

WIDENER MEMORIAL SCH

1450 W Olney Ave

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Widener Memorial School's vision is to uphold a productive atmosphere where students with various physical and medical disabilities successfully acquire skills and attitudes to ensure their fullest individual potential in school and in society. This is accomplished through the daily culture of high expectations and high academic rigor for all in order to promote positive pupil outcomes. The process of developing an atmosphere of "Positive Thoughts, Positive Statements, Positive Expectations" has been a part of daily practice for many years. In addition, the size and demographics of all school staff, along with the unique needs of the student population, promote principles surrounding the celebration of diversity.

STEERING COMMITTEE

Name	Position	Building/Group
Teresa Guess	Assistant Principal	Widener Memorial
Carri Markowski	SBTL	Widener Memorial
Julia McClain	Counselor	Widener Memorial
Leah Brock	SPCM	Widener Memorial
Tanya Bah	Parent	Widener Memorial
Robert Mack	Community Member	Widener Memorial
Cari Cantor	PESO	SDP
Stephanie Overton	Climate	SDP
Brittany Hopkins	Grants	SDP
Andretta Starks	Talent	SDP
Naureen Ignacio	PLS	SDP
Jami Williams	Prevention and Intervention Specialist	SDP
Jodi Roseman	LN1 Director of Special Education	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The school will prioritize identifying and addressing individual student needs by creating more rigorous IEP goals in alignment with PASA when possible.	English Language Arts Mathematics
The school will prioritize promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically by developing and maintaining a positive schoolwide culture that will engage students to attend more.	Regular Attendance Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy			
Schoolwide Attendance Interventions			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Attendance	At least 20% of students will attend school 90% of days or more.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a team to oversee Schoolwide Attendance Interventions who will think about both what in-person and virtual attendance looks like and how to monitor.	2020-07-01 - 2020-08-15	Principal	Staff list, Org Chart
Set meeting schedule for	2020-07-01 -	Principal and	School Calendar and Staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the attendance team to meet bi-weekly	2020-08-15	Counselor	Schedules
Engage students and staff in creating a plan for implementation of Schoolwide Attendance Interventions	2020-08-31 - 2020-09-15	Counselor and teachers	Options of incentives and ways to implement as well as choices to choose from
Train teachers and staff in Schoolwide Attendance Interventions	2020-09-15 - 2020-09-30	Counselor	PD materials, Schoolwide Attendance Intervention Program Overview
Consistently collect and review SIS Attendance Reports, Schoolnet Attendance Reports, MTSS documents (and whatever other attendance that may be available for virtual attendance) bi-weekly	2020-09-15 - 2021-06-11	Counselor	MTSS documents, Attendance Reports from SIS and Schoolnet
The attendance team will meet bi-weekly to identify students for positive incentives, as well as students in need of Tier II and Tier III supports (6+ absences) and create a Student Attendance Improvement Plan (SAIP) for them.	2020-09-15 - 2021-06-11	Counselor	MTSS documents, Attendance Reports from SIS and Schoolnet, SAIPs
The attendance team will progress monitor Tier II and Tier III students monthly to ensure that the supports are working and modify as necessary.	2020-10-01 - 2021-06-11	Counselor	SAIPs, Attendance Reports from SIS and Schoolnet
When a student reaches	2020-09-15 -	Teachers and	Attendance Reports from

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
3 absences, the teachers will inform the counselor, who will make contact with the family and document it in the SIS Communication Log.	2021-06-11	Counselor	SIS and Schoolnet
Bi-Annually, the team will convene to determine if the approach is having it's intended effect (increasing daily attendance) and modify if needed.	2021-02-01 - 2021-06-11	Principal	Eligibility Lists, SIS and Schoolnet Attendance Reports, Qlik Attendance Reports, SAIPs

Anticipated Outcome

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

Monitoring/Evaluation

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Evidence-based Strategy

Staff Support and Self-Care Initiatives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	At least 20% of students will attend school 90% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adopt school wide norms and expectations for Staff Support and Self-Care Initiatives (and may need to modify to reflect what this approach will look like in a virtual setting)	2020-08-31 - 2020-09-30	Principal, Culture and Climate Coach	Staff list, staff surveys, central office support from the Culture and Climate Coach
Schedule and provide coaching or on-going implementation support of Staff Support and Self-Care Initiatives	2020-11-01 - 2021-06-11	Principal, AP, Culture and Climate Coach	Network provided materials, external partnership materials and services
Train teachers in Staff Support an Self-Care Initiatives	2020-10-01 - 2020-10-31	Principal, AP, Culture and Climate Coach	Norms and Expectations of the Staff Support and Self Care Initiatives
The school will initiative a staff survey at the beginning of the year to determine what supports and programming the staff would like implemented.	2020-08-24 - 2020-08-28	Principal and Culture and Climate Coach	Google Survey
The school will implement a quarterly survey to staff to identify strengths and concerns of the Staff Support and Self Care Initiative approach as well as staff satisfaction of the approach an supports	2020-11-15 - 2021-06-11	Principal and Culture and Climate Coach	Google Survey
Administration will evaluate the approach quarterly through staff surveys and observed supports to determine if the approach is being	2020-11-15 - 2021-06-11	Principal, AP, Culture and Climate Coach	Google Surveys, observation trends, anecdotal notes

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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implemented with fidelity, having it's intended effect, and if modifications need to be made.

Anticipated Outcome

There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

Monitoring/Evaluation

The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having it's intended effect and modify if needed.

Evidence-based Strategy

Increasing External Partnerships

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
CBVT	100% of 18-21 year old students will participate in at least three post-secondary transition career experiences.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Refine the role and responsibilities for the Post-Secondary Transition Coordinator (the team will start to prepare for what virtual	2020-08-10 - 2020-08-15	Principal, AP, and SBTL	Support from the OSS Transition Coordinator
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
experiences could look like)			
Train the Post-Secondary Transition Coordinator on responsibilities and expectations	2020-08-24 - 2020-08-28	Principal, AP, STBL, OSS Transition Coordinator	Roles and Responsibilities document created by team
Post-Secondary Transition Coordinator will make connections with external partners to expand career exploration and work sites (there will be a focus on both in-person and virtual experiences).	2020-09-02 - 2021-05-01	Post-Secondary Transition Coordinator	Support from the OSS Transition Coordinator, Support from the FACE Office, Log of previous partnerships, communication log
Consistently collect and review key data monthly	2020-10-01 - 2021-06-11	Post-Secondary Transition Coordinator and SPECMs	Student experience logs and reflections, communication logs, student experience tracker
Administration and Post-Secondary Transition Coordinator will meet quarterly to review the key data, evaluate whether the approach is having its intended effect on students participating in post-secondary experiences, and modify as needed.	2020-11-15 - 2021-06-11	Principal, AP, Counselor, SBTL, SPECMs, Post-Secondary Transition Coordinator	Student experience logs and reflections, communication logs, student experience tracker
Post-Secondary Transition Coordinator will survey Widener graduates from the previous school year to determine if any have	2020-09-01 - 2020-11-15	Post-Secondary Transition Coordinator	Student list of 19-20 graduates and contact information

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
secured job placements (the 19-20 graduates will be baseline data, in order to determine effectiveness on the 20-21 graduate and beyond).			

Anticipated Outcome

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

Monitoring/Evaluation

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having it's intended effect and identify additional supports and modify as needed.

Evidence-based Strategy

Standards Aligned Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PASA	At least 30% of students will score at Proficient or Advanced on the ELA PASA.
Math PASA	At least 25% of students will score at Proficient or Advanced on the Math PASA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify school wide or content - specific	2020-07-01 - 0201-06-30	SBTL	How to create standards aligned lessons and grade

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
approach to planning and or delivering standards aligned instruction			level tasks/ PD materials
Set instructional norms or look fors associated with Standards Aligned Instruction	-	SBTL	How to provide scaffolds to standards aligned instruction/ PD materials
Train teachers and staff in alternate state standards aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.	2020-09-02 - 2021-06-11	SBTL	How to scaffold standards aligned instruction/How to scaffold standards aligned instruction/ PD materials / Standards Companion / PASA Materials
Lesson plan review and feedback cycles will occur bi-weekly to ensure that lessons are aligned to alternative state standards.	2020-09-02 - 2021-06-11	Principal, AP	Lesson Plans
Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of alternate state standards and appropriate for the individual learners in the classroom	2020-09-14 - 2021-06-11	Principal, AP	Lesson plans, staff schedules, observation calendar
Based on observations, teachers will be identified for additional support (weekly coaching visits and collaboration meetings throughout the	2020-09-21 - 2021-06-11	SBTL	Lesson Plans, Observation notes, PD, Standards Companion

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
coaching cycle) by the SBTL to enhance the instructional practices to ensure alignment with the alternate state standards and individual student needs.			

As the year progresses and IEPs occur, teachers will update students' academic IEP goals to be reflective of the alternate state standards.	2020-09-02 - 2021-06-11	SPECMs, teachers	IEPs, alternate state standards
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Quarterly, administration will review data (progress monitoring) by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.	2020-11-15 - 2021-06-11	Principal, AP, and SBTL	Easy IEP reports and graphs
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Anticipated Outcome

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

Monitoring/Evaluation

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Evidence-based Strategy

Blended Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PASA	At least 30% of students will score at Proficient or Advanced on the ELA PASA.
Math PASA	At least 25% of students will score at Proficient or Advanced on the Math PASA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers and staff in Lexia usage, new functions and new reports	2020-09-02 - 2021-09-30	Lexia Representative	PD materials from the vendor
Set norms for the appropriate use of Lexia (including frequency and duration)	2020-09-01 - 2020-09-30	Principal, AP SBTL	Previous school year Lexia data, Lexia online adaptive program
Teachers will review student usage and performance data weekly to modify their instructional practices and support students based on their skill attainment from Lexia	2020-10-01 - 2021-06-11	SBTL	Support from the SBTL on how to provide scaffolds from the data derived from Lexia
Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom	2020-10-14 - 2021-06-11	Principal, AP	Lesson plans, staff schedules, observation calendar
Quarterly, administration will review student usage and performance reports	2020-11-15 - 2021-06-11	Principal, AP, and SBTL	Lexia student usage and performance reports

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to determine if the approach is being implemented with fidelity and students are making progress within the lessons.			

Anticipated Outcome

There will be an increase in the teachers who use Lexia, to retrieve and analyze the performance data in order to inform their instructional practices. There will be an increase of skill focused lessons that are aligned to the alternate state standards and PASA eligible content. Because of this shift in focus, there will be an increase in student ELA PASA proficiency.

Monitoring/Evaluation

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom. Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.

Evidence-based Strategy

Culturally Responsive Pedagogy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PASA	At least 30% of students will score at Proficient or Advanced on the ELA PASA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Define and norm culturally responsive pedagogy as a network as	2020-08-01 - 2020-08-28	Culture and Climate Coach and Network	Articles, Relevant Educational Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
guided by the Culture and Climate Coach and Professional Learning Specialist. (Received by Principal and SBTLs)		Professional Learning Specialist	
Identify/provide materials (culturally relevant anchor texts and culturally relevant math and science tasks). (book by network: Culturally Responsive Teaching and the Brain) Schools will review their current materials and respond as necessary to reflect being culturally responsive.	2020-08-01 - 2020-08-28	Principal, SBTL	Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain
Turnaround train staff on defining and norming culturally responsive pedagogy. (led by SBTLs)	2020-09-01 - 2020-09-30	SBTL	Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain, Articles
Ongoing training and follow up support by network Culture and Climate Coach and Professional Learning Specialist to SBTLs	2020-08-31 - 2021-06-11	Culture and Climate Coach and Network Professional Learning Specialist	Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain, Articles
Ongoing turnaround training and follow up support by the SBTL to school staff	2020-10-01 - 2021-06-11	SBTL	Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain, Articles
Set and follow plan for monitoring consistent	2020-10-01 - 2021-06-11	Principal, Instructional	Staff Schedules, Lesson Plans, Instructional Rounds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implementation of instructional strategies through instructional rounds (monthly) by the Instructional Leadership Team.		Leadership Team	Protocols

Anticipated Outcome

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

Monitoring/Evaluation

Culture and Climate Coach will provide monthly check ins and training to SBTLs in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 20% of students will attend school 90% of days or more. (Attendance)	Schoolwide Attendance Interventions	Train teachers and staff in Schoolwide Attendance Interventions	09/15/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 20% of students will attend school 90% of days or more. (Attendance)	Staff	Train teachers in	10/01/2020
	Support and Self-Care Initiatives	Staff Support and Self-Care Initiatives	- 10/31/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of 18-21 year old students will participate in at least three post-secondary transition career experiences. (CBVT)	Increasing External Partnerships	Train the Post-Secondary Transition Coordinator on responsibilities and expectations	08/24/2020 - 08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Identify school wide or content - specific approach to planning and or delivering standards aligned instruction	07/01/2020 - 06/30/0201
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Set instructional norms or look fors associated with Standards Aligned Instruction	01/01/0001 - 01/01/0001
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Train teachers and staff in alternate state standards aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Train teachers and staff in alternate state standards aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Lesson plan review and feedback cycles will occur bi-weekly to ensure that lessons are aligned to alternative state standards.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of alternate state standards and appropriate for the individual learners in the classroom	09/14/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)</p>	<p>Standards Aligned Instruction</p>	<p>Based on observations, teachers will be identified for additional support (weekly coaching visits and collaboration meetings throughout the coaching cycle) by the SBTL to enhance the instructional practices to ensure alignment with the alternate state standards and individual student needs.</p>	<p>09/21/2020 - 06/11/2021</p>
<p>At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	As the year progresses and IEPs occur, teachers will update students' academic IEP goals to be reflective of the alternate state standards.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Quarterly, administration will review data (progress monitoring) by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.	11/15/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Train teachers and staff in Lexia usage, new functions and new reports	09/02/2020 - 09/30/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Train teachers and staff in Lexia usage, new functions and new reports	09/02/2020 - 09/30/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Set norms for the appropriate use of Lexia (including frequency and duration)	09/01/2020 - 09/30/2020
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Teachers will review student usage and performance data weekly to modify their instructional practices and support students based on their skill attainment from Lexia	10/01/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom	10/14/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.	11/15/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Define and norm culturally responsive pedagogy as a network as guided by the Culture and Climate Coach and Professional Learning Specialist. (Received by Principal and SBTLs)	08/01/2020 - 08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Turnaround train staff on defining and norming culturally responsive pedagogy. (led by SBTLs)	09/01/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Ongoing training and follow up support by network Culture and Climate Coach and Professional Learning Specialist to SBTLs	08/31/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Ongoing turnaround training and follow up support by the SBTL to school staff	10/01/2020
			- 06/11/2021

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 _____ ;

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Cari Cantor

2020-08-07

Building Principal Signature

Harris Gaffin

2020-08-07

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

36% of students are attending school regularly, and although that does not meet the state standard, it is encouraging as our students are medically fragile.

30% of students with disabilities performed proficient or advanced on the Science /Biology PSSA, which is our highest performing content area (22.8% on ELA and 17.5% on Math).

A relative strength for students at Widener who utilize the Lexia PowerUP program is word study (vocabulary.) According to the data, 23% of students are in the “advanced” range in this area. The “advanced” range means that students are on a 6-8 grade level for vocabulary. Fifty-nine percent of students score in the “intermediate” range for word study. The “intermediate” range means that, in the area of vocabulary, students are on a 3-5 grade level.

N/A

N/A

The school monitors student progression towards IEP goals consistently and with fidelity

On-going collaboration with IEP team/stakeholders

Content driven instruction aligned to PA state standards and alternate state

Challenges

19% of Economically Disadvantaged students performed at Proficient or Advanced, as compared to school level performance (22.8%).

A relative weakness for students who utilize PowerUp is in the area of reading comprehension. According to the data, 74% of students in grades 6-12 who utilize this program scored in the “intermediate” range, which means they can read and comprehend on a 3-5 grade level. This is well below grade level for many of our students. In addition, only 13% of students using this program scored in the “advanced” range, meaning they read and comprehend on a 6-8 grade level.

N/A

Most of our students can not access Naviance.

More professional development with the School Based Teacher Leader around incorporating Alternate State Standards and domain based learning.

The Special Education Compliance Monitors will support teachers in developing rigorous IEP goals for student groups(Life Skills - Multiple Disabilities - Physical / Multi Handicap Support)

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

Strengths

standards

Align curricular materials and lesson plans to the PA Standards

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

The school monitors student progression towards IEP goals consistently and with fidelity.

The school uses a variety of data to identify the professional learning needs of staff to improve student outcomes.

N/A

100% of students have zero Out of School Suspensions

100% of students over the age of 14 have transition goals incorporated into their IEP's.

A relative strength for Widener is in terms of student participation in the Lexia Core 5 program. This program is used for students in grades 3-12 whose foundational reading skills are within the K-3 grade level. The Core 5 program focuses on skills such as word families and phonics. At the highest point, 81% of students participated in the Lexia Core 5 program.

Challenges

The school monitors student progression towards IEP goals consistently and with fidelity.

Identify and address individual student learning needs

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

N/A

22.8% of students performed at Proficient or Advanced on the PSSA, PASA, and Keystones and did not meet the interim target.

17.5% of students are scoring P/A on the math PASA/Algebra 1 and did not meet the interim target.

0% of Students with Disabilities have completed the tasks for the Career Standards Benchmark.

0% of students have met the state career standard benchmark

Students attending 95% of days or more
12.6% (19-20) 9.6% (18-19) 11.8% (17-18).

Students attending 90% of days or more
16.6% (19-20) 16.3% (18-19) 25.5% (17-18)

Strengths

A relative strength, according to AIMSWEB data, is in kindergarten- letter naming. According to the data, 33% of students in kindergarten scored in the “average” range for letter naming.

N/A

Challenges

According to the data, 63% of students who are using the Core 5 program are completing “below grade level” material. Conversely, 38% of students are completing grade level material. With increased usage and small group instruction, we can expect an increase in the number of students who complete grade level material.

In grades K-3, 100% of students scored below grade level in oral reading fluency. Students should receive explicit instruction and interventions in order to address this specific need.

N/A

N/A

Most Notable Observations/Patterns

Students attendance, transition and increased test data on PASA / ELA and Math Despite having medically fragile students, the school is proud of the number of students who do attend school on a regular basis.

Challenges	Discussion Point	Priority for Planning
Identify and address individual student learning needs	The school has not previously emphasized improving scores on the PASA. Because of this, there has not been professional learning opportunities on incorporating PASA eligible content in classrooms and progress monitoring the students mastery of the content.	✓
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	The school has only focused on compliance of IEPs and has not focused on larger schoolwide positive initiatives.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Schoolwide Attendance Interventions

Action Steps	Anticipated Start/Completion Date
Create a team to oversee Schoolwide Attendance Interventions who will think about both what in-person and virtual attendance looks like and how to monitor.	07/01/2020 - 08/15/2020
Monitoring/Evaluation	Anticipated Output
The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.	Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.
Material/Resources/Supports Needed	PD Step
Staff list, Org Chart	no

Action Steps**Anticipated Start/Completion Date**

Set meeting schedule for the attendance team to meet bi-weekly

07/01/2020 - 08/15/2020

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

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

School Calendar and Staff Schedules

no

Action Steps**Anticipated Start/Completion Date**

Engage students and staff in creating a plan for implementation of Schoolwide Attendance Interventions

08/31/2020 - 09/15/2020

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

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

Options of incentives and ways to implement as well as choices to choose from

no

Action Steps**Anticipated Start/Completion Date**

Train teachers and staff in Schoolwide Attendance Interventions

09/15/2020 - 09/30/2020

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

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

PD materials, Schoolwide Attendance Intervention Program Overview

yes

Action Steps**Anticipated Start/Completion Date**

Consistently collect and review SIS Attendance Reports, Schoolnet Attendance Reports, MTSS documents (and whatever other attendance that may be available for virtual attendance) bi-weekly

09/15/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

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

MTSS documents, Attendance Reports from SIS and Schoolnet

no



Action Steps**Anticipated Start/Completion Date**

The attendance team will meet bi-weekly to identify students for positive incentives, as well as students in need of Tier II and Tier III supports (6+ absences) and create a Student Attendance Improvement Plan (SAIP) for them.

09/15/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

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

MTSS documents, Attendance Reports from SIS and Schoolnet, SAIPs

no



Action Steps**Anticipated Start/Completion Date**

The attendance team will progress monitor Tier II and Tier III students monthly to ensure that the supports are working and modify as necessary.

10/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

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

SAIPs, Attendance Reports from SIS and Schoolnet

no



Action Steps

Anticipated Start/Completion Date

When a student reaches 3 absences, the teachers will inform the counselor, who will make contact with the family and document it in the SIS Communication Log.

09/15/2020 - 06/11/2021

Monitoring/Evaluation

Anticipated Output

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

Material/Resources/Supports Needed

PD Step

Attendance Reports from SIS and Schoolnet

no



Action Steps

Anticipated Start/Completion Date

Bi-Annually, the team will convene to determine if the approach is having it's intended effect (increasing daily attendance) and modify if needed.

02/01/2021 - 06/11/2021

Monitoring/Evaluation

Anticipated Output

The principal and counselor will monitor the data and approach monthly by using the reports from SIS and schoolnet, the MTSS documents, and the eligible student lists for incentive and will determine if the approach is being implemented with fidelity. Bi-Annually, the team will convene to determine if the approach is having it's intended effect and modify if needed.

Teachers will be more aware of the reasons why their students are not in school and can more easily provide supports when possible. There will be an increase in students attending on a daily basis as there will be less misunderstanding about the importance and requirements of attending school.

Material/Resources/Supports Needed

PD Step

Eligibility Lists, SIS and Schoolnet Attendance Reports, Qlik Attendance Reports, SAIPs

no

Action Plan: Staff Support and Self-Care Initiatives

Action Steps

Anticipated Start/Completion Date

Adopt school wide norms and expectations for Staff Support and Self-Care Initiatives (and may need to modify to reflect what this approach will look like in a virtual setting)

08/31/2020 - 09/30/2020

Monitoring/Evaluation

Anticipated Output

The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having it's intended effect and modify if needed.

There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

Material/Resources/Supports Needed

PD Step

Staff list, staff surveys, central office support from the Culture and Climate Coach

no



Action Steps**Anticipated Start/Completion Date**

Schedule and provide coaching or on-going implementation support of Staff Support and Self-Care Initiatives

11/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having it's intended effect and modify if needed.

There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

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

Network provided materials, external partnership materials and services

no



Action Steps**Anticipated Start/Completion Date**

 Train teachers in Staff Support an Self-Care Initiatives

10/01/2020 - 10/31/2020

Monitoring/Evaluation**Anticipated Output**

 The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having it's intended effect and modify if needed.

 There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

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

 Norms and Expectations of the Staff Support and Self Care Initiatives

yes



Action Steps**Anticipated Start/Completion Date**

The school will initiative a staff survey at the beginning of the year to determine what supports and programming the staff would like implemented.

08/24/2020 - 08/28/2020

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having it's intended effect and modify if needed.

There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

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

Google Survey

no



Action Steps

Anticipated Start/Completion Date

The school will implement a quarterly survey to staff to identify strengths and concerns of the Staff Support and Self Care Initiative approach as well as staff satisfaction of the approach and supports

11/15/2020 - 06/11/2021

Monitoring/Evaluation

Anticipated Output

The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having its intended effect and modify if needed.

There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

Material/Resources/Supports Needed

PD Step

Google Survey

no



Action Steps

Anticipated Start/Completion Date

Administration will evaluate the approach quarterly through staff surveys and observed supports to determine if the approach is being implemented with fidelity, having it's intended effect, and if modifications need to be made.

11/15/2020 - 06/11/2021

Monitoring/Evaluation

Anticipated Output

The principal, AP, and Culture and Climate Coach will monitor the data and approach quarterly by using staff survey reports and will determine if the approach is being implemented with fidelity and to determine if the approach is having it's intended effect and modify if needed.

There will be an increase in staff participation in professional development opportunities, resulting in positive student outcomes. There will also be increased morale and relationship building among staff, resulting in positive feedback on the approach and supports as being responsive to their needs.

Material/Resources/Supports Needed

PD Step

Google Surveys, observation trends, anecdotal notes

no



Action Plan: Increasing External Partnerships

Action Steps**Anticipated Start/Completion Date**

Refine the role and responsibilities for the Post-Secondary Transition Coordinator (the team will start to prepare for what virtual experiences could look like)

08/10/2020 - 08/15/2020

Monitoring/Evaluation**Anticipated Output**

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having it's intended effect and identify additional supports and modify as needed.

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

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

Support from the OSS Transition Coordinator

no



Action Steps**Anticipated Start/Completion Date**

Train the Post-Secondary Transition Coordinator on responsibilities and expectations

08/24/2020 - 08/28/2020

Monitoring/Evaluation**Anticipated Output**

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having it's intended effect and identify additional supports and modify as needed.

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

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

Roles and Responsibilities document created by team

yes

Action Steps**Anticipated Start/Completion Date**

Post-Secondary Transition Coordinator will make connections with external partners to expand career exploration and work sites (there will be a focus on both in-person and virtual experiences).

09/02/2020 - 05/01/2021

Monitoring/Evaluation**Anticipated Output**

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having it's intended effect and identify additional supports and modify as needed.

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

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

Support from the OSS Transition Coordinator, Support from the FACE Office, Log of previous partnerships, communication log

no



Action Steps**Anticipated Start/Completion Date**

Consistently collect and review key data monthly

10/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having it's intended effect and identify additional supports and modify as needed.

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

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

Student experience logs and reflections, communication logs, student experience tracker

no

Action Steps**Anticipated Start/Completion Date**

Administration and Post-Secondary Transition Coordinator will meet quarterly to review the key data, evaluate whether the approach is having its intended effect on students participating in post-secondary experiences, and modify as needed.

11/15/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having its intended effect and identify additional supports and modify as needed.

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

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

Student experience logs and reflections, communication logs, student experience tracker

no



Action Steps

Anticipated Start/Completion Date

Post-Secondary Transition Coordinator will survey Widener graduates from the previous school year to determine if any have secured job placements (the 19-20 graduates will be baseline data, in order to determine effectiveness on the 20-21 graduate and beyond).

09/01/2020 - 11/15/2020

Monitoring/Evaluation

Anticipated Output

The Transition Coordinator will work in conjunction with the SPECMs to review key data in order to ensure that all students are participating in career readiness indicator opportunities monthly. The leadership team will meet quarterly to determine if the approach is having it's intended effect and identify additional supports and modify as needed.

The Post-Secondary Transition Coordinator will increase the number of external partnerships and work-force experiences for our students. There will be an increase in the number of students participating in at least three work experiences, which will lead to an increase in the number of students who will be able to secure post-secondary job placements.

Material/Resources/Supports Needed

PD Step

Student list of 19-20 graduates and contact information

no

Action Plan: Standards Aligned Instruction

Action Steps**Anticipated Start/Completion Date**

Identify school wide or content - specific approach to planning and or delivering standards aligned instruction

07/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

How to create standards aligned lessons and grade level tasks/ PD materials

yes

Action Steps**Anticipated Start/Completion Date**

Set instructional norms or look fors associated with Standards Aligned Instruction

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

How to provide scaffolds to standards aligned instruction/ PD materials

yes

Action Steps**Anticipated Start/Completion Date**

Train teachers and staff in alternate state standards aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.

09/02/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

How to scaffold standards aligned instruction/How to scaffold standards aligned instruction/ PD materials / Standards Companion / PASA Materials

yes



Action Steps**Anticipated Start/Completion Date**

Lesson plan review and feedback cycles will occur bi-weekly to ensure that lessons are aligned to alternative state standards.

09/02/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

Lesson Plans

yes

Action Steps**Anticipated Start/Completion Date**

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of alternate state standards and appropriate for the individual learners in the classroom

09/14/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

Lesson plans, staff schedules, observation calendar

yes

Action Steps**Anticipated Start/Completion Date**

Based on observations, teachers will be identified for additional support (weekly coaching visits and collaboration meetings throughout the coaching cycle) by the SBTL to enhance the instructional practices to ensure alignment with the alternate state standards and individual student needs.

09/21/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

Lesson Plans, Observation notes, PD, Standards Companion

yes



Action Steps**Anticipated Start/Completion Date**

As the year progresses and IEPs occur, teachers will update students' academic IEP goals to be reflective of the alternate state standards.

09/02/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

IEPs, alternate state standards

yes

Action Steps**Anticipated Start/Completion Date**

Quarterly, administration will review data (progress monitoring) by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

11/15/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

The principal, AP, and SBTL will monitor the implementation of the approach through formal and informal teacher observations, lesson plans, and data (progress monitoring) and approach monthly by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.

Lesson plans will show evidence of alternate state standards in the development of subject content. Coursework will be aligned to alternate state standards and PASA eligible content.

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

Easy IEP reports and graphs

yes

Action Plan: Blended Learning

Action Steps	Anticipated Start/Completion Date
Train teachers and staff in Lexia usage, new functions and new reports	09/02/2020 - 09/30/2021

Monitoring/Evaluation	Anticipated Output
Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom. Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.	There will be an increase in the teachers who use Lexia, to retrieve and analyze the performance data in order to inform their instructional practices. There will be an increase of skill focused lessons that are aligned to the alternate state standards and PASA eligible content. Because of this shift in focus, there will be an increase in student ELA PASA proficiency.

Material/Resources/Supports Needed	PD Step
PD materials from the vendor	yes

Action Steps**Anticipated Start/Completion Date**

Set norms for the appropriate use of Lexia (including frequency and duration)

09/01/2020 - 09/30/2020

Monitoring/Evaluation**Anticipated Output**

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom. Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.

There will be an increase in the teachers who use Lexia, to retrieve and analyze the performance data in order to inform their instructional practices. There will be an increase of skill focused lessons that are aligned to the alternate state standards and PASA eligible content. Because of this shift in focus, there will be an increase in student ELA PASA proficiency.

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

Previous school year Lexia data, Lexia online adaptive program

yes

Action Steps**Anticipated Start/Completion Date**

Teachers will review student usage and performance data weekly to modify their instructional practices and support students based on their skill attainment from Lexia

10/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom. Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.

There will be an increase in the teachers who use Lexia, to retrieve and analyze the performance data in order to inform their instructional practices. There will be an increase of skill focused lessons that are aligned to the alternate state standards and PASA eligible content. Because of this shift in focus, there will be an increase in student ELA PASA proficiency.

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

Support from the SBTL on how to provide scaffolds from the data derived from Lexia

yes



Action Steps**Anticipated Start/Completion Date**

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom

10/14/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom. Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.

There will be an increase in the teachers who use Lexia, to retrieve and analyze the performance data in order to inform their instructional practices. There will be an increase of skill focused lessons that are aligned to the alternate state standards and PASA eligible content. Because of this shift in focus, there will be an increase in student ELA PASA proficiency.

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

Lesson plans, staff schedules, observation calendar

yes



Action Steps

Anticipated Start/Completion Date

Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.

11/15/2020 - 06/11/2021

Monitoring/Evaluation

Anticipated Output

Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom. Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.

There will be an increase in the teachers who use Lexia, to retrieve and analyze the performance data in order to inform their instructional practices. There will be an increase of skill focused lessons that are aligned to the alternate state standards and PASA eligible content. Because of this shift in focus, there will be an increase in student ELA PASA proficiency.

Material/Resources/Supports Needed

PD Step

Lexia student usage and performance reports

yes



Action Plan: Culturally Responsive Pedagogy

Action Steps

Anticipated Start/Completion Date

Define and norm culturally responsive pedagogy as a network as guided by the Culture and Climate Coach and Professional Learning Specialist. (Received by Principal and SBTLs)

08/01/2020 - 08/28/2020

Monitoring/Evaluation

Anticipated Output

Culture and Climate Coach will provide monthly check ins and training to SBTLs in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

Material/Resources/Supports Needed

PD Step

Articles, Relevant Educational Materials

yes



Action Steps

Anticipated Start/Completion Date

Identify/provide materials (culturally relevant anchor texts and culturally relevant math and science tasks). (book by network: Culturally Responsive Teaching and the Brain) Schools will review their current materials and respond as necessary to reflect being culturally responsive.

08/01/2020 - 08/28/2020

Monitoring/Evaluation

Anticipated Output

Culture and Climate Coach will provide monthly check ins and training to SBTLs in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

Material/Resources/Supports Needed

PD Step

Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain

no



Action Steps

Anticipated Start/Completion Date

Turnaround train staff on defining and norming culturally responsive pedagogy. (led by SBTLS)

09/01/2020 - 09/30/2020

Monitoring/Evaluation

Anticipated Output

Culture and Climate Coach will provide monthly check ins and training to SBTLS in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

Material/Resources/Supports Needed

PD Step

Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain, Articles

yes



Action Steps**Anticipated Start/Completion Date**

Ongoing training and follow up support by network Culture and Climate Coach and Professional Learning Specialist to SBTLs

08/31/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Culture and Climate Coach will provide monthly check ins and training to SBTLs in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

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

Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain, Articles

yes



Action Steps**Anticipated Start/Completion Date**

Ongoing turnaround training and follow up support by the SBTL to school staff

10/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Culture and Climate Coach will provide monthly check ins and training to SBTLs in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

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

Curriculum Materials and Resources, Network Provided Materials, Culturally Responsive Teaching and the Brain, Articles

yes

Action Steps

Anticipated Start/Completion Date

Set and follow plan for monitoring consistent implementation of instructional strategies through instructional rounds (monthly) by the Instructional Leadership Team.

10/01/2020 - 06/11/2021

Monitoring/Evaluation

Anticipated Output

Culture and Climate Coach will provide monthly check ins and training to SBTs in order to determine if the approach is being implemented with fidelity and is being effective. They will provide support as needed. The Instructional Leadership Team will conduct monthly instructional rounds to observe culturally relevant teaching and learning practices and provide feedback and support as needed. There will be a bi-annual evaluation conducted to determine if the approach is having a positive impact on student outcomes in the classes that are intentionally implementing Culturally Responsive Pedagogy.

Teachers will be more culturally responsive in their interactions and in their instructional practices. There will be more relevant content that will engage students to perform better in their coursework, as they will feel a connection to themselves.

Material/Resources/Supports Needed

PD Step

Staff Schedules, Lesson Plans, Instructional Rounds Protocols

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 20% of students will attend school 90% of days or more. (Attendance)	Schoolwide Attendance Interventions	Train teachers and staff in Schoolwide Attendance Interventions	09/15/2020 - 09/30/2020
At least 20% of students will attend school 90% of days or more. (Attendance)	Staff Support and Self-Care Initiatives	Train teachers in Staff Support and Self-Care Initiatives	10/01/2020 - 10/31/2020
100% of 18-21 year old students will participate in at least three post-secondary transition career experiences. (CBVT)	Increasing External Partnerships	Train the Post-Secondary Transition Coordinator on responsibilities and expectations	08/24/2020 - 08/28/2020
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Identify school wide or content - specific approach to planning and or delivering standards aligned instruction	07/01/2020 - 06/30/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)	Standards Aligned Instruction	Set instructional norms or look fors associated with Standards Aligned Instruction	01/01/0001 - 01/01/0001
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Train teachers and staff in alternate state standards	09/02/2020 - 06/11/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)		aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.	
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Train teachers and staff in alternate state standards aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)		aligned instruction ongoing throughout the year in rotational models in grade planning and common planning time meetings that occur weekly.	
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Lesson plan review and feedback cycles will occur bi-weekly to ensure that lessons are aligned to alternative state standards.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)		Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of alternate state	09/14/2020 - 06/11/2021
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of alternate state	09/14/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)		Instructional practices and tasks are reflective of alternate state	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	standards and appropriate for the individual learners in the classroom	09/21/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)	Standards Aligned Instruction	Based on observations, teachers will be identified for additional support (weekly coaching visits and collaboration meetings throughout the coaching cycle) by the SBTL to enhance the instructional practices to ensure alignment with the alternate state standards and individual student needs.	09/21/2020 - 06/11/2021
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	As the year progresses and IEPs occur, teachers will update students' academic IEP goals to be reflective of the alternate state standards.	09/02/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)	Standards Aligned Instruction	As the year progresses and IEPs occur, teachers will update students' academic IEP goals to be reflective of the alternate state standards.	09/02/2020 - 06/11/2021
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Standards Aligned Instruction	Quarterly, administration will review data	11/15/2020 - 06/11/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)		(progress monitoring) by using the reports from EASY IEP / graphs to determine if the approach is being implemented with fidelity.	
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Train teachers and staff in Lexia usage, new functions and new reports	09/02/2020 - 09/30/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Train teachers and staff in Lexia usage, new functions and new reports	09/02/2020 - 09/30/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Set norms for the appropriate use of Lexia (including frequency and duration)	09/01/2020 - 09/30/2020
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Teachers will review student usage and performance data weekly to modify their instructional practices and	10/01/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	support students based on their skill attainment from Lexia	10/14/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)	Blended Learning	Informal Observations will be conducted weekly to ensure Instructional practices and tasks are reflective of data from Lexia and appropriate for the individual learners in the classroom	10/14/2020 - 06/11/2021
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Blended Learning	Quarterly, administration will review student usage and performance reports to determine if the approach is being implemented with fidelity and students are making progress within the lessons.	11/15/2020 - 06/11/2021
At least 25% of students will score at Proficient or Advanced on the Math PASA. (Math PASA)	Culturally Responsive Pedagogy	Define and norm culturally responsive pedagogy as a network as guided by the Culture and Climate Coach and Professional Learning Specialist.	08/01/2020 - 08/28/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		(Received by Principal and SBTLs)	
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Turnaround train staff on defining and norming culturally responsive pedagogy. (led by SBTLs)	09/01/2020 - 09/30/2020
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Ongoing training and follow up support by network Culture and Climate Coach and Professional Learning Specialist to SBTLs	08/31/2020 - 06/11/2021
At least 30% of students will score at Proficient or Advanced on the ELA PASA. (ELA PASA)	Culturally Responsive Pedagogy	Ongoing turnaround training and follow up support by the SBTL to school staff	10/01/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Attendance Protocols	All teachers	What attendance looks like during virtual learning, strategies for student participation, building Home-School relationships, communication home, how to retrieve attendance data from SIS and Schoolnet, how to incorporate Class Dojo, communication logs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
There will be an increase in the use of Class Dojo to communicate home, there will be records on the communication log support families and student attendance	08/24/2020 - 12/31/2020	counselor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
4b: Maintaining Accurate Records	
4c: Communicating with Families	
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
4b: Maintaining Accurate Records	
4c: Communicating with Families	



Professional Development Step	Audience	Topics of Prof. Dev
Transition Coordinator Training on Role	Post- Secondary Transition Coordinator	His role and responsibilities. The expectations and outcomes the school would like to see from building external partnerships. How to build and sustain external partnerships, How to incorporate these experiences during virtual learning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased partnerships and programs for students to participate in career readiness experiences, communication log	08/24/2020 - 09/30/2020	Principal, AP, SBTL, and OSS Transition Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- | | |
|---|---|
| 3c: Engaging Students in Learning | Teaching Diverse Learners in an Inclusive Setting |
| 4d: Participating in a Professional Community | |
| 4c: Communicating with Families | |

Professional Development Step	Audience	Topics of Prof. Dev
Staff Support and Self Care Initiatives	Teachers and staff	How to care for yourself, how to balance the work/life relationship, the importance of self care and how it reflects on your teaching practices, building relationships and trust among staff and co-workers

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
There will be resources and supports being utilized by staff, there will be more relationships formed and maintained, there will be discussion groups being formed during the virtual environment to support one another.	10/01/2020 - 06/11/2021	Principal and Network Culture and Climate Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community 4f: Showing Professionalism	

Professional Development Step	Audience	Topics of Prof. Dev
Standards Aligned Instruction	All teachers	What are the alternate state standards, how to incorporate academic IEP goals into students' IEP plans, how to develop standards aligned lessons that include tasks that are appropriate for individual learning needs, how to scaffold state alternate standards aligned instruction, PASA eligible content

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans and instructional practices that are reflective and incorporate alternate state standards, students progressing and meeting their alternate state standard aligned IEP academic goals	08/24/2020 - 06/11/2021	SBTL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Lexia	Physical Support and Life Skills Support classroom teachers	Overview of how to incorporate Lexia, how to analyze the reports, new functions added to the program, new reports added to the program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will meet their weekly usage targets, students will progress through modules/lessons, teachers will use the performance reports to inform their instructional practices	09/01/2020 - 09/30/2020	Vendor- Lexia Representative

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	

Professional Development Step	Audience	Topics of Prof. Dev
Culturally Responsive Pedagogy	Principal, AP, SBTL, all staff	What is Culturally Responsive Pedagogy, How to integrate Culturally Responsive Pedagogy into your curriculum, How to promote and facilitate Culturally Responsive discussions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans and instructional practices that are reflective of Culturally Responsive Pedagogy, an increase in discussions that are Culturally reflective by staff and students	08/01/2020 - 06/11/2021	SBTL and Network Culture and Climate Coach

Danielson Framework Component Met in this Plan:

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

-
- 1b: Demonstrating Knowledge of Students
 - 1e: Designing Coherent Instruction
 - 2a: Creating and Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 3a: Communicating with Students
 - 3c: Engaging Students in Learning
 - 3e: Demonstrating Flexibility and Responsiveness
 - 4e: Growing and Developing Professionally
 - 1b: Demonstrating Knowledge of Students
 - 1e: Designing Coherent Instruction
 - 2a: Creating and Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 3a: Communicating with Students
 - 3c: Engaging Students in Learning
 - 3e: Demonstrating Flexibility and Responsiveness
 - 4e: Growing and Developing Professionally
-
-

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff will be communicated with via email updates, all staff PDs, common planning time, and virtual meetings	A) The staff will be informed of the goals, strategies, and monitoring plan within the School Improvement Plan. They will be able to discuss the plan and what their involvement is in success. B) The entire staff will have an opportunity to provide input on the prioritized needs and strategies prior to budget submission. Their feedback will be reviewed and the plan amended if needed. C) Widener will provide quarterly updates via an email, common planning, all staff PD, etc.	A) Orientation Meeting/Summer PD (8/24/2020-9/1/2020) B) Budget Meeting (1/15/2021-1/31/2021) C) Quarterly Updates	Teachers and Staff	Ongoing throughout the school year with meetings occurring at least once per quarter
Parents and Family Members will be communicated with via in-person meetings, virtual meetings, parent meetings, website postings, Class Dojo, and social media.	A) Widener will inform attendees about their School Improvement Plan, strategies implemented, when updates will be given, and opportunities to participate in the process. B) Widener will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Widener will report to participants the finalized budget, discussing prioritized needs and	A) Fall Title I Meeting (9/15/2020-9/30/2020) B) Winter Title I Meeting (1/15/2020-1/31/2021) C) Spring Title I Meeting (5/1/2021-5/15/2021) D) SAC Meetings E) Public Review Meeting (5/21/2021-6/05/2021)	Parents and Family Members	Ongoing throughout the school year with meetings occurring at least once per quarter

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
	<p>strategies contained within the plan. D) Widener will provide Quarterly Updates to all stakeholders. SAC and Title I meetings will be used for these updates. E) Widener will hold a Public Review Meeting, in addition to the posting of the plans on the District website, prior to submission of the plan every year. Widener will publicize that the plan will be discussed at the Public Review Meeting in the spring.</p>			
<p>Community Members will be communicated with via in person meetings, virtual meetings and social media.</p>	<p>A) SAC Meetings will be used to provide opportunities for the community to voice the needs of the school, learn Quarterly Updates of progress, and offer feedback. B) Widener will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Widener will hold a Public Review Meeting prior to submission of the plan every year.</p>	<p>A) SAC Meetings B) Winter Title I Meeting (1/15/2020-1/31/2021) C) Public Review Meeting (5/21/2021-6/05/2021)</p>	<p>Community Members</p>	<p>Ongoing throughout the school year with meetings occurring at least once per quarter</p>

