

SOUTHWEST MS

300 Chestnut St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

To build a positive culture that instills a passion for lifelong learning.

STEERING COMMITTEE

Name	Position	Building/Group
Laura Morgan	Principal	Southwest MS
Lauren Poutasse	Administrator	Reading School District
Phil Anzelmo	Assistant Principal	Southwest MS
Erik Baker	Special Education Program Coordinator	Reading School District
Melissa Eggert	Professional Development Facilitator	Reading School District
Victoria Achenbach	General Education teacher	Southwest MS
Leah Vey	ESL teacher	Southwest MS
Mark Preletz	General Education teacher	Southwest MS
Colette Gilmore	Community member	Youth Volunteer Corp
Sorel Jackson's mother	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we add ELL structures and supports to general education classrooms so that teachers are able to meet the individual needs of students then all students should show growth on the PSSA.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Students needing social-emotional and academic support will receive targeted research based interventions over 3 to 4 week cycles, resulting in 90% of students passing by the 4th quarter.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Inventory quarterly growth goal	Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Incorporating vocabulary into writing (Respond to Reading 5/6) (Write it or Writing to Sources section 7/8)	2020-10-01 - 2021-06-21	Wonders/My Perspective PD planners	Templates for Wonders and My Perspectives Instruction and practice with select set of key vocabulary over a series of days; practice using multiple modalities Teach word learning strategies - multiple meaning words, word parts, cognates, use of context clues.
Provide visual and verbal supports	2020-10-01 - 0020-10-31	Team Leaders	Creating a template or bank for teachers to utilize: Visual supports – pictures, images, short videos, graphic organizers to represent academic vocabulary and concepts. Students will be able to read and create diagrams, tables, concept maps. Verbal supports – student anchor charts, sentence starters and frames, paragraph frames, and speak in small-group. Students will be able to use the verbal supports in class to speak with peers and staff.
Integrate oral and written language instruction into content areas	2020-08-24 - 2020-09-30	Janna Isbell/Reading Specialist	Clear models and opportunities for staff to observe and practice: Daily opportunities for students to talk and write about content in pairs and small groups Creating student speaking opportunities that support content learning and language development Writing tasks that are anchored in content (standards) and provided focused support for language development Use of scaffolded supports for speaking and writing (e.i., sentence and paragraph frames) Provide opportunities for students to practice soft skills, while working on standard goals.

Anticipated Outcome
Students will either be speaking, writing, or listening to academic vocabulary 30% of the class period at least three times a week.

Monitoring/Evaluation
Students data will be monitored weekly through data meetings and MTSS.

Evidence-based Strategy
Integrate Oral and Written English Language Instruction into Content-Area Teaching

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Inventory quarterly growth goal	Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborative Conversation PD	2020-08-24 - 2020-09-30	Janna Isbell/Melissa Eggert	Screen Castify/Playlist

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PLC leads develop a rubric for evaluating a student's oral academic vocabulary using the WIDA can do descriptors.	2020-10-01 - 2020-10-31	ELL resource teachers/PLC	PLC Time
Identify Tier 2 vocabulary in content areas.	2020-08-31 - 2021-06-21	Department Leaders	Words from Content area curriculum https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf
Create discussion starters/conversation frames to guide classroom collaborative conversations.	2020-08-31 - 2021-06-21	Department Leaders	Wonders Collaborative Conversation framework (Instructional Routines Handbook
Classroom teachers explicitly teach academic vocabulary using an agreed upon instructional framework.	2020-08-31 - 2021-06-21	All Teachers	Instructional Framework for teaching academic vocabulary - Isabel Beck
Classroom teachers facilitate the use of academic vocabulary in the classroom by using the Collaborative Conversation frameworks at least twice a week.	2020-08-31 - 2021-06-21	All Teachers	Sentence Frames, Academic Vocabulary List
PLCs review data from Oral Language rubrics including samples of student work for discussion and data norming.	2020-08-31 - 2021-06-21	PLC Leaders	Data overalys for oral

Anticipated Outcome
Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.

Monitoring/Evaluation
Students data will be monitored weekly through data meetings and MTSS.

Evidence-based Strategy
DataWise

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Preventing failure through intervention	Students needing social-emotional and academic support will receive targeted research based interventions over 3 to 4 week cycles, resulting in 90% of students passing by the 4th quarter.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School wide professional development on how to analyze data, interpret, and use data to make decisions for student achievement. Professional development will directly lead to Data meetings and MTSS meetings for researched interventions. Staff participates in the course, practices with data, then models future data meetings.	2020-08-31 - 2020-09-30	Laura Morgan/ Principal Phil Anzelmo/Assistant Principal	Access to DataWise course through Harvard. Meeting Time with Staff
Grade level teams work on looking at student achievement data to determine best practices	2020-10-05 -	Laura Morgan/	Data Overlays of student

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
for teaching. Teachers will then implement those strategies into their classroom, record student achievement data, and continue the process. With a specific focus in oral and written academic language and vocabulary. Additionally, students not consistently performing, will be monitored through MTSS and given research based interventions for a minimum of three to four weeks, before reassessing the situation.	2021-06-21	Principal Phil Anzelmo/Assistant Principal Lamiya Khan/ School Psychologist	Acheivement Research based practices/interventions Time for meetings Student Data Cards

Anticipated Outcome
 Consistent weekly meetings based on data the help drive instruction and better place students into research based interventions, that will increase student achievement.

Monitoring/Evaluation
 Each semester there will be a review of student achievement data to ensure that no student is missing out on needed interventions. To ensure that interventions are being implemented with fidelity and lessons are being designed with student achievement in mind, administrators will do walk throughs of class and provide feedback to staff.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	Incorporating vocabulary into writing (Respond to Reading 5/6) (Write it or Writing to Sources section 7/8)	10/01/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	Collaborative Conversation PD	08/24/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	PLC leads develop a rubric for evaluating a student's oral academic vocabulary using the WIDA can do descriptors.	10/01/2020 - 10/31/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	Classroom teachers explicitly teach academic vocabulary using an agreed upon instructional framework.	08/31/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	Classroom teachers facilitate the use of academic vocabulary in the classroom by using the Collaborative Conversation frameworks at least twice a week.	08/31/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	PLCs review data from Oral Language rubrics including samples of student work for discussion and data norming.	08/31/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students needing social-emotional and academic support will receive targeted research based interventions over 3 to 4 week cycles, resulting in 90% of students passing by the 4th quarter. (Preventing failure through intervention)	DataWise	School wide professional development on how to analyze data, interpret, and use data to make decisions for student achievement. Professional development will directly lead to Data meetings and MTSS meetings for researched interventions. Staff participates in the course, practices with data, then models future data meetings.	08/31/2020 - 09/30/2020

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

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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

Laura Morgan

0020-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Met standard demonstrating growth in Math-77% Students with disabilities subgroup	All student group did not meet standard demonstrating growth in Reading (60) and Math (66)
Met standard demonstrating growth in ELA- ELL (71) and black (72) subgroups	Decreased in overall Math performance-Black, Hispanic, and ELL subgroups
PVAAS-Black (72) and ELL(71) subgroup met standard demonstrating growth in ELA	Did not meet standard demonstrating growth in ELA-66%-Students with disabilities subgroup
PVAAS-Black subgroup exceeded state average growth in Math-80%	PSSA-All subgroups decreased in ELA
PVAAS-Students with disabilities met standard demonstrating growth in Math-77%	PVVAS-All student group did not meet interim goal/ improvement target in ELA-24.6%
N/A	PVAAS-Students with disabilities did not meet standard demonstrating growth in ELA-66%
PVAAS- ELL (71) subgroup met standard demonstrating growth in ELA	PAEtep- In ELA, small group instruction is occurring but at a low level of physically grouping with vague criteria, not in the planning and implementation for instruction
87.8% Completion rate with Naviance	PVVAS-All student group did not meet interim goal/ improvement target in Math-9.7%
Identify professional learning needs through analysis of a variety of data *	PSSA- Black, Hispanic, and ELL decreased in Math
	N/A
	PVAAS-All student group did not meet interim goal/ improvement target in ELA-24.6%
	PVAAS-All student group did not meet interim goal/ improvement target in Math-9.7%
	PVAAS-Students with disabilities did not meet standard demonstrating growth in ELA-66%
	PVAAS-The ELL subgroup did not meet standard demonstrating growth in Math-65%
	87.8% Completion rate with Naviance
	Identify and address individual student learning needs *
	Implement a multi-tiered system of supports for academics and behavior *

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Did not meet standard demonstrating growth in ELA-66%- Students with disabilities subgroup	-Teachers have a lack of understanding how to adapt/ modify for students with disabilities and how to be responsive to their ability to participate/ need support to plan so students can access grade level material	
PVAAS-Students with disabilities did not meet standard demonstrating growth in ELA-66%	-Teachers have a lack of understanding how to adapt/ modify for students with disabilities and how to be responsive to their ability to participate	
PAEtep- In ELA, small group instruction is occurring but at a low level of physically grouping with vague criteria, not in the planning and implementation for instruction	-Teachers will plan for small groups in whole group Professional Development/Staff meetings-, but lack of consistent monitoring led to ineffective instruction and lack of planning	
PVVAS-All student group did not meet interim goal/ improvement target in Math-9.7%	-Lack of conceptual instruction and higher level math exposure/ continued focus on below grade level skills that can be embedded in the on or above level content	
PSSA- Black, Hispanic, and ELL decreased in Math	-Lack of ELL support for general education teachers to prepare and deliver ELL instruction	
PVAAS-All student group did not meet interim goal/ improvement target in ELA-24.6%	-Literacy directly affects all subject area performance including math at the middle school level	✓
PVAAS-All student group did not meet interim goal/ improvement target in Math-9.7%	-Mobymax was incorporated this year with expectation to assess, supplement and be a tool in intervention. Intervention groups were difficult and confusing for non Math teachers and there was a lack of expectation for instruction	
PVAAS-Students with disabilities did not meet standard demonstrating growth in ELA-66%	-Teachers have a lack of understanding how to adapt/ modify for students with disabilities and how to be responsive to their ability to participate	
PVAAS-The ELL subgroup did not meet standard demonstrating growth in Math-65%	-Lack of ELL support for general education teachers to prepare and deliver ELL instruction	
Identify and address individual student learning needs *	-Teachers have a lack of understanding how to adapt/ modify for students with disabilities and how to be responsive to their ability to participate	
Implement a multi-tiered system of supports for academics and behavior *	-Discussed the relationship between the two and the lack of team communication to whole staff regarding student ability. From September to March there were a total of 688 referrals with disciplinary actions. At total of 135, were given suspensions based on their actions. Southwest averaged 1.5 suspensions per day after 90- days of being in school. . With an additional 56 students receiving ISS. The grade breakdown for Suspensions: 5th-22 6th- 23 7th-55 8th-38	✓

ADDENDUM B: ACTION PLAN

Action Plan: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Action Steps	Anticipated Start/Completion Date	
Incorporating vocabulary into writing (Respond to Reading 5/6) (Write it or Writing to Sources section 7/8)	10/01/2020 - 06/21/2021	
Monitoring/Evaluation	Anticipated Output	
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking, writing, or listening to academic vocabulary 30% of the class period at least three times a week.	
Material/Resources/Supports Needed		PD Step
Templates for Wonders and My Perspectives Instruction and practice with select set of key vocabulary over a series of days; practice using multiple modalities Teach word learning strategies - multiple meaning words, word parts, cognates, use of context clues.		yes

Action Steps	Anticipated Start/Completion Date	
Provide visual and verbal supports	10/01/2020 - 10/31/0020	
Monitoring/Evaluation	Anticipated Output	
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking, writing, or listening to academic vocabulary 30% of the class period at least three times a week.	
Material/Resources/Supports Needed		PD Step
Creating a template or bank for teachers to utilize: Visual supports – pictures, images, short videos, graphic organizers to represent academic vocabulary and concepts. Students will be able to read and create diagrams, tables, concept maps. Verbal supports – student anchor charts, sentence starters and frames, paragraph frames, and speak in small-group. Students will be able to use the verbal supports in class to speak with peers and staff.		no

Action Steps	Anticipated Start/Completion Date	
Integrate oral and written language instruction into content areas	08/24/2020 - 09/30/2020	
Monitoring/Evaluation	Anticipated Output	
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking, writing, or listening to academic vocabulary 30% of the class period at least three times a week.	
Material/Resources/Supports Needed		PD Step
Clear models and opportunities for staff to observe and practice: Daily opportunities for students to talk and write about content in pairs and small groups Creating student speaking opportunities that support content learning and language development Writing tasks that are anchored in content (standards) and provided focused support for language development Use of scaffolded supports for speaking and writing (e.i., sentence and paragraph frames) Provide opportunities for students to practice soft skills, while working on standard goals.		no

Action Plan: Integrate Oral and Written English Language Instruction into Content-Area Teaching

Action Steps	Anticipated Start/Completion Date
Collaborative Conversation PD	08/24/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
Screen Castify/Playlist	yes

Action Steps	Anticipated Start/Completion Date
PLC leads develop a rubric for evaluating a student's oral academic vocabulary using the WIDA can do descriptors.	10/01/2020 - 10/31/2020
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
PLC Time	yes

Action Steps	Anticipated Start/Completion Date
Identify Tier 2 vocabulary in content areas.	08/31/2020 - 06/21/2021
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
Words from Content area curriculum https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf	no

Action Steps	Anticipated Start/Completion Date
Create discussion starters/conversation frames to guide classroom collaborative conversations.	08/31/2020 - 06/21/2021
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
Wonders Collaborative Conversation framework (Instructional Routines Handbook	no

Action Steps	Anticipated Start/Completion Date
Classroom teachers explicitly teach academic vocabulary using an agreed upon instructional framework.	08/31/2020 - 06/21/2021
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
Instructional Framework for teaching academic vocabulary - Isabel Beck	yes

Action Steps	Anticipated Start/Completion Date
Classroom teachers facilitate the use of academic vocabulary in the classroom by using the Collaborative Conversation frameworks at least twice a week.	08/31/2020 - 06/21/2021
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
Sentence Frames, Academic Vocabulary List	yes

Action Steps	Anticipated Start/Completion Date
PLCs review data from Oral Language rubrics including samples of student work for discussion and data norming.	08/31/2020 - 06/21/2021
Monitoring/Evaluation	Anticipated Output
Students data will be monitored weekly through data meetings and MTSS.	Students will either be speaking or writing in English 30% of each class period or a minimum of one third of the classes during the week using, frames, guides, and anchor charts.
Material/Resources/Supports Needed	PD Step
Data overalys for oral	yes

Action Plan: DataWise

Action Steps	Anticipated Start/Completion Date
School wide professional development on how to analyze data, interpret, and use data to make decisions for student achievement. Professional development will directly lead to Data meetings and MTSS meetings for researched interventions. Staff participates in the course, practices with data, then models future data meetings.	08/31/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Each semester there will be a review of student achievement data to ensure that no student is missing out on needed interventions. To ensure that interventions are being implemented with fidelity and lessons are being designed with student achievement in mind, administrators will do walk throughs of class and provide feedback to staff.	Consistent weekly meetings based on data the help drive instruction and better place students into research based interventions, that will increase student achievement.
Material/Resources/Supports Needed	PD Step
Access to DataWise course through Harvard. Meeting Time with Staff	yes

Action Steps	Anticipated Start/Completion Date
Grade level teams work on looking at student achievement data to determine best practices for teaching. Teachers will then implement those strategies into their classroom, record student achievement data, and continue the process. With a specific focus in oral and written academic language and vocabulary. Additionally, students not consistently performing, will be monitored through MTSS and given research based interventions for a minimum of three to four weeks, before reassessing the situation.	10/05/2020 - 06/21/2021
Monitoring/Evaluation	Anticipated Output
Each semester there will be a review of student achievement data to ensure that no student is missing out on needed interventions. To ensure that interventions are being implemented with fidelity and lessons are being designed with student achievement in mind, administrators will do walk throughs of class and provide feedback to staff.	Consistent weekly meetings based on data the help drive instruction and better place students into research based interventions, that will increase student achievement.
Material/Resources/Supports Needed	PD Step
Data Overlays of student Achievement Research based practices/interventions Time for meetings Student Data Cards	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	Incorporating vocabulary into writing (Respond to Reading 5/6) (Write it or Writing to Sources section 7/8)	10/01/2020 - 06/21/2021
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	Collaborative Conversation PD	08/24/2020 - 09/30/2020
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	PLC leads develop a rubric for evaluating a student's oral academic vocabulary using the WIDA can do descriptors.	10/01/2020 - 10/31/2020
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	Classroom teachers explicitly teach academic vocabulary using an agreed upon instructional framework.	08/31/2020 - 06/21/2021
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	Classroom teachers facilitate the use of academic vocabulary in the classroom by using the Collaborative Conversation frameworks at least twice a week.	08/31/2020 - 06/21/2021
Students will show growth of 75-100 lexiles per year as indicated on the Reading Inventory Growth Proficiency Report. (Reading Inventory quarterly growth goal)	Integrate Oral and Written English Language Instruction into Content-Area Teaching	PLCs review data from Oral Language rubrics including samples of student work for discussion and data norming.	08/31/2020 - 06/21/2021
Students needing social-emotional and academic support will receive targeted research based interventions over	DataWise	School wide	08/31/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
3 to 4 week cycles, resulting in 90% of students passing by the 4th quarter. (Preventing failure through intervention)		professional development on how to analyze data, interpret, and use data to make decisions for student achievement. Professional development will directly lead to Data meetings and MTSS meetings for researched interventions. Staff participates in the course, practices with data, then models future data meetings.	- 09/30/2020

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DataWise Online Course	All Certified Staff	Reading Data, Holding Data Meetings, Using Data to Select Interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Course completion and ability to be a productive member of the tteam during data meetings.	09/09/2020 - 09/30/2020	Phil Anzelmo/ Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting 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	website	Stakeholders	Upon approval
