

## **MAYFAIR SCH**

3001 Princeton Ave

ATSI Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

Mayfair's vision is to develop our students awareness of self, community, and the world as they grow to become active, engaged global citizens. Mayfair's mission is to expose its students to educational opportunities grounded in multiculturalism in order to develop all students as critical thinkers with a global perspective while providing a safe, nurturing learning environment and building leadership capacity.

## STEERING COMMITTEE

Name	Position	Building/Group
Guy Lowery	Principal	Mayfair Elementary School
Corinne Scioli	Assistant Principal	Mayfair Elementary School
Matthew Braun	IB MYP Coordinator	Mayfair Elementary School
Jamie Neal	IB PYP Coordinator	Mayfair Elementary School
William Day	AP/ Climate	Mayfair Elementary School
Laila Larabe	Parent	Mayfair Elementary School
Patricia Joergensen	Community Partner / Holy Family	Holy Family University
Joshua Culbertson	PESO Member	SDP
Jessica McCracken	SPEC ED Case Manager	SDP
Darrin Kall	Grants Compliance	SDP
Christopher Richard	Talent Partner	SDP

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
All teachers will analyze intervention data with a focus on skills and standards in order to identify and address individual student learning needs.	Mathematics Early Literacy Other
As new teachers are assigned to Mayfair School, these professional employees require an in-depth mentorship model, coupled with IB specific training to support	Essential Practices 1: Focus on Continuous Improvement of Instruction Mathematics Other
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Regular Attendance School climate and culture Other

## ACTION PLAN AND STEPS

Evidence-based Strategy	
School Wide Voice and Leadership Initiatives	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Proficient/Advanced	At least 45% of Hispanic students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA).
ELA Student Data Analysis and Intervention	No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor) AIMSweb: No more than 40% of third graders will score in Tier 3.
IB Professional Practice Development & MTSS	No more than 22% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

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

IB Math Unit Planning

No more than 8% of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor)

Attendance

At least 78% of students will attend school 95% of days or more.

Zero Suspensions

At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

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

Create Tier I team to oversee School Wide Voice and Leadership Initiatives

2020-07-01 -  
2020-07-15

AP Scioli AP Day

Leader in Me and IB Program

Set meeting schedule for Tier I team

2020-07-01 -  
2020-07-15

SBTL

schedule

Establish clear roles and responsibilities for oversight and implementation of identified approach

2020-07-15 -  
2020-07-30

SBTL

roles and responsibilities

Identify and address barriers to consistent implementation of School Wide Voice and Leadership Initiatives

2020-07-15 -  
2020-07-30

AP and SBTL

barriers

Create and implement staff deployment plan aligned to School Wide Voice and Leadership Initiatives

2020-08-01 -  
2020-08-15

AP and SBTL

deployment plan

Train school leaders

2020-08-01 -

SBTL

leadership training

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
in School Wide Voice and Leadership Initiatives	2020-08-15		
Train teachers and staff in School Wide Voice and Leadership Initiatives	2020-08-22 - 2020-08-30	SBTL	teacher training
Implement plan for School Wide Voice and Leadership Initiatives	2020-09-01 - 2020-06-30	SBTL/IB Coordinators/Teachers	

### Anticipated Outcome

School Wide Voice and Leadership Initiatives

### Monitoring/Evaluation

Teachers will monitor positive work and students meeting IB initiatives on a daily basis. Assistant Principal and SBTL will review teacher data on an monthly basis...

### Evidence-based Strategy

School Wide Trauma-Informed Practices

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

ELA Student Data Analysis and Intervention

No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor)  
Aimsweb: No more than 40% of third graders will score in Tier 3.

IB Professional Practice Development & MTSS

No more than 22% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Attendance

At least 78% of students will attend school 95% of days or more.

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

Engage stakeholders in creating a coherent schoolwide climate vision in alignment with School Wide Trauma-Informed Practices

2020-09-01 -  
2020-10-01APs Scioli and  
Day

Lakeside Trainings: School wide Trauma Informed Practice

Establish clear roles and responsibilities for oversight and implementation of School Wide Trauma-Informed Practices

2020-10-01 -  
2020-10-15

SBTL

Google Document of Roles/Responsibilities/ Regular and Consistent Meeting Dates

Identify and address barriers to consistent implementation of School Wide Trauma-Informed Practices

2020-10-15 -  
2020-10-30

AP

barriers

Identify strategies for ensuring consistent application of schoolwide norms and expectations of School Wide Trauma-Informed Practices

2020-10-01 -  
2020-06-30

AP and SBTL

Identified "look for" strategies

Train school leaders in School Wide Trauma-Informed Practices

2020-08-30 -  
2020-09-15

SBTL

leadership training

Train teachers and staff in School Wide Trauma-Informed Practices

2020-08-30 -  
2020-09-15

SBTL

teacher training

**Anticipated Outcome**

Teachers and Staff will have an understanding of trauma informed practice that will impact student engagement, attendance, zero suspensions, and intellectual engagement with positive school culture. If teachers are provided the tools and resources to support students who have

experienced trauma, then students will be able to perform academically .

### Monitoring/Evaluation

PD Evaluation Feedback and Comprehension Checkpoints, observations, attendance data, Zero Suspension Data, SPR data, MTSS Data, IB Unit Plans (Learner Profile Data)

### Evidence-based Strategy

Grade Team Collaborative Planning

### Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage in weekly collaborative IB unit planning	2020-09-01 - 2021-06-15	APs, IB Coordinators/SBTLs	IB Unit Plans, Student Data Resources and Trackers, MTSS plans
Rostering will ensure that IB Collaborative Planning Teams meet on a 10 day rotation to allow for collaboration between classroom teachers, specialist, (ELL and SPED) to co-plan and develop	2020-08-15 - 2020-08-30	Roster Chair, SBTL/IB Coordinator. AP	Planing Schedule Roster

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
differentiated units with student scaffolds aligned to standards.			
<p>Gather observation data through student assessments and Informal Observation/Walkthrough data to delineate areas of strength and need, evidence, root causes and further action steps to support individualized student growth. Observation data will also include feedback on student behaviors including student engagement and proficiency of standards.</p>	2020-09-01 - 2020-06-30	SBTL/IB Coordinator AP	Observation Data
<p>Develop IB Collaborative Planning agenda items that support teacher needs assessment based on observation data and informal/walkthrough data. SBTL/IB Coordinators and administration will provide differentiated instructional coaching to grade level, ELL and SPED teachers in further differentiated IB Unit Planning.</p>	2020-09-01 - 2020-06-30	SBTL/IB Coordinator, AP	Targeted Needs Agendas, Differentiated Instructional Coaching
<p>Teachers will meet collaboratively to develop co-created scaffolds for literacy, math and science standards and formative</p>	2020-09-01 - 2020-06-30	SBTL/IB Coordinator	Differentiated IB Unit Plans



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
assessments with evidence of differentiation of content, product and student access, at least twice a month beginning in September.			

**Anticipated Outcome**

Use systematic, collaborative planning process to ensure instruction is coordinated, aligned, evidence based and differentiated. If teachers have access to supports from a school based teacher leader, then teachers will be able to implement high quality instructional strategies within their own classrooms.

**Monitoring/Evaluation**

IB Coordinator/SBTL will monitor and oversee completion of MTSS plans, IB Unit Plans and Student data trackers.

**Evidence-based Strategy**

Identify and Address Individual student learning needs

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

Engage in data analysis training and the development of targeted individualized instruction plans to support all students that is standards aligned and student need based. Students will continue to utilize perscribed intervention programs to support student in continuing their academic growth. Teachers will be engaged in grade group meetings to analyze intervention program data, perscribe appropriate pathways, and ensure student intervention useage is appropriate and perscriptive based upon their specific needs.

2020-09-01 -  
2020-06-30SBTL/IB  
Coordinator,  
APData Tracker, Intervention  
Observation Data,  
Standards Aligned Plans

Teachers will develop a data tracking tool that measures student progress from Q1 to Q4. "

2020-09-01 -  
2020-06-30

SBTL/Teachers

Q1-4 Data tracking tool

Determine how data from adaptive interventions and grade level standards aligned assessments guide data analysis and CPT conversations

2020-10-01 -  
2020-06-30

SBTL/AP

Intervention Data,  
Standards aligned  
assessment data, IB unit  
plan assessment data, CPT

## Anticipated Outcome

If teachers are provided the tools and resources to engage in data analysis then MTSS plans can be developed to support students who have targeted needs, and students will be able to access content and perform academically.

## Monitoring/Evaluation

Data Trackers, MTSS Plans, Differentiated IB Unit Plans

## Evidence-based Strategy

iReady Scaffolding Differentating and adaptive interventions to meet instructional needs of students

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine Chromebook access and technology resources available in the buiding when we return to school.	2020-08-01 - 2020-09-10	AP/SBTL/TTL	Chromebooks and iReady
Set norms for the appropriate use of adaptive	2020-08-30 - 2020-09-15	SBTL	iReady norms for frequency and duration

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
interventions (frequency and duration)			
Identify students for targeted interventions on iReady using PVASS data and iReady diagnostic data	2020-09-15 - 2020-10-01	SBTL	iReady Diagnostic Data and PVASS data
Set a schedule for use of adaptive interventions in the school (following the guidelines for duration and frequency) implementation with fidelity.	2020-09-01 - 2020-09-15	AP/SBTL/Roster Chair	Roster Schedule for Intervention usage
Monitor usage and intervention student data weekly to review with teachers	2020-10-01 - 2020-06-30	AP/SBTL	intervention weekly data
Train teachers in how to implement targeted differentiated iReady lessons and how to analyze and act upon analysis of student data.	2020-10-01 - 2020-10-30	SBTL/AP	iReady Diagnostics and Lesson Launch Applications for individual students
Set and follow plan for continuous monitoring of students progress and those in need of additional supports to aid in targeted lesson development and MTSS process.	2020-11-01 - 2020-06-30	SBTL/AP	iReady data, Lesson plans, MTSS

### **Anticipated Outcome**

If teachers understand how to analyze and act upon the analysis of student data, then students receive targeted, differentiated intervention supports.

### **Monitoring/Evaluation**

iReady diagnostic data and weekly student iReady Progress Monitoring data.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 45% of Hispanic students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (Math Proficient/Advanced)	School Wide Voice and Leadership Initiatives	Train school leaders in School Wide Voice and Leadership Initiatives	08/01/2020 - 08/15/2020
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<p>No more than 22% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (IB Professional Practice Development &amp; MTSS)</p>			
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<p>At least 78% of students will attend school 95% of days or more. (Attendance)</p>			
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At least 45% of Hispanic students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (Math Proficient/Advanced)	Grade Team Collaborative Planning	Engage in weekly collaborative IB unit planning	09/01/2020 - 06/15/2021
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At least 45% of Hispanic students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (Math Proficient/Advanced)	iReady Scaffolding Differentating and adaptive interventions	Set and follow plan for continuous monitoring of students progress and those in need of additional supports to aid in targeted lesson development and MTSS process.	11/01/2020 - 06/30/2020
No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor) Aimsweb: No more than 40% of third graders will score in Tier 3. (ELA Student Data Analysis and Intervention)	to meet instructional needs of students		
No more than 22% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (IB Professional Practice Development & MTSS)			
No more than 8% of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (IB Math Unit Planning)			

