

## **OLNEY EL SCH**

5301 N Water St

Schoolwide Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

The vision of Olney Elementary School is to create life-long learners and career ready citizens that celebrate diversity, model integrity, and exemplify excellence in everything they do.

## STEERING COMMITTEE

Name	Position	Building/Group
Michael Roth	Principal	Olney Elementary
Anieca Suber	Additional Leadership Team Representative	Olney Elementary
Faye Vecchio	Math Content Specialist/Teacher Leader	Olney Elementary
Ryan Babich	Literacy Content Specialist/Teacher Leader	Olney Elementary
Tori King	School-based Climate Representative	Olney Elementary
Joanne Schwab	Parent	Parent
Marcie Traveline	Community member	AKA Omega Mu Omega
Nina Fonseca	Planning and Evidence-based Support (PESO) member	SDP
Maria Lewis	Special Education Case Manager	SDP
Molly Ashburn	Network Attendance Coach	SDP
Shannon Ellis	Network Culture and Climate Coach	SDP
Vania Calderon	Grants Compliance Monitor	SDP
Marina Bryne-Folan	Central Office Talent Partner	SDP
Jennifer Diana	Network Early Literacy/Literacy Director	SDP
Abbey Gunn	Network Professional Learning Specialist	SDP
Danica Moore	Prevention and Intervention Liaison	SDP

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Identify professional learning needs through analysis of a variety of data.	English Language Arts
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices.	Mathematics
Implement a multi-tiered system of supports for academics and behavior.	Regular Attendance  School climate and culture

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Universal Screening for Emotional/Behavioral Risk

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Suspension Goal	At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Create a plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III	2020-08-03 - 2021-06-01	Principal	Counselors and Training.
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	2020-08-03 - 2020-09-30	Principal	Calendar, counselors.
Establish clear roles and responsibilities for oversight and implementation of identified approach	2020-08-03 - 2020-09-25	Principal	Meeting time.
Train intervention providers in identified approach	2020-08-21 - 2020-09-25	Counselors	Meeting time, schedules
Train staff on behavior planning in SIS	2020-08-21 - 2020-09-25	Counselors and Dean	Meeting time

### **Anticipated Outcome**

Teachers and other staff implementing and monitoring our school-wide PBIS systems, restorative practices, peer mediation and restorative circles. Students coming to school more regularly and on time. Students in class engaged in the lesson, and in hallways and the lunch room interacting without incident.

### **Monitoring/Evaluation**

The leadership team will work with the counselors, dean, and PESO representative to monitor implementation and training of staff around MTSS.

### **Evidence-based Strategy**

Check-in Check-out

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## Measurable Goals

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### Goal Nickname

### Measurable Goal Statement (Smart Goal)

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Suspension Goal

At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

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### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

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Assign students to Tier II interventions based on data

2020-09-25 -  
2021-07-01

Counselors  
and Dean.

Meeting schedule.

Identify key data and process for monitoring implementation of identified approach

2020-08-03 -  
2020-09-30

Counselors  
and Principal.

Meeting Schedule

Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)

2020-08-03 -  
2020-09-04

Principal

Meeting Schedule

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## Anticipated Outcome

Teachers and other staff implementing and monitoring our school-wide PBIS systems, restorative practices, peer mediation and restorative circles. Students coming to school more regularly and on time. Students in class engaged in the lesson, and in hallways and the lunch room interacting without incident.

## Monitoring/Evaluation

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The leadership team will work with the counselors, dean, and PESO representative to monitor implementation and training of staff around MTSS.

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## Evidence-based Strategy

All classrooms provide highly cognitively challenging tasks (e.g., students analyze, evaluate, create, synthesize, compare and contrast, get the big picture). Tasks are culturally relevant,

differentiated and aligned with grade-level instructional standards. Tasks give students opportunities to respond verbally or in writing.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
3rd, Grade, PSSA ELA Goal	At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Schedule an hour long weekly content band meeting.	2020-08-03 - 2020-08-21	SBTL and Principal	Schedule
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Use the intellectual prep CPT protocol to unpack the standards, choosing challenging tasks that align to the rigor of the common core standards, then backwards plan lessons to meet the rigor of the tasks. Utilize the Standards Companion Guides and CPT Protocol to help us guide this task..	2020-09-04 - 2021-06-25	SBTL and CLI	Standards Companion Guide and CPT protocols.
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Weekly observation and feedback and lesson plan feedback on the rigor of learning tasks and their alignment to the standards.	2020-09-14 - 2021-06-04	Principal and APs	Observation tools and standards companion guide.
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Focus on Productive Language for all students with a specific focus on ESOL students - speaking and writing activities that	2020-08-21 - 2021-05-28	ESOL teacher.	Toolbox of speaking and writing strategies.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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align to standards should be evident in the regular education and general education classroom. PD around this will be delivered to both ESOL teachers and general edu. teachers.			
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Work with the grade 2 and 3 team IOT create opportunities for exit tickets that allow students “at bats” with the work that is being addressed during shared reading. This occurs during the IWT portion of the block.	2020-08-21 - 2021-06-07	CLI specialist	Shared reading materials and curriculum guides.
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Support teachers around setting quality goals with students during their 1:1 conferencing IOT allow all students to continue to move forward in their growth as readers.	2020-08-24 - 2021-05-28	CLI Specialist	Guided reading binders.
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**Anticipated Outcome**

PD in grades 3-8 around planning rigorous instruction aligned to the common core standards. A PD plan should be created for the year. Lesson plan analysis and feedback. A coaching schedule should be established with a coaching plan. Monitoring of PSSA data, and work with subgroups as necessary.

**Monitoring/Evaluation**

CLI specialist, PESO representative, and administrators will monitor progress in this area.



## Evidence-based Strategy

\*The school will use a continuous improvement cycle based on rich standards aligned tasks and student work analysis. The tasks will drive instructional planning for all tiers.

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
3rd, Grade, PSSA ELA Goal	At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
4th-8th Grade, PSSA ELA Goal	At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Leadership team and network 7 staff will determine rich standards aligned task where all students will be assessed (ELA- Writing constructed responses (TDAs), District Benchmarks)	2020-08-03 - 2020-08-31	Principal, SBTLs, Network Staff	Early released items and benchmark assessments.
Hold two meetings a month and go through the district CPT student work analysis protocol to determine re-teaching and small group focus.	2020-08-28 - 2021-06-04	SBTLs	Schedules, CPT protocols.
Track student progress on these tasks in multiple ways; student trackers, teacher data walls, school-wide data room, data reflection sheets (BM and AIMSweb).	2020-08-28 - 2021-06-07	Math and Lit SBTL	Materials for data walls
Progress Monitoring -	2020-08-24 -	SEL	IEPS



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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ongoing monitoring of each I.E.P goal and making data-driven decisions in regards to instruction.	2021-05-31		
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The leadership team will also hold weekly meetings where school data is presented and deep dives occur. Some of these session will have data presentations on ELA and Math data (Interims and benchmarks)	2020-08-28 - 2021-06-07	Leadership team members; principal, AP, SBTLs, SEL, ESOL lead, Dean, counselors	Schedule for data review
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**Anticipated Outcome**

PD in grades 3-8 around planning rigorous instruction aligned to the common core standards. A PD plan should be created for the year. Lesson plan analysis and feedback. A coaching schedule should be established with a coaching plan. Monitoring of PSSA data, and work with subgroups as necessary.

**Monitoring/Evaluation**

Leadership team, Network 7 academic office, and PESO office will monitor this work.

**Evidence-based Strategy**

Teacher teams create equitable access and support the learning of the content that includes tending to and reflecting on the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of all students.

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
3rd, Grade, PSSA ELA Goal	At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor)

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

4th-8th Grade, PSSA ELA Goal

At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

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

Strategic Intervention Scheduling/Rostering - creation of a master schedule with embedded research-based intervention periods for all special education students without interruption to Tier 1 instruction.

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SBTL and SEL

Schedules.

Strategic Rostering - based on data (e.g. overall academic progress, language proficiency levels, growth target attainment, benchmarks, PSSAs)

2020-06-01 - 2020-09-11

ESOL Lead SBTL (ELA)

Schedules.

Departmental Common Planning - ESL team team members meeting monthly to review instructional best practices, data specific to their ELs (and compliance tasks), ESOL and SPED teachers will also take part in content band meetings

2020-09-01 - 2021-06-04

ESOL Lead and SEL

Schedules.

SPED CPT- Consistently scheduled meeting time to discuss MTSS and

2020-09-01 - 2021-06-01

SEL and SBTL (ELA and CLI)

IEPs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Special Education student needs.

### Anticipated Outcome

PD in grades 3-8 around planning rigorous instruction aligned to the common core standards. A PD plan should be created for the year. Lesson plan analysis and feedback. A coaching schedule should be established with a coaching plan. Monitoring of PSSA data, and work with subgroups as necessary.

### Monitoring/Evaluation

Leadership team, Network 7 academic office, and PESO office will monitor this work.

### Evidence-based Strategy

All classrooms provide highly cognitively challenging tasks (e.g., students analyze, evaluate, create, synthesize, compare and contrast, get the big picture). Tasks are culturally relevant, differentiated and aligned with grade-level instructional standards. Tasks give students opportunities to respond verbally or in writing.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
3rd, Grade, PSSA ELA Goal	At least 45_ % of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
4th-8th Grade, PSSA ELA Goal	At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Schedule an hour long weekly content band meeting.	2020-06-01 - 2020-08-28	Principal and SBTL	Schedules
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Use the intellectual prep common planning protocol to provide targeted professional development on choosing challenging tasks that align to the rigor of the common core standards. Utilize the Standards Companion Guides during this work and Pearson Materials. In addition use the network 7 math framework as a guide to support planning and instruction.</p>	<p>2020-08-07 - 2021-05-28</p>	<p>SBTL</p>	<p>Standards Companion guide and Pearson materials</p>
<p>As a math team, complete rigorous learning tasks (for future lessons) in advance of CPT, determine steps towards mastery, plan SGI that supports students in steps towards mastery. Identifying specific student achievement groups, particularly border line students, and determine what specific skills they will need to push them to the next level.</p>	<p>2020-08-24 - 2021-06-04</p>	<p>SBTL</p>	<p>Standards Companion guide and Pearson materials</p>
<p>Weekly observation and feedback and lesson plan feedback on the rigor of learning tasks, SGI, and their alignment to the standards.</p>	<p>2020-09-14 - 2021-05-21</p>	<p>Principal and APs</p>	<p>Lesson Plans and Observation Checklist.</p>

### Anticipated Outcome

Bi-weekly content meetings where staff are analyzing student work (constructed responses, Interims, Benchmarks, Mastery Assessments). Specific teaching and learning opportunities created and implemented based off of data findings from student work analysis.

### Monitoring/Evaluation

Leadership team, Network 7 academic office, and PESO office will monitor this work.

### Evidence-based Strategy

\*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA Goal, 4-8	At least <u>25</u> % of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
Math PSSA, 3rd	At least 35% of 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Leadership team and network 7 staff will determine rich standards aligned task where all students will be assessed (Math- Mastery assessments (early released items), Three part constructed responses (2 per month), School-based interim, District Benchmarks).	2020-08-03 - 2021-06-04	Principal, SBTLS, Network Staff	Schedules, early release items, benchmarks, Pearson materials.
Hold two meetings a	2020-09-04 -	SBTLs.	Common planning protocol,

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
month and go through the district CPT student work analysis protocol to determine re-teaching and small group focus.	2021-06-04		network Frameworks, Pearson Materials.
Track student progress on these tasks in multiple ways; student trackers, teacher data walls, school-wide data room, data reflection sheets (BM and AIMSweb).	2020-08-21 - 2021-05-28	Math and Lit SBTL.	Data trackers and Materials for data walls.
Progress Monitoring - ongoing monitoring of each I.E.P goal and making data-driven decisions in regards to instruction.	2020-08-24 - 2021-06-04	SEL	IEPs, Progress monitoring tools.
The leadership team will also hold weekly meetings where school data will be presented and deep dives occur. Some of these session will have data presentations on ELA and Math data (Interims and benchmarks)	2020-08-24 - 2021-06-04	Leadership team members; principal, AP, SBTLs, SEL, ESOL lead, Dean, counselors.	Schedule of data review

### **Anticipated Outcome**

Bi-weekly content meetings where staff are analyzing student work (constructed responses, Interims, Benchmarks, Mastery Assessments). Specific teaching an learning opportunities created and implemented based off of data findings from student work analysis.

### **Monitoring/Evaluation**

Leadership team, Network 7 academic office, and PESO office will monitor this work.

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### Evidence-based Strategy

School teams implement strategies school wide in a consistent, reflective way (e.g., consistent instructional strategies across classrooms, including positive behavioral strategies). Teachers apply professional learning to their instructional practices.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA Goal, 4-8	At least <u>25</u> % of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
Math PSSA, 3rd	At least 35% of 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMswEB Plus to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Differentiated PD and coaching will occur for all math teachers on components of the framework for teaching math.	2020-08-24 - 2021-06-11	SBTLs.	Math Frameworks.
Observation and Feedback will occur with a focus on areas of the math framework (with a particular focus on SGI)	2020-09-11 - 2021-06-04	Principal and Assistant Principal	Math frameworks and tiered observation schedule.
Members of the ILT will have a centralized place to track teacher areas of progress and growth so feedback aligns. Coaching goals will be based off of this feedback and SBTLs will have specific coaching loads.	2020-08-24 - 2021-06-11	Principals and SBTLs	Observation schedule. Log of growth areas. Coaching plans.

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**Anticipated Outcome**

Bi-weekly content meetings where staff are analyzing student work (constructed responses, Interims, Benchmarks, Mastery Assessments). Specific teaching and learning opportunities created and implemented based off of data findings from student work analysis.

**Monitoring/Evaluation**

Leadership team, Network 7 academic office, and PESO office will monitor this work.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspension Goal)	Universal Screening for Emotional/Behavioral Risk	Create a plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III	08/03/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspension Goal)	Universal Screening for Emotional/Behavioral Risk	Train intervention providers in identified approach	08/21/2020 - 09/25/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspension Goal)	Universal Screening for Emotional/Behavioral Risk	Train staff on behavior planning in SIS	08/21/2020 - 09/25/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspension Goal)	Check-in Check-out	Assign students to Tier II interventions based on data	09/25/2020 - 07/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspension Goal)	Check-in	Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	08/03/2020
	Check-out		-
			09/04/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>All classrooms provide highly cognitively challenging tasks (e.g., students analyze, evaluate, create, synthesize, compare and contrast, get the big picture). Tasks are culturally relevant, differentiated and aligned with grade-level instructional standards. Tasks give students opportunities to respond verbally or in writing.</p>	<p>Use the intellectual prep CPT protocol to unpack the standards, choosing challenging tasks that align to the rigor of the common core standards, then backwards plan lessons to meet the rigor of the tasks. Utilize the Standards Companion Guides and CPT Protocol to help us guide this task..</p>	<p>09/04/2020 - 06/25/2021</p>

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

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>All classrooms provide highly cognitively challenging tasks (e.g., students analyze, evaluate, create, synthesize, compare and contrast, get the big picture). Tasks are culturally relevant, differentiated and aligned with grade-level instructional standards. Tasks give students opportunities to respond verbally or in writing.</p>	<p>Work with the grade 2 and 3 team IOT create opportunities for exit tickets that allow students “at bats” with the work that is being addressed during shared reading. This occurs during the IWT portion of the block.</p>	<p>08/21/2020 - 06/07/2021</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>*The school will use a continuous improvement cycle based on rich standards aligned tasks and student work analysis. The tasks will drive instructional planning for all tiers.</p>	<p>Hold two meetings a month and go through the district CPT student work analysis protocol to determine re-teaching and small group focus.</p>	<p>08/28/2020 - 06/04/2021</p>
<p>At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th Grade, PSSA ELA Goal)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>*The school will use a continuous improvement cycle based on rich standards aligned tasks and student work analysis. The tasks will drive instructional planning for all tiers.</p>	<p>Progress Monitoring - ongoing monitoring of each I.E.P goal and making data-driven decisions in regards to instruction.</p>	<p>08/24/2020 - 05/31/2021</p>
<p>At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th Grade, PSSA ELA Goal)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>Teacher teams create equitable access and support the learning of the content that includes tending to and reflecting on the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of all students.</p>	<p>Departmental Common Planning - ESL team members meeting monthly to review instructional best practices, data specific to their ELs (and compliance tasks), ESOL and SPED teachers will also take part in content band meetings</p>	<p>09/01/2020 - 06/04/2021</p>
<p>At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th Grade, PSSA ELA Goal)</p>			

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<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>Teacher teams create equitable access and support the learning of the content that includes tending to and reflecting on the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of all students.</p>	<p>SPED CPT- Consistently scheduled meeting time to discuss MTSS and Special Education student needs.</p>	<p>09/01/2020 - 06/01/2021</p>
<p>At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th Grade, PSSA ELA Goal)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th Grade, PSSA ELA Goal)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 45_% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor) (3rd, Grade, PSSA ELA Goal)</p>	<p>All classrooms provide highly cognitively challenging tasks (e.g., students analyze, evaluate, create, synthesize, compare and contrast, get the big picture). Tasks are culturally relevant, differentiated and aligned with grade-level instructional standards. Tasks give students opportunities to respond verbally or in writing.</p>	<p>As a math team, complete rigorous learning tasks (for future lessons) in advance of CPT, determine steps towards mastery, plan SGI that supports students in steps towards mastery. Identifying specific student achievement groups, particularly border line students, and determine what specific skills they will need to push them to the next level.</p>	<p>08/24/2020 - 06/04/2021</p>
<p>At least 46% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th Grade, PSSA ELA Goal)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least <u>25</u>% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal, 4-8)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Hold two meetings a month and go through the district CPT student work analysis protocol to determine re-teaching and small group focus.</p>	<p>09/04/2020 - 06/04/2021</p>
<p>At least 35% of 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (Math PSSA, 3rd)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least <u>25</u>% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal, 4-8)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Progress Monitoring - ongoing monitoring of each I.E.P goal and making data-driven decisions in regards to instruction.</p>	<p>08/24/2020 - 06/04/2021</p>
<p>At least 35% of 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (Math PSSA, 3rd)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least <u>25</u>% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Goal, 4-8)</p> <p>At least 35% of 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (Math PSSA, 3rd)</p>	<p>School teams implement strategies school wide in a consistent, reflective way (e.g., consistent instructional strategies across classrooms, including positive behavioral strategies). Teachers apply professional learning to their instructional practices.</p>	<p>Differentiated PD and coaching will occur for all math teachers on components of the framework for teaching math.</p>	<p>08/24/2020 - 06/11/2021</p>