

## **NORTHWEST EL SCH**

820 Clinton Street

TSI Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

Vision: Northwest Area Elementary is a safe, nurturing environment where students are empowered to reach their individual potential through high expectations, critical thinking skills and a respect for core values of responsibility, kindness, perseverance and equity. Mission: Northwest Area Elementary's staff, parents and community will:

- Collaborate to educate students to reach their highest potential.
- Create a student-centered learning environment where growth and achievement drive all decisions.
- Develop leadership skills through the 7 Habits with consistent expectations and routines to enable them to become compassionate citizens.
- Celebrate the diversity of our students and value their individual contributions to our school community.
- Create a safe environment that develops self-awareness and builds confidence.

## STEERING COMMITTEE

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Jennifer M. Bertolet	Principal	Northwest Area Elementary School
Kerri Lubinsky	Assistant Principal	Northwest Area Elementary School
Kathleen Saunders	Pre-Kindergarten Teacher	Northwest Area Elementary School
Merryl Eisenberg	Kindergarten Teacher	Northwest Area Elementary School
Amanda Hartman	1st Grade Teacher	Northwest Area Elementary School
Beth Kring	3rd Grade Teacher	Northwest Area Elementary School
Debra Ammarell	3rd Grade Teacher	Northwest Area Elementary School
Barbara Bradbury	ESL Teacher	Northwest Area Elementary School
Alexandra Fowler	Special Education Teacher	Northwest Area Elementary School
Kathryn Hansen	Reading Specialist	Northwest Area Elementary School
Nathaniel Henschel	Art Teacher	Northwest Area Elementary School
Rosemary McCurdy	School Counselor	Northwest Area Elementary School
Michelle Rivas	POA, parent	Northwest Area Elementary School
Penny Hummel	Director of Marketing and Development	Habitat for Humanity



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Need consistent implementation of behavioral and academic interventions at all tiers to support academic success in ELA and behavioral success.	Essential Practices 3: Provide Student-Centered Support Systems  Essential Practices 3: Provide Student-Centered Support Systems
Need a consistent common planning time for collaborative instructional planning.	Essential Practices 1: Focus on Continuous Improvement of Instruction
School-wide use of Leadership Binders, based on Leader in Me and 7 Habits, to incorporate student understanding of and collaboration on their academic and behavioral goals.	Essential Practices 2: Empower Leadership

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Teach students to examine their own data and set learning goals.	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Leadership Data Binder	The faculty will collaborate with students to create one to two individualized goals in the areas of ELA and/or Math. ESL students will also have a Language Development goal and Special Education students will have goals based on their IEP. Goals will be monitored and revised monthly throughout the year based on student achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will create Leadership Data Binders with the students and will meet with students to monitor and revise goals based on progress monitoring	2020-08-31 - 2021-06-09	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal	student binders, binder dividers, sheet protectors, leadership binder pages (Wildly Important Goals /WIGs) in Google drive

Assessments / Benchmarks	2020-08-31 - 2021-06-09	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal Kathryn Hansen, Reading Specialist	SRI/SMI online Acadience Benchmark Assessment booklets Progress Monitoring booklets 95% Group (PSI, PASI)
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### Anticipated Outcome

Student goals will be attained by end of year or sooner; Student performance on benchmarks will increase by at least 25% or one proficiency level.

### Monitoring/Evaluation

monthly monitoring and revision, as necessary, of goals to assist students in reaching goals set based on baseline data; data analysis after each benchmark is completed; monitoring of student needs to determine interventions needed

### Evidence-based Strategy

Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Performance	By June 2021, all Northwest Area Elementary staff will utilize the Multi-Tiered Support System to provide needed interventions in

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

ELA to increase student performance on Acadience and/or SRI Benchmarks by at least 25% or one proficiency level.

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

Assessments / Benchmarks

2020-08-31 - 2021-06-09

Jennifer M. Bertolet, Principal  
 Kerri Lubinsky, Assistant Principal  
 Kathryn Hansen, Reading Specialist

SRI/SMI online Acadience Benchmark Assessment booklets  
 Progress Monitoring booklets  
 95% Group (PSI, PASI)

**Anticipated Outcome**

Student performance on benchmarks will increase by at least 25% or one proficiency level.

**Monitoring/Evaluation**

data analysis after each benchmark is completed monitoring and revision, as necessary, of student goals monitoring of student needs to determine interventions needed

**Evidence-based Strategy**

PLC's

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

Grade Level & Cross Level Collaboration

For the 2020-2021 school year, all grade levels will use an agenda to record their collaborative planning time once per cycle, as scheduled. Administrators will attend one meeting per month. Agendas will also be used for cross grade level meetings, which will take place at least once per month during Monday staff meetings or other scheduled PD time. By June 2021, all documentation will be in the NWAE staff Google drive for access by all.

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

Collaborative Planning	2020-08-31 - 2021-06-09	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal	meeting agenda data from benchmarks/assessments
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### Anticipated Outcome

collaborative planning will affect instruction within grade levels and cross grade levels

### Monitoring/Evaluation

cyclical meeting agendas monthly meeting agendas

### Evidence-based Strategy

Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SAP & Discipline Referrals	All Northwest Area Elementary staff will utilize Tier 1 and Tier 2 interventions. If Tier 1 and Tier 2 interventions are ineffective, staff will utilize the process to refer students to the Student Assistance Program. The increased participation rate of the Student Assistance Program will assist in decreasing discipline referrals by 10% as measured by discipline reports in edInsight by OnHands Schools in comparison to 2018-2019 school year. (235 w/ truancy, 101 w/o truancy) *Do not have full year data for 2019-2020 due to Covid-19 school closure.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Following procedures of PBIS, MTSS, and SAP	2020-08-31 - 2021-06-09	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal Rosemary McCurdy,	PBIS Plan (behavioral intervention sheets, discipline referrals, positive office referrals and rewards for receiving one, weekly incentives, monthly incentives, quarterly incentives, assemblies, ClassDojo expectations, etc.) SAP process/referrals MTSS process/referrals

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

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**Anticipated Outcome**

decrease in discipline referrals increase in MTSS referrals for academics and behaviors  
increase in SAP referrals implementation of SAP groups for students

**Monitoring/Evaluation**

monitoring of number of positive office referrals monitoring of number of MTSS and SAP referrals monthly reports of discipline, including truancy monthly monitoring of minutes for MTSS and SAP meetings

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The faculty will collaborate with students to create one to two individualized goals in the areas of ELA and/or Math. ESL students will also have a Language Development goal and Special Education students will have goals based on their IEP. Goals will be monitored and revised monthly throughout the year based on student achievement. (Leadership Data Binder)</p>	<p>Teach students to examine their own data and set learning goals.</p>	<p>Teachers will create Leadership Data Binders with the students and will meet with students to monitor and revise goals based on progress monitoring</p>	<p>08/31/2020 - 06/09/2021</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The faculty will collaborate with students to create one to two individualized goals in the areas of ELA and/or Math. ESL students will also have a Language Development goal and Special Education students will have goals based on their IEP. Goals will be monitored and revised monthly throughout the year based on student achievement. (Leadership Data Binder)	Teach students to examine their own data and set learning goals.	Assessments / Benchmarks	08/31/2020 - 06/09/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2021, all Northwest Area Elementary staff will utilize the Multi-Tiered Support System to provide needed interventions in ELA to increase student performance on Acadience and/or SRI Benchmarks by at least 25% or one proficiency level. (ELA Performance)	Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.	Assessments / Benchmarks	08/31/2020 - 06/09/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
For the 2020-2021 school year, all grade levels will use an agenda to record their collaborative planning time once per cycle, as scheduled. Administrators will attend one meeting per month. Agendas will also be used for cross grade level meetings, which will take place at least once per month during Monday staff meetings or other scheduled PD time. By June 2021, all documentation will be in the NWAEE staff Google drive for access by all. (Grade Level & Cross Level Collaboration)	PLC's	Collaborative Planning	08/31/2020 - 06/09/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All Northwest Area Elementary staff will utilize Tier 1 and Tier 2 interventions. If Tier 1 and Tier 2 interventions are ineffective, staff will utilize the process to refer students to the Student Assistance Program. The increased participation rate of the Student Assistance Program will assist in decreasing discipline referrals by 10% as measured by discipline reports in edInsight by OnHands Schools in comparison to 2018-2019 school year. (235 w/ truancy, 101 w/o truancy) *Do not have full year data for 2019-2020 due to Covid-19 school closure. (SAP &amp; Discipline Referrals)</p>	<p>Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.</p>	<p>Following procedures of PBIS, MTSS, and SAP</p>	<p>08/31/2020 - 06/09/2021</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.**

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School Board Minutes or Affirmation Statement

2020-08-31;

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

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Superintendent/Chief Executive Officer

Dr. Khalid Mumin

2020-08-31

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School Improvement  
Facilitator Signature

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Building Principal Signature

Jennifer M. Bertolet

2020-08-31

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

PVAAS Math: Students with Disabilities - Student group had highest percentage of all groups in the school and met or exceeded the interim target, BUT decreased from previous year

PSSA ELA – Proficient or Advanced: Hispanic & Economically Disadvantaged - Increased in performance of Pro./Adv/ from previous year and met or exceeded interim target

PVAAS Science: Economically Disadvantaged - Met or exceeded statewide goal and increased performance over previous year

PVAAS Science: ELL's & Hispanic - Student group increased performance from previous year and met or exceeded interim target

\*Number of ESL resource teachers increased from 2 to 3, allowing for lower caseloads

SRI 4th Grade: By midyear, 42% of IEP students made 25% growth and/or growth of 75-100 lexiles

SMI 1st, 2nd, 3rd Grade: 61% or higher of students made 25% growth by midyear

SMI 4th Grade: 72% of IEP students made 25% growth by midyear

SMI 1st Grade: 64% of IEP students made 25% growth by midyear

\*New Science curriculum and program

### Challenges

PVAAS ELA – Meeting Growth Expectations: All groups saw a decrease in performance over previous year; Only ELL's met interim target while showing decrease

PVAAS Math – Meeting Growth Expectations: All groups saw a decrease in performance over previous year; Only ELL's and students with disabilities met interim target while showing decrease

Early Indicators of Success – Grade 3 Reading: All student group was at 41.5%

\*Only collecting midyear data due to Covid-19 pandemic and schools being closed as of March 13.

Acadience (K through 4th): All student groups increased their scores but not at the required rate for improvement; thus decreasing % of Benchmark and Below Benchmark and increasing the % of Well Below Benchmark

SRI: 2nd, 3rd, 4th Grades: By midyear, less than 30% of students made 25% growth and less than 40% of students made 75-100 Lexile growth

\*No Kindergarten data due to Covid-19 school closure on March 13; first assessment was taken in January

SMI 4th Grade: Only 36% of students made 25% growth by midyear

SMI: Growth of most ELL's and IEP students was lower than whole student



## Strengths

(Inspire Science) for 2018-2019 school year

PSSA Science – Proficient or Advanced: All groups increased performance in Pro./Adv. from previous year and met or exceeded interim target; All student group is only 3% below statewide average

PVAAS Science – Meeting Growth Expectations: All student groups increased in performance over previous year

Career Standards Benchmark: We are at 97.8%, 8% above state average: Second Step Career lessons and Naviance implemented through school counselor. Presentation on Career and Technical Center.

ELL-PSSA Science – Proficient or Advanced: Student group had highest percentage as well as increased from previous year and met or exceeded interim target

ELL-PVAAS ELA & Math- Student group met or exceeded interim target BUT decreased performance from previous year

ELL-PVAAS Science- Student group increased performance from previous year and met or exceeded interim target

Econ.Disadvantaged-PVAAS Science-Met or exceeded statewide goal and increased performance over previous year

Econ.Disadvantaged- PSSA ELA – Proficient or Advanced-Increased in performance of Pro./Adv/ from previous year and met or exceeded interim target

Promote and sustain a positive school

## Challenges

group

We have no other source of Science data other than PSSA and PVAAS.

edInsight by OnHands - Discipline referrals numbers were consistent from 2019 school year to 2020 school, both through March 12, only increase of concern was the number of referrals/incidents in Kindergarten (0 to 15); also concern that many incidents were from repeat offenders

Discipline Data: Discipline increase in Kindergarten (4 offenders, all went to alternative program and/or are referred to Emotional Support); \*also concern over higher class numbers in Kindergarten

Discipline Data: Incidents occurred frequently with repeat offenders

Students with Disabilities-PSSA ELA – Proficient or Advanced- Students with disabilities did not increase performance nor meet statewide goal or interim target for Pro./Adv.

Students with Disabilities-PVAAS Math- Student group had highest percentage of all groups in the school and met or exceeded the interim target, BUT decreased from previous year

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

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

Use systematic, collaborative planning

**Strengths**

environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Align Curricular materials and lessons to PA standards

Collectively shape the vision for continuous improvement of teaching and learning

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

**Challenges**

processes to ensure instruction is coordinated, aligned, and evidence-based \*

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

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

**Most Notable Observations/Patterns**

**Challenges**

**Discussion Point**

**Priority for Planning**

PVAAS ELA – Meeting Growth Expectations: All groups saw a decrease in performance over previous year; Only ELL’s met interim target while showing decrease

**Challenges**

**Discussion Point**

**Priority for Planning**

PVAAS Math  
– Meeting  
Growth  
Expectations:  
All groups  
saw a  
decrease in  
performance  
over previous  
year; Only  
ELL’s and  
students with  
disabilities  
met interim  
target while  
showing  
decrease

Early  
Indicators of  
Success –  
Grade 3  
Reading: All  
student  
group was at  
41.5%

Acadience (K  
through 4th):  
All student  
groups  
increased  
their scores  
but not at the  
required rate  
for  
improvement;  
thus  
decreasing %  
of Benchmark  
and Below

**Challenges**

**Discussion Point**

**Priority for Planning**

Benchmark  
and  
increasing  
the % of Well  
Below  
Benchmark

SRI: 2nd, 3rd,  
4th Grades:  
By midyear,  
less than 30%  
of students  
made 25%  
growth and  
less than 40%  
of students  
made 75-100  
Lexile growth

SMI 4th  
Grade: Only  
36% of  
students  
made 25%  
growth by  
midyear

SMI: Growth  
of most ELL's  
and IEP  
students was  
lower than  
whole  
student  
group

Discipline  
Data:  
Discipline  
increase in  
Kindergarten  
(4 offenders,  
all went to

**Challenges**

**Discussion Point**

**Priority for Planning**

alternative program and/or are referred to Emotional Support); \*also concern over higher class numbers in Kindergarten

Discipline Data: Incidents occurred frequently with repeat offenders

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

\*MTSS, SAP, PBIS in place \*increase meetings for SAP; as well as SAP groups for students \*MTSS is strong, can we improve, is it being used to its potential and with fidelity \*PBIS team has worked on tiered behavior system; both positive rewards and consequences \*further develop 7 Habits instruction in all classrooms to ensure it is being addressed school-wide \*increase social skill instruction



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

\* scheduling doesn't allow for consistent collaborative planning due to number of classes / Specials; one team member is unable to attend \* collaborative planning needs to include Spec. Ed. and ESL \*time constraints are not building controlled \*One Monday mtg a month set aside for grade levels and cross grade levels? \*consistent meetings with grade level leaders to increase cross grade level awareness



Implement an evidence-

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

based system  
of  
schoolwide  
positive  
behavior  
interventions  
and supports

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

\*family nights should include information for parents on curriculum, how to help their child, community services, etc. to create a closer tie to school and families; structured learning activity for parents \*create more opportunities for parents to be in the classrooms during the school day and be involved in lessons \* continue grade level breakfasts throughout the year (muffins with mom, donuts with dad, goodies with grandparents, etc.) \* invite community workers to visit students (doctors, police, firemen, etc.) \*Leader in Me / 7 Habits, as well as ClassDojo, have been a part of our improving positive building culture; still need to figure out the family and community pieces \*need to determine if our family activities are evidence-based \*create and use responses from parent surveys to influence decisions on events \*increase number of resources in our building for parents to access community services \*continue communication with parents who were actively involved in online learning to build that foundation



## ADDENDUM B: ACTION PLAN

**Action Plan: Teach students to examine their own data and set learning goals.**

Action Steps	Anticipated Start/Completion Date
Teachers will create Leadership Data Binders with the students and will meet with students to monitor and revise goals based on progress monitoring	08/31/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
monthly monitoring and revision, as necessary, of goals to assist students in reaching goals set based on baseline data; data analysis after each benchmark is completed; monitoring of student needs to determine interventions needed	Student goals will be attained by end of year or sooner; Student performance on benchmarks will increase by at least 25% or one proficiency level.
Material/Resources/Supports Needed	PD Step
student binders, binder dividers, sheet protectors, leadership binder pages (Wildly Important Goals /WIGs) in Google drive	yes

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**Action Steps****Anticipated Start/Completion Date**

Assessments / Benchmarks

08/31/2020 - 06/09/2021

**Monitoring/Evaluation****Anticipated Output**

monthly monitoring and revision, as necessary, of goals to assist students in reaching goals set based on baseline data; data analysis after each benchmark is completed; monitoring of student needs to determine interventions needed

Student goals will be attained by end of year or sooner; Student performance on benchmarks will increase by at least 25% or one proficiency level.

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

SRI/SMI online Acadience Benchmark Assessment booklets Progress Monitoring booklets 95% Group (PSI, PASI)

yes





**Action Plan: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.**

Action Steps	Anticipated Start/Completion Date
Assessments / Benchmarks	08/31/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
data analysis after each benchmark is completed monitoring and revision, as necessary, of student goals monitoring of student needs to determine interventions needed	Student performance on benchmarks will increase by at least 25% or one proficiency level.
Material/Resources/Supports Needed	PD Step
SRI/SMI online Acadience Benchmark Assessment booklets Progress Monitoring booklets 95% Group (PSI, PASI)	yes

**Action Plan: PLC's**

Action Steps	Anticipated Start/Completion Date
Collaborative Planning	08/31/2020 - 06/09/2021
Monitoring/Evaluation	Anticipated Output
cyclical meeting agendas monthly meeting agendas	collaborative planning will affect instruction within grade levels and cross grade levels
Material/Resources/Supports Needed	PD Step
meeting agenda data from benchmarks/assessments	yes

**Action Plan: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.**

Action Steps	Anticipated Start/Completion Date
Following procedures of PBIS, MTSS, and SAP	08/31/2020 - 06/09/2021

Monitoring/Evaluation	Anticipated Output
monitoring of number of positive office referrals monitoring of number of MTSS and SAP referrals monthly reports of discipline, including truancy monthly monitoring of minutes for MTSS and SAP meetings	decrease in discipline referrals increase in MTSS referrals for academics and behaviors increase in SAP referrals implementation of SAP groups for students

Material/Resources/Supports Needed	PD Step
PBIS Plan (behavioral intervention sheets, discipline referrals, positive office referrals and rewards for receiving one, weekly incentives, monthly incentives, quarterly incentives, assemblies, ClassDojo expectations, etc.) SAP process/referrals MTSS process/referrals	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The faculty will collaborate with students to create one to two individualized goals in the areas of ELA and/or Math. ESL students will also have a Language Development goal and Special Education students will have goals based on their IEP. Goals will be monitored and revised monthly throughout the year based on student achievement. (Leadership Data Binder)	Teach students to examine their own data and set learning goals.	Teachers will create Leadership Data Binders with the students and will meet with students to monitor and revise goals based on progress monitoring	08/31/2020 - 06/09/2021
The faculty will collaborate with students to create one to two individualized goals in the areas of ELA and/or Math. ESL students will also have a Language Development goal and Special Education students will have goals based on their IEP. Goals will be monitored and revised monthly throughout the year based on student achievement. (Leadership Data Binder)	Teach students to examine their own data and set learning goals.	Assessments / Benchmarks	08/31/2020 - 06/09/2021
By June 2021, all Northwest Area Elementary staff will utilize the Multi-Tiered Support System to provide needed interventions in ELA to increase student performance on Acadience and/or SRI Benchmarks by at least 25% or one proficiency level. (ELA Performance)	Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.	Assessments / Benchmarks	08/31/2020 - 06/09/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>For the 2020-2021 school year, all grade levels will use an agenda to record their collaborative planning time once per cycle, as scheduled. Administrators will attend one meeting per month. Agendas will also be used for cross grade level meetings, which will take place at least once per month during Monday staff meetings or other scheduled PD time. By June 2021, all documentation will be in the NWAE staff Google drive for access by all. (Grade Level &amp; Cross Level Collaboration)</p>	PLC's	Collaborative Planning	08/31/2020 - 06/09/2021
<p>All Northwest Area Elementary staff will utilize Tier 1 and Tier 2 interventions. If Tier 1 and Tier 2 interventions are ineffective, staff will utilize the process to refer students to the Student Assistance Program. The increased participation rate of the Student Assistance Program will assist in decreasing discipline referrals by 10% as measured by discipline reports in edInsight by OnHands Schools in comparison to 2018-2019 school year. (235 w/ truancy, 101 w/o truancy) *Do not have full year data for 2019-2020 due to Covid-19 school closure. (SAP &amp; Discipline Referrals)</p>	Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	Following procedures of PBIS, MTSS, and SAP	08/31/2020 - 06/09/2021

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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Creating Leadership Binders for development and examination of data and learning goals	Teachers	Leadership Binder pages (Wildly Important Goals/WIGs) expectations for data review and goal revision assessment criteria monitoring and feedback of student learning student records (instructional and non-instructional)

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
implementation of leadership binders school-wide	08/24/2020 - 06/11/2021	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Guidance on Using Assessments and Benchmarks	Teachers	SRI/SMI, Acadience, Progress Monitoring, 95% Group assessment criteria monitoring and feedback of student learning student records (instructional and non-instructional)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
completion of benchmarks according to guidelines and timelines	08/24/2020 - 06/11/2021	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal Kathryn Hansen, Reading Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 4b: Maintaining Accurate Records	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Creating a multi-tiered system of supports for academics and behavior	Teachers	PBIS Plan MTSS referrals and process SAP referrals and process trauma informed instruction Leader in Me and 7 Habits review management of instructional groups monitoring and response to student behavior

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
positive office referrals, student participation in incentives, proper referrals to MTSS and/or SAP	08/31/2020 - 06/11/2021	Jennifer M. Bertolet, Principal Kerri Lubinsky, Assistant Principal Rosemary McCurdy, School Counselor

**Danielson Framework Component Met in this Plan:**

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

- 1b: Demonstrating Knowledge of Students
- 2a: Creating and Environment of Respect and Rapport
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Instructional collaboration

Teachers

cyclical grade level meetings monthly cross grade level meetings data to affect instruction and instructional groups assessment criteria monitoring and feedback of student learning

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

use of agendas to record minutes  
use of meetings to discuss data  
and instruction

08/24/2020 - 06/11/2021

Jennifer M. Bertolet,  
Principal Kerri Lubinsky,  
Assistant Principal

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**Danielson Framework Component Met in this Plan:**

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

- 3d: Using Assessment in Instruction
- 4a: Reflecting on Teaching
- 4d: Participating in a Professional Community

Teaching Diverse Learners in an Inclusive Setting

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Presentation of Plan	Priorities, Goals, Action Steps	PD Meetings with Staff; GoogleMeet	Teachers and Staff	August 2020; as needed during PD through 2021 school year
Presentation of Plan	Priorities, Goals, Action Steps	GoogleMeet and/or ClassDojo	Families and Community	September 2020
Presentation of Plan	Priorities, Goals, Action Steps	GoogleMeet and/or Google Slides	students	September 2020

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