

MAIN STREET SCH

704 Main St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The staff of Main Street Elementary School will work to ensure that all students achieve at high academic levels by willingly and professionally using innovative approaches to teaching and by meeting the needs of all students based on individual performance. We will realize our mission if we are successful at living our values every day. Our values are teamwork, determination, excellence, integrity, joy, and accountability. These values are the basis for everything we do at Main Street and describe how students, staff, and families will act in our school community to ROAR,(Respect, On Task, Act Safely, Responsibility), with Tiger Pride.

STEERING COMMITTEE

Name	Position	Building/Group
David Shuster	Technology Teacher Leader	Main Street School
Latasha Stewart	Instructional Teacher Leader	Main Street School
Latoya Jones	Parent	Main Street School
Brenda Shaw	Community Partner	Main Street School
Tammy Cox-Cottman	Counselor	Main Street School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The early indicator of success for 3rd grade reading must be addressed by ensuring that student's DIBELS scores are analyzed and used to create guided reading groups. DIBELS data should be analyzed and shared with school stakeholders with strategical action planning after each DIBELS administration.	English Language Arts
Student attendance must be monitored weekly by teachers and or other staff members reaching out to parents of students who are absent for three consecutive days. This contact should be	Regular Attendance
Teachers require additional professional development to strategically identify student learning needs that need to be addressed to help students improve their understanding of important standards or skills.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Community building and support through parental contact

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Weekly parental contact	Each week of the 2020-2021 school year, 80% of teachers will make regular contact parents or families of all students who have three consecutive absences before referring students to the student support team for attendance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Contact parents weekly	2020-09-01 - 2021-06-04	Tammy Cox- Cottman/Social Worker	Communication plan such as Class Tag
Teachers will contact the parents/families after	2020-09-01 - 2021-06-04	Carlana Parker/Principal	Eschools access and class communication program

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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three consecutive absences excused or unexcused.			
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Teachers log the contact with parents via Google document	2020-09-01 - 2021-06-04	Carlena Parker/ Principal	Class communication program and contact log template
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Anticipated Outcome

Student attendance improves, Parents state that they feel more connected with the school and that the school is willing to support them and their students.

Monitoring/Evaluation

End of quarter log check, Parent survey at the end of the school year

Evidence-based Strategy

Evidence Based Literacy Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Grade level	By the end of 2021, 70% of students in grades k-2 will be on grade level in reading as determined by school-based or standardized assessments.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Teachers will use a reading screener such as DIBELS to assess students in reading	2020-10-01 - 2021-06-04	Latasha Stewart/ Instructional Teacher Leader	DIBELS
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Teachers in grades K-3 will utilize Foundations as their reading	2020-09-01 - 2021-06-04	Teachers	Foundations kits and materials
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
intervention daily.			

Anticipated Outcome
Improved reading performance in grade-level reading assessments

Monitoring/Evaluation
Fundations quizzes

Evidence-based Strategy
Direct Literacy instruction

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Grade level	By the end of 2021, 70% of students in grades k-2 will be on grade level in reading as determined by school-based or standardized assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will provide grade-level instruction using the Journey's reading program	2020-09-01 - 2021-06-04	Carlana Parker/ Principal	Journey's reading materials, district-provided curriculum maps
Teachers will assess students regularly using core materials	2020-09-01 - 2021-06-04	Carlana Parker/ Principal	Unit Assessments, and Benchmark assessments

Anticipated Outcome
Improved student reading enjoyment. Student growth from the beginning of the school year until the end

Monitoring/Evaluation

CDT scores and reading program unit assessments

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each week of the 2020-2021 school year, 80% of teachers will make regular contact parents or families of all students who have three consecutive absences before referring students to the student support team for attendance. (Weekly parental contact)	Community building and support through parental contact	Contact parents weekly	09/01/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of 2021, 70% of students in grades k-2 will be on grade level in reading as determined by school-based or standardized assessments. (Grade level)	Evidence Based Literacy Instruction	Teachers will use a reading screener such as DIBELS to assess students in reading	10/01/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of 2021, 70% of students in grades k-2 will be on grade level in reading as determined by school-based or standardized assessments. (Grade level)	Evidence Based Literacy Instruction	Teachers in grades K-3 will utilize Foundations as their reading intervention daily.	09/01/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of 2021, 70% of students in grades k-2 will be on grade level in reading as determined by school-based or standardized assessments. (Grade level)	Direct Literacy instruction	Teachers will provide grade-level instruction using the Journey's reading program	09/01/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Growth in English/Language Arts

Growth in Mathematics/Algebra

Academic Growth in English Language Arts and Literature

Consistent implementation of the Journeys curriculum and literacy block

Guided Reading sessions

School-wide Intervention sessions

Academic growth in mathematics (PVAAS)

Consistent student usage of Imagine Learning math and Imagine learning math facts

Consistent implementation of the Envisions math program

Rostering of Science instruction for students in grades K-5

Teacher effectiveness scores of proficiency

Utilization of PDE issues college readiness continuum

Inclusionary practices of all students within the general education program with academic supports

Regular planning, monitoring, and data collection system for all student groups

Teachers engage in professional development and grade group sessions as

Challenges

Early Indicators of Success

Regular Attendance

DIBELS scores for students in grades K-2

Consistent student usage and individual performance in Imagine Learning Literacy

Regular student attendance

Consistent usage of the critical thinking component of the Envisions math program

Utilize writing in mathematics through math journaling

Consistent monitoring of student usage and performance in Imagine Learning math

Regular student attendance

Unit Assessments in Science

Completion of Science CDT in the beginning and middle of the school year

Regular student attendance

Regular student attendance impacts our ability to provide students with college and career instruction

Lack of professional development in career education instruction.

Student attendance in all student groups must be regularly monitored

Needs to ensure alignment with state standards and daily instruction

Strengths

a part of Domain 4- professional responsibility.

Monitor and evaluate the impact of professional learning on staff practices on student learning

Provide frequent, timely, and systematic feedback and support on instructional practices

Foster a culture of high expectations for success for all students, educators, families, and community members

Challenges

Identify and address individual student learning needs

Identify professional learning needs through analysis of a variety of data

Most Notable Observations/Patterns

The most notable observations are the desire to address student's individual needs in a strategic and effective manner. Teachers have requested additional support in addressing students overwhelming weaknesses.

Challenges	Discussion Point	Priority for Planning
Early Indicators of Success	Lack of strong literacy development in the early grades that leads to timely reading skills.	✓
Regular Attendance	Inconsistent student attendance and failure to provide interventions for weak areas.	✓
Consistent student usage and individual performance in Imagine Learning Literacy		
Consistent monitoring of student usage and performance in Imagine Learning math		
Identify and address individual student learning needs	Inconsistent data collection on individual student learning needs and or weaknesses.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Community building and support through parental contact

Action Steps	Anticipated Start/Completion Date
Contact parents weekly	09/01/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
End of quarter log check, Parent survey at the end of the school year	Student attendance improves, Parents state that they feel more connected with the school and that the school is willing to support them and their students.

Material/Resources/Supports Needed	PD Step
Communication plan such as Class Tag	yes

Action Steps	Anticipated Start/Completion Date
Teachers will contact the parents/families after three consecutive absences excused or unexcused.	09/01/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
End of quarter log check, Parent survey at the end of the school year	Student attendance improves, Parents state that they feel more connected with the school and that the school is willing to support them and their students.

Material/Resources/Supports Needed	PD Step
Eschools access and class communication program	no

Action Steps**Anticipated Start/Completion Date**

Teachers log the contact with parents via Google document

09/01/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

End of quarter log check, Parent survey at the end of the school year

Student attendance improves, Parents state that they feel more connected with the school and that the school is willing to support them and their students.

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

Class communication program and contact log template

no



Action Plan: Evidence Based Literacy Instruction

Action Steps	Anticipated Start/Completion Date
Teachers will use a reading screener such as DIBELS to assess students in reading	10/01/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Foundations quizzes	Improved reading performance in grade-level reading assessments

Material/Resources/Supports Needed	PD Step
DIBELS	yes

Action Steps	Anticipated Start/Completion Date
Teachers in grades K-3 will utilize Foundations as their reading intervention daily.	09/01/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Foundations quizzes	Improved reading performance in grade-level reading assessments

Material/Resources/Supports Needed	PD Step
Foundations kits and materials	yes

Action Plan: Direct Literacy instruction

Action Steps	Anticipated Start/Completion Date
Teachers will provide grade-level instruction using the Journey's reading program	09/01/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
CDT scores and reading program unit assessments	Improved student reading enjoyment. Student growth from the beginning of the school year until the end

Material/Resources/Supports Needed	PD Step
Journey's reading materials, district-provided curriculum maps	yes

Action Steps	Anticipated Start/Completion Date
Teachers will assess students regularly using core materials	09/01/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
CDT scores and reading program unit assessments	Improved student reading enjoyment. Student growth from the beginning of the school year until the end

Material/Resources/Supports Needed	PD Step
Unit Assessments, and Benchmark assessments	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Community Building and De-escalation	All staff within the PreK-5 school	Community Building, Trauma-Informed Instruction, De-escalation strategy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lower rate of discipline referrals, improved daily attendance rate for students, Improved student motivation through increased completion of student activities.	09/01/2020 - 06/04/2021	Carlena Parker/ Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4c: Communicating with Families

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Literacy Instruction (Foundations)	Teachers in grades K-3	Foundations implementation, Foundations data collection

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Foundations Unit test, Improved DIBELS scores	09/01/2020 - 06/04/2021	Carlena Parker/ Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Direct Instruction Professional Development

PreK-5 teachers

Mathematics critical thinking, Using Assessments during interventions, Planning using curriculum materials

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Math and Reading unit assessments, CDTs,

09/01/2020 - 06/04/2021

Carlena Parker/ Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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