

MCDANIEL DELAPLAINE SCH

1801 S 22nd Street

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Our mission is to provide a high-quality education in a safe learning environment that embodies an inclusive environment that builds a foundation for life-long learning. Our vision is to build a community where all students are respected and encouraged to develop to their fullest potential academically, socially, and physically. We are committed to the families and communities we serve, providing resources that support building healthy relationships amongst all stakeholders. #EaglesSoaringToSuccess #DestinedToSoar

STEERING COMMITTEE

Name	Position	Building/Group
Betsaida Ortiz	Principal	SDP
Shannon Reddick-Smack	Additional Leadership Team Representative	SDP
Nina Knight	Math Content Specialist/Teacher Leader	SDP
Margaret Delgornio	Literacy Content Specialist/Teacher Leader	SDP
Brittnay Keith	School-based Climate Representative	SDP
Melissa Joe-Beverley	Parent	Community
Renee Adams	Community Member	Community
Josh Culbertson	Planning and Evidence-based Support (PESO) member	SDP
Sara Karpovich	Special Education Case Manager	SDP
Mariangeli Diodonet	Network Attendance Coach	SDP
Curry Bailey	Network Culture and Climate Coach	SDP
Catherine Darin	Grants Compliance Monitor	SDP
Zakiya Stewart	Central Office Talent Partner	SDP
Megan Conely	Network Early Literacy/Literacy Director	SDP
Cynthia Van-Otoo	Prevention and Intervention Liaison	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>The utilization of an evidence-based system of schoolwide positive behavior supports will build a positive school climate that fosters strong relationships between all stakeholders and creates an environment for learning and growth.</p>	<p>Regular Attendance</p> <p>School climate and culture</p> <p>Career Standards Benchmark</p>
<p>An increased focus on professional learning opportunities will support teacher success in the classroom.</p>	<p>Early Literacy</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>
<p>If we can create a shared culture among staff focused on the mission and vision of the school, it will be positive for us to create a positive school climate with opportunities for collaboration that supports student and staff learning.</p>	<p>Mathematics</p> <p>English Language Arts</p> <p>Career Standards Benchmark</p>

ACTION PLAN AND STEPS

Evidence-based Strategy
PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	At least 64% of students will attend school 90% of days or more.
Zero OOS Suspensions [TSI]	At least 90% of African-American students in grades will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop PBIS action plan based on data through a Virtual Leadership Summit	2020-07-10 - 2020-08-30	Principal	Compensation for staff development (provided by principal)
Train all staff on PBIS	2020-09-01 - 2020-09-30	Dean of Discipline	PBIS Rewards application, District-level support
Establish TIPS team	2020-09-01 - 2020-10-31	Dean of Discipline	

Anticipated Outcome

An increase in points on positive behavior in the PBIS Rewards app. Reduction in student discipline referrals and suspensions.

Monitoring/Evaluation

Classroom observations by the Principal and Dean of Discipline will provide evidence that instruction is uninterrupted by behavioral concerns, and there is a reduction in the need for student discipline. Weekly reviews of PBIS Rewards application will provide tangible data around school climate change.

Evidence-based Strategy

Playworks

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OOS Suspensions	At least 90% of African-American students in grades will have

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

[TSI]

zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Engage students and staff in creating a plan for implementation of Playworks	2020-08-01 - 2020-12-28	Assistant Principal and Dean	Training from Playworks
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Establish clear roles and responsibilities for oversight and implementation of Playworks	2020-08-01 - 2020-10-28	Assistant Principal and Dean	Training from Playworks
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Identify and address barriers to consistent implementation of Playworks	2020-08-01 - 2021-05-28	Assistant Principal	Training from Playworks
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Identify strategies for ensuring consistent application of schoolwide norms and expectations for Playworks	2020-08-01 - 2020-05-28	Assistant Principal	Professional Development
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Schedule coaching and ongoing implementation support of Playworks	2020-08-15 - 2020-09-30	Assistant Principal and Dean	Professional Development
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Specify key data and process for monitoring implementation of Playworks	2020-09-01 - 2020-05-28	Assistant Principal and Dean	Professional Development
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Implement Playworks with regular checks.	2020-09-01 - 2020-05-28	Assistant Principal	Professional Development
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Anticipated Outcome

Agendas from staff trainings indicating a full awareness of Playworks strategies. Orderly behavior in the hallways and during recess. A decrease in fights and misconduct. Staff logs of utilization of Playworks and a staff deployment plan for Playworks personnel.

Monitoring/Evaluation

Assistant Principal and Dean will monitor hallways and recess on a weekly basis to ensure program is implemented with fidelity. These same staff will review office disciplinary referrals on a monthly level to ensure reduction in misconduct.

Evidence-based Strategy

Math Block Scheduling

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA	No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Redesign master schedule to accommodate the instructional Math Block	2020-05-28 - 2020-09-01	Math Coach	To develop a block Roster
Set norms or look fors for planning/delivering instruction during each block (e.g., opening routine, reflective closure) Set norms for timing of teacher vs. student talk.	2020-09-01 - 2020-11-06	Principal	Walkthroughs/Observations
Train teachers in understanding and implementing the expectations of the Math	2020-09-01 - 2021-04-28	Reading Coach	Weekly PD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Block.			
Set/revise schoolwide codes of conduct for classroom behavior during the block	2020-08-22 - 2021-06-30	Assistant Principal	Professional Development
Set and follow plan for monitoring consistent implementation of instructional strategies.	2020-09-01 - 2021-06-30	Principal	Walkthroughs/Professional Development

Anticipated Outcome

Lesson plans and classroom structure will reflect full utilization of the Math Block schedule. Utilization logs of iReady Math and other math instructional interventions reflecting an increase in time for students and depth of learning.

Monitoring/Evaluation

Principal and AP will conduct walkthroughs on a weekly basis to ensure the Math Block is implemented with fidelity. Math Coach will review effective utilization of time, as well as results from iReady and other math intervention software.

Evidence-based Strategy

Early Literacy Block Scheduling

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb On-Target	At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
AIMSweb Tier 3 Reduction	No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Redesign master schedule to accommodate the Early Literacy block.	2020-05-28 - 2020-09-01	Math Coach/Roster Person	Roster
Set norms or look fors for planning/delivering instruction during the Early Literacy Block (e.g., opening routine, reflective closure) Set norms for timing of teacher vs. student talk.	2020-09-01 - 2021-05-28	Principal	Walkthroughs
Train teachers in understanding and implementing the expectations of the Early Literacy Block	2020-09-01 - 2021-05-28	Reading Coach	Professional Development
Set/revise schoolwide codes of conduct for classroom behavior during Early Literacy block	2020-09-01 - 2021-05-28	Reading Coach	Coaching and Teacher Support
Set and follow plan for monitoring consistent implementation of instructional strategies.	2020-09-01 - 2021-05-28	Reading Coach	Professional Dev

Anticipated Outcome

Lesson plans and classroom structure will reflect full utilization of the Early Literacy block schedule. Utilization logs of iReady and other ELA instructional interventions reflecting an increase in time for students and depth of learning, resulting in a higher percentage of students reading on level than in previous years.

Monitoring/Evaluation

Walkthroughs conducted by the leadership team on a weekly basis will focus on the effective utilization of the Early Literacy block. Reading Coach will review effective

utilization of time, as well as results from iReady and other literacy intervention software.

Evidence-based Strategy

Improving Standards-Aligned Instruction/Data-Driven Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb On-Target	At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
AIMSweb Tier 3 Reduction	No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math PSSA	No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).
ELA PSSA	No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify a schoolwide or content-specific approach to data-driven instruction . Set instructional norms or look fors associated with the identified approach	2020-09-01 - 2020-05-28	Reading Coach	Data team meetings
Train teachers in fully incorporating data-driven instruction into their practice.	2020-09-01 - 2021-05-28	Math Coach	Professional Development
Support teachers in	2020-09-01 -	Reading and	Coaching teachers

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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<p>leveraging standards-aligned resources and identifying grade-level materials to implement the identified approach. Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and skills.</p>		Math Coach	
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<p>Set and follow plan for monitoring consistent implementation of data-driven instruction in the classroom.</p>	<p>2020-09-01 - 2021-05-28</p>	<p>Reading and Math Coach</p>	<p>Professional Development</p>
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Anticipated Outcome

Standard-aligned lesson plans and assignments will be evidence of the implementation of this strategy. We should similarly see an increase in student benchmark scores and comprehension of other formative and summative assignments.

Monitoring/Evaluation

On a monthly level, data-driven and standards-aligned instruction will become a focus for PLCs, whose agenda will be reviewed by Principal and instructional leadership team. Walkthroughs and classroom observations will demonstrate evidence of this strategy regularly.

Evidence-based Strategy

Holistic Literacy Instruction for all grades

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
<p>AIMSweb On-Target</p>	<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.</p>

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

AIMSweb Tier 3
Reduction

No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

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

Identify close reading as a content-specific approach to planning and/or delivering standards-aligned instruction. Set instructional norms or look fors associated with this approach.

2020-08-01 -
2020-08-20

Reading
Coach

Professional Development

Train teachers in understanding and implementing the norms/look fors associated with our holistic literacy instruction strategies.

2020-08-22 -
2021-06-30

Reading
Coach

Professional Development

Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement close reading. Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and skills.

2020-09-01 -
2021-06-30

Reading and
Math Coach

Prof Development

Set and follow plan for monitoring consistent implementation of

2020-09-01 -
2021-06-30

Principal

Walkthroughs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instructional strategies.			

Identify a plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year’s). Identify students who will need a differentiated instructional plan for upcoming state assessments.	2020-09-01 - 2021-05-28	Reading and Math Coaches	Small Group Instruction
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Anticipated Outcome

Walkthroughs and classroom observations will demonstrate this strategy in a review of lesson-plans and classroom tasks. iReady data should demonstrate an increase in students' literacy skills.

Monitoring/Evaluation

On a monthly level, benchmark assessments, lesson plans, classroom work, and text-dependent analysis will be reviewed by the instructional leadership team to ensure implementation of this strategy.

Evidence-based Strategy

Mathematical Tasks that Address Conceptual, Procedural, and Applied Understandings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA	No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify constructed-response as a content-specific approach to planning and/or delivering standards-aligned instruction. Set instructional norms or look fors associated with the utilization of constructed responses.	2020-08-01 - 2020-08-15	Math Coach	Professional Development
Train teachers in understanding and implementing norms/look fors related to constructed responses in mathematics.	2020-08-22 - 2021-06-30	Math Coach	Sample of student work shared during grade team meetings
Support teachers in leveraging standards-aligned resources and identifying grade-level materials to assist students with development of skills with constructed responses. Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and skills.	2020-10-01 - 2021-05-28	Math Coach	Samples of student work
Set and follow plan for monitoring consistent implementation of instructional strategies	2020-09-01 - 2021-05-30	Principal	Collection of student work to provide feedback on feedback
Identify a plan to support students who need conceptual/skill-based reinforcement in	2020-09-01 - 2021-05-28	Principal and Coaches	Targeted students/PD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
preparation for upcoming state assessments (because they missed this past year's). Identify students who will need a differentiated instructional plan for upcoming state assessments.			

Anticipated Outcome

Walkthroughs and classroom observations will demonstrate this strategy in a review of lesson-plans and classroom tasks. iReady data should demonstrate an increase in students' mathematic skills and understanding.

Monitoring/Evaluation

On a monthly level, benchmark assessments, lesson plans, classroom work, and text-dependent analysis will be reviewed by the instructional leadership team to ensure implementation of this strategy.

Evidence-based Strategy

Small Group Instruction/Cooperative Learning, with Opportunities for Productive Struggle and Risk Taking

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb On-Target	At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
AIMSweb Tier 3 Reduction	No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math PSSA	No more than 40% of students in grades 4-8 will score Below

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

Basic on the Math PSSA (includes PASA). (use STAR to monitor).

ELA PSSA

No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).

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

Identify strategies for integrating student choice and student voice during small group work.

2020-09-01 -
2021-05-28

Reading and
Math coaches

Assigning roles to students in groups

Train teachers in identifying students for small group instruction.

2020-08-22 -
2021-10-30

Reading and
Math Coaches

Professional Development

Train teachers in establishing routines for small groups, and setting small group work that is cognitively challenging and appropriate for cooperative learning .
Train teachers in designing/employing different questioning strategies.

2020-08-22 -
2021-06-30

Reading and
Math Coaches

Professional Development

Set and follow plan for monitoring consistent implementation of instructional strategies.
Provide training support to teachers as necessary, as indicated above.

2020-09-01 -
2021-06-30

Reading and
Math Coaches

Professional Development

Anticipated Outcome

Lesson-plan design and classroom observations will demonstrate a focus on the utilization of small groups to address individual student needs and permit effective differentiation for instruction. Teachers will keep Small Group Instruction notes which reflect their effective

utilization of the learning format.

Monitoring/Evaluation

Instructional team will conduct walkthroughs, review lesson plans, and review SGI teacher notes to ensure implementation with fidelity on a weekly basis.

Evidence-based Strategy

iReady

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb On-Target	At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
AIMSweb Tier 3 Reduction	No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math PSSA	No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).
ELA PSSA	No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine Chromebook access and technology resources available in the building when we come back to school	2020-09-01 - 2021-05-28	Dean/TTL	Time
Set norms for the appropriate use of iReady utilizing the Blended Learning model	2020-09-01 - 2021-05-28	Reading and Math Coaches	iReady time built in roster

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
(including frequency and duration)			
Identify students in need of additional interventions.	2020-10-01 - 2020-05-28	Dean/TTL	technology
Set schedule for use of adaptive interventions in school	2020-09-01 - 2020-11-12	Reading and Math Coaches	Varies
Train teachers in how to implement iReady effectively for their students.	2020-09-01 - 2021-09-28	Reading and Math	Iready built in roster
Set and follow plan for monitoring students' progress as they utilize iReady, including interventions for students in need of additional supports.	2020-09-01 - 2020-12-28	Reading and Math Coaches	Discuss data in data teams

Anticipated Outcome

Students will demonstrate growth in Math and Reading, through completion of assignments, utilization logs, and ultimately their performance on other assignments, assessments, and benchmark exams.

Monitoring/Evaluation

Reading Coach and Math Coach will review iReady data on a bi-weekly level (minimum) to ensure rigorous implementation and utilization of the software. Results will be shared with full instructional team, including teachers, at PLCs on a monthly basis, or as needed.

Evidence-based Strategy

Content-Focused Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb On-Target	At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
AIMSweb Tier 3 Reduction	No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.
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ELA PSSA	No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine roles/expectations for instructional coaching.	2020-09-01 - 2020-05-28	Principal	Mentoring Program
Establish coaching schedule and assignments.	2020-09-01 - 2021-05-28	Principal	Leadership team meetings
Identify CPT groupings.	2020-09-01 - 2021-05-28	Reading and Math Coaches	Professional Development
Determine and align CPT protocols and practices to schoolwide expectations and goals	2020-09-01 - 2021-05-28	Principal and Assistant Principal	Professional Development
Determine how data from adaptive interventions will help guide conversations during CPT	2020-09-01 - 2021-05-28	Principal and Assistant Principal	Professional Development
Monitor implementation of coaching or CPT norms	2020-09-01 - 2021-05-28	Leadership Team	Professional Development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and expectations			
Monitor application of professional learning from coaching or CPTs to teacher practice	2020-09-01 - 2021-05-28	Leadership Team	Professional Development

Anticipated Outcome

Teachers will receive coaching from Reading and Math Coaches during PLC times, Common Planning Times, and on an ad-hoc schedule as needed to support their growth as instructional leaders. Reading and Math Coach logs will demonstrate their utilization of time.

Monitoring/Evaluation

Principal and Assistant Principal will monitor the coaching logs for Reading and Math Coaches, and conduct walkthroughs and reviews of instructional practice in the classrooms, lesson plan reviews, and monthly review of assessment data (e.g. Benchmarks) to ensure alignment of this strategy.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 64% of students will attend school 90% of days or more. (Attendance)	PBIS	Train all staff on PBIS	09/01/2020 - 09/30/2020
At least 90% of African-American students in grades will have zero out-of-school suspensions. (Zero OOS Suspensions [TSI])			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 90% of African-American students in grades will have zero out-of-school suspensions. (Zero OOS Suspensions [TSI])	Playworks	Schedule coaching and ongoing implementation support of Playworks	08/15/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA)	Math Block Scheduling	Train teachers in understanding and implementing the expectations of the Math Block.	09/01/2020 - 04/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb On-Target)</p>	<p>Early Literacy Block Scheduling</p>	<p>Train teachers in understanding and implementing the expectations of the Early Literacy Block</p>	<p>09/01/2020 - 05/28/2021</p>
<p>No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 3 Reduction)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb On-Target)</p>	<p>Improving Standards-Aligned Instruction/Data-Driven Instruction</p>	<p>Train teachers in fully incorporating data-driven instruction into their practice.</p>	<p>09/01/2020 - 05/28/2021</p>
<p>No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 3 Reduction)</p>			
<p>No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA)</p>			
<p>No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb On-Target)</p>	<p>Holistic Literacy Instruction for all grades</p>	<p>Train teachers in understanding and implementing the norms/looks associated with our holistic literacy instruction strategies.</p>	<p>08/22/2020 - 06/30/2021</p>
<p>No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 3 Reduction)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA)	Mathematical Tasks that Address Conceptual, Procedural, and Applied Understandings	Train teachers in understanding and implementing norms/look fors related to constructed responses in mathematics.	08/22/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb On-Target)</p>	<p>Small Group Instruction/Cooperative Learning, with Opportunities for Productive Struggle and Risk Taking</p>	<p>Train teachers in identifying students for small group instruction.</p>	<p>08/22/2020 - 10/30/2021</p>
<p>No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 3 Reduction)</p>			
<p>No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA)</p>			
<p>No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb On-Target)</p> <p>No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 3 Reduction)</p> <p>No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA)</p> <p>No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>	<p>Small Group Instruction/Cooperative Learning, with Opportunities for Productive Struggle and Risk Taking</p>	<p>Train teachers in establishing routines for small groups, and setting small group work that is cognitively challenging and appropriate for cooperative learning . Train teachers in designing/employing different questioning strategies.</p>	<p>08/22/2020 - 06/30/2021</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% K and 40% of students 1-3 of African-American students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb On-Target)</p>	iReady	<p>Train teachers in how to implement iReady effectively for their students.</p>	<p>09/01/2020 - 09/28/2021</p>
<p>No more than 55% of students in grade K, 40% of students in grades 1-3, and 50% of students in grades 4-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 3 Reduction)</p>			
<p>No more than 40% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA)</p>			
<p>No more than 30% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>			