program for students using PBIS Rewards

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

1. Scheduled Debriefing Sessions 2. Data Sharing

1. Increase in student engagement
 2. Decrease in discipline by at least 50% from the previous year
 3. No failures for the school year

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

Various Incentives

no

Action Plan: Best Practice

Action Steps	Anticipated Start/Completion Date
Develop a Focused List of Classroom Best Practice to Support IEP and All Students	09/01/2020 - 06/08/2021

Monitoring/Evaluation	Anticipated Output
1. Scheduled learning walks to identify best practice in use 2. PLC meetings	1. 50% decrease in student failures comparable to previous years 2. Increase in student engagement 3. Decrease in discipline issues

Material/Resources/Supports Needed	PD Step
1. Documented Research-based Best Practice List	yes

Action Steps	Anticipated Start/Completion Date
Record Best Practice in Action by Expert Staff Modeling	09/01/2020 - 06/08/2021

Monitoring/Evaluation	Anticipated Output
1. Scheduled learning walks to identify best practice in use 2. PLC meetings	1. 50% decrease in student failures comparable to previous years 2. Increase in student engagement 3. Decrease in discipline issues

Material/Resources/Supports Needed	PD Step
1. Camera	yes

Action Plan: Reading Inventory Administration

Action Steps**Anticipated Start/Completion Date**

Identify Dates to Administer the Reading Inventory

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

1. Review of RI Reports 2. PLC Meetings

1. Minimum average increase of 100
lexile points across the building 2.
Increase in literacy engagement**Material/Resources/Supports Needed****PD Step**

RSD Assessment Calendar

yes

Action Steps**Anticipated Start/Completion Date**

Review RI Data with Staff to Make Informed Decisions

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

1. Review of RI Reports 2. PLC Meetings

1. Minimum average increase of 100
lexile points across the building 2.
Increase in literacy engagement**Material/Resources/Supports Needed****PD Step**

1. RI Data Reports from Scholastic Portal

no

Action Steps**Anticipated Start/Completion Date**

Create Intervention Groups

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

1. Review of RI Reports 2. PLC Meetings

1. Minimum average increase of 100 lexile points across the building 2. Increase in literacy engagement

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

RI Data Reports

no

Action Plan: Develop Success Plans**Action Steps****Anticipated Start/Completion Date**

Identify Students for Progress Monitoring

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

- PLC Meetings - Scheduled Debriefings - Learning Walks

1. Increase in Attendance 2. Decrease in Discipline by a minimum of 50% from the Previous Year 3. Elimination of Failing Grades

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

- Class Rosters - RI Scores - Prior Standardized Testing Scores

no

Action Steps**Anticipated Start/Completion Date**

Goal set with/for Student

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

- PLC Meetings - Scheduled Debriefings - Learning Walks

1. Increase in Attendance 2. Decrease in Discipline by a minimum of 50% from the Previous Year 3. Elimination of Failing Grades

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

- Student Profile Document

no

Action Steps**Anticipated Start/Completion Date**

Schedule Review Meetings with Student

09/01/2020 - 06/08/2021

Monitoring/Evaluation**Anticipated Output**

- PLC Meetings - Scheduled Debriefings - Learning Walks

1. Increase in Attendance 2. Decrease in Discipline by a minimum of 50% from the Previous Year 3. Elimination of Failing Grades

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

-Success Plan

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)	Restorative Practice	Develop a plan to formally train all staff in Restorative Practice and implement building-wide	09/01/2020 - 06/08/2021
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Progress Monitoring	Develop and Implement Plan for All Staff Progress Monitoring	09/01/2020 - 06/08/2021
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)			
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Progress Monitoring	Train staff in using the PBIS Rewards Check-in / Check-out feature	09/01/2020 - 10/31/2020
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>the classroom and in the community. (Building Resilience)</p>			
<p>Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)</p> <p>Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)</p>	<p>Progress Monitoring</p>	<p>Develop meeting protocols with teachers</p>	<p>09/01/2020 - 10/31/2020</p>
<p>Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)</p> <p>Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)</p>	<p>Progress Monitoring</p>	<p>Develop and implement a progress monitoring schedule for the building</p>	<p>09/01/2020 - 06/08/2021</p>
<p>Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include</p>	<p>Best Practice</p>	<p>Develop a Focused List of Classroom Best Practice to Support IEP and</p>	<p>09/01/2020 - 06/08/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)		All Students	
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Best Practice	Record Best Practice in Action by Expert Staff Modeling	09/01/2020 - 06/08/2021
Teachers will become educators of all students. Through the development of training, coaching, and collaboration, teachers will integrate best practice into all lessons which include appropriate accommodations for students with disabilities. (Best Practice for IEP and All Students)	Reading Inventory Administration	Identify Dates to Administer the Reading Inventory	09/01/2020 - 06/08/2021
Developing a comprehensive program of social-emotional and academic support will provide our students with a foundation of resilience for success in the classroom and in the community. (Building Resilience)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practice	All Staff	- How to Effectively Facilitate a Restorative Circle - How to Effectively Utilize Restorative Practice in the Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
- Restorative Circles being utilized to address discipline issues throughout the building - Restorative Practice being the social-emotional culture of the school - Students facilitating Restorative Practice on their own - Staff facilitating Restorative Practice in faculty meetings	09/01/2020 - 06/08/2021	Restorative Practice Specialist

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
Progress Monitoring	Staff	- PBIS Rewards Check-in/Check-out

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
All staff using PBIS Rewards Check-in/Check-out feature to monitor student progress	09/01/2020 - 06/08/2021	PBIS Chair

Danielson Framework Component Met in this Plan:

**This Step meets the
Requirements of State
Required Trainings:**

Teaching Diverse
Learners in an
Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Presentation of Plan	School Improvement Plan	District Website	District Stakeholders	Upon Arrival

