

ALLEN DR ETHEL SCH

3200 W Lehigh Ave

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Every student will not only be able to meet requirements to go to any High School in the city but also be successful when they are a student there. Every student will not only be able to meet requirements to go to any High School in the city but also be successful when they are a student there.

STEERING COMMITTEE

Name	Position	Building/Group
John Paul Roskos	Principal	SDP- Allen
Kareem Edwards	Additional Leadership Team Representative	SDP- Allen
Jennifer Hale	Math Content Specialist/Teacher Leader	SDP- Allen
Grace McHale	Literacy Content Specialist/Teacher Leader	SDP- Allen
Maryanne Cobb	School-based Climate Representative	SDP- Allen
Carletta Robinson	Parent	Parent
Shirley Tate	Community member	Community
Leya Egea-Hinton	Planning and Evidence-based Support (PESO) member	SDP
Nicole Danker	Special Education Case Manager	SDP
Shanice Boyd	Network Attendance Coach	SDP
Kenneth Glover	Network Culture and Climate Coach	SDP
Marie Lavine	Grants Compliance Monitor	SDP
Marina Byrne-Folan	Central Office Talent Partner	SDP
Doria Mitchell	Network Early Literacy/Literacy Director	SDP
Stephen Chicano	Network Professional Learning Specialist	SDP
James Adams	Prevention and Intervention Liaison	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>School implemented professional development to focus on individual components of the lesson plan; break down individual parts of the lesson plan focusing a large amount of time on SGI and identifying students needs based on skill level. Also focused on tracking the progress of students through data to make informed instructional decisions through planning and adjusting student grouping during instructional time. SGI is happening more frequently with differentiation of student grouping with the implementation of anecdotal note taking during instruction to assist the planning process. Continue with progress monitoring tracking of student data at teacher and leadership level. Continue with systems for accountability.</p>	<p>Other Other Career Standards Benchmark</p>
<p>School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices</p>	<p>Mathematics English Language Arts Career Standards Benchmark</p>
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically</p>	<p>School climate and culture School climate and culture Career Standards Benchmark</p>
<p>Professional development will be provided for prevention strategies to proactively descelate student conflict. Professional development and progress monitoring will also occur for effective mtss interventions. Continue strong implementation of PBIS program.</p>	<p>School climate and culture School climate and</p>

Priority Statement**Outcome Category**

culture
 Career Standards Benchmark

ACTION PLAN AND STEPS**Evidence-based Strategy**

Data-Driven Instruction

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

Math Proficiency

At least 8% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA

ELA Proficiency

At least 15% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA)

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

Through the use of an instructional planning guide, teachers will map out their weekly common assessments for the quarter so that they aligned to scope and sequence. Weekly common assessments are completed by students weekly and then analyzed the following week during common planning time.

2020-09-01 - 2021-06-10

Admin / ATLs

IPGs, WCAs, CPT, See it name it do it protocol.

Set instructional norms or

2020-09-01 -

Admin / ATLs

Lesson plans, unpacking

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
look fors associated with designing, administering, and analyzing common assessments	2021-06-10		standards texts
Set and follow plan for monitoring consistent implementation of instructional strategies based on analyses of the data	2020-09-01 - 2021-06-10	Admin / ATLS	CPT
Identify a data-driven plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)	2020-09-01 - 2021-06-10	Admin / ATLS	CPT
Identify students who will need a differentiated instructional plan for upcoming state assessments	2020-09-01 - 2021-06-10	Admin / ATLS	CPT

Anticipated Outcome

Exit Tickets indicating reteach of standards. Increase in identified students predicting proficiency in CFUs and Benchmarks.

Monitoring/Evaluation

Monitoring & Evaluation will occur through the instructional leadership team. The ILS team meeting every Monday morning to unpack school wide trends from the week before and update and share progress monitoring documents. Progress monitoring spreadsheets are created for oversight of teacher implementation of action steps. The instructional planning guides, weekly data meetings, and exit ticket reteach will be monitored. All weekly data meetings with teachers are led by Principal, AP, and ATLS where direct anecdotal notes of meetings are input into IPGs. Effectiveness is monitored through WCA & Exit ticket

achievement.

Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
6-8 Zero OSS	At least ____% of students will have zero out-of-school suspensions in grade 6-8 (100% of K-2 will have zero-out-of-school suspensions).

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Through the implementation of school wide restorative practices teachers will be able to have effective intervention and prevention skills to decrease student behaviors that result in suspensions. School stakeholders will be engaged in creating a coherent schoolwide climate vision in alignment with restorative practices.	2020-09-01 - 2020-06-10	Dean of Students	PBIS plan / schoolwide safety and climate plan / Professional Development on restorative practices
Schedule coaching or ongoing implementation support of restorative practices.	2020-09-01 - 2020-06-10	Dean of Students	Professional Development on restorative practices

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish clear roles and responsibilities for oversight and implementation of restorative practices and set meeting schedule for this Tier I team.	2020-09-01 - 2021-06-10	Admin	Online synced calendar
Moving students to Tier 2 interventions if Restorative practice is unsuccessful.	2020-09-01 - 2021-06-10	Dean of Students & Climate Specialists	Intervention Tracker, Meeting protocols to identify appropriate intervention.

Anticipated Outcome

1. Through a tiered system of climate and culture greater attention to the specific needs of student subgroups (grade bands) will be met through greater targeted incentives (both tangible and events) and social emotional skills education. 2. Teacher will be provided additional support from climate team to pursue targeted in class interventions based off of student specific need. 3. Teachers will be equipped to more effectively handle and de escalate students.

Monitoring/Evaluation

Monitoring / Evaluation of restorative practice will be monitored by the dean of students and administration. Dean of students will ensure weekly updating of a progress monitoring document for tracking teacher intervention use. Data will be reviewed weekly at Climate and Safety team meetings.

Evidence-based Strategy

School Attendance Incentives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance 95%	At least 33% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set meeting schedule for Tier I attendance team	2020-09-01 - 2021-06-10	SISL / Dean of Students	Online synced calendar
Identify and address barriers to consistent implementation of attendance incentives and interventions	2020-09-01 - 2021-06-10	SISL / Dean of Students	All applicable climate data. Ex. PBIS minors, ODRs
Schedule coaching or ongoing implementation support of identified approach	2020-09-01 - 2021-06-10	Admin / Dean of Students	
Attendance incentives should be aligned with PBIS program	2020-09-01 - 2021-06-10	SISL / Dean of Students	Attendance incentives
SAIP Conferences	2020-09-01 - 2021-06-10	SISL	Conference Protocols, Families of students, Incentives and Progress monitoring tracker.

Anticipated Outcome

Percentage of students who attend 95% days of school or more increases. All other attendance buckets decrease

Monitoring/Evaluation

Assistant Principal and SISL will weekly monitor all progress monitoring documents for attendance. Through the implementation of a progress monitoring document for student attendance the SISL will be able to accurately provide leadership team data and hold SAIP conferences as needed. Effectiveness is monitored by keeping students in perfect attendance and 95 percent category.

Evidence-based Strategy

Adapt Instruction to Small-Group Needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Proficiency	At least 8% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA
ELA Proficiency	At least 15% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers in identifying students for small group instruction	2020-09-01 - 2021-06-10	ATLs	Student data
Train teachers in establishing routines for small groups	2020-09-01 - 2021-06-10	ATLS	PD materials on routines
Train teachers in setting small group work that is cognitively challenging and appropriate for cooperative learning	2020-09-01 - 2021-06-10	ATLs	PD materials on small group work
Set and follow plan for monitoring consistent implementation of instructional strategies	2020-09-01 - 2021-06-10	Admin / ATLs	Small group look fors

Anticipated Outcome

Anecdotal notes reflect consistent progress monitoring and regrouping of students. WCA, CFU, and benchmark performance increases.

Monitoring/Evaluation

Weekly anecdotal binder checks. Progress monitoring document to track. Unpacking of SGI trends are unpacked at Monday ILT meetings and informs planning and preparation of small group instruction PD. Effectiveness is determined on formative assessment results.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 8% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (Math Proficiency)</p>	<p>Data-Driven Instruction</p>	<p>Through the use of an instructional planning guide, teachers will map out their weekly common assessments for the quarter so that they aligned to scope and sequence. Weekly common assessments are completed by students weekly and then analyzed the following week during common planning time.</p>	<p>09/01/2020 - 06/10/2021</p>
<p>At least 15% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA) (ELA Proficiency)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 8% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (Math Proficiency)	Data-Driven Instruction	Set instructional norms or look fors associated with designing, administering, and analyzing common assessments	09/01/2020 - 06/10/2021
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA) (ELA Proficiency)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 33% of students will attend school 95% of days or more. (Attendance 95%)	School	Schedule	09/01/2020
	Attendance Incentives	coaching or ongoing implementation support of identified approach	- 06/10/2021

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At least 8% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (Math Proficiency)	Adapt Instruction to Small-Group Needs	Train teachers in identifying students for small group instruction	09/01/2020 - 06/10/2021
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