

Toby Farms – School Improvement Plan

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Toby Farms Intermediate School	School/Branch	
Address 1	201 Bridgewater Rd		
Address 2			
City	Brookhaven	State	PA
		Zip Code	19015
Principal Name	Lamonte Popley		
Principal Email	lpopley@chesteruplandsd.org		
Principal Phone Number	610-447-3815	Ext	
Superintendent/CEO/Executive Director Name	Juan Baughn		
Superintendent/CEO/Executive Director Email	jbaughn@chesteruplandsd.org		
School Improvement Facilitator Name	Portia Slaughter		
School Improvement Facilitator Email	p_slaughter@chesteruplandsd.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
LaMonte Popley	Principal	CUSD Toby	lpopley@chesteruplandsd.org
Dr. Nicole Harris	Assistant Principal	CUSD Toby	nharris@chesteruplandsd.org
Fran Santoleri	ISTL	CUSD	fsantoleri@chesteruplandsd.org
Theresa Ebersole	Science Teacher	CUSD Toby	tebersole@chesteruplandsd.org
Sharon Baxter	Social Studies Teacher	CUSD Toby	sbaxter@chesteruplandsd.org
Louise Murphy	SPED Teacher	CUSD Toby	lmurphy@chesteruplandsd.org
Sharon Mumma	Math Teacher	CUSD Toby	smumma@chesteruplandsd.org
Susan McLuckie	Social Studies Teacher	CUSD Toby	smcluckie@chesteruplandsd.org
Dakisha Saunders	ELA Teacher	CUSD Toby	dsaunders@chesteruplandsd.org
Stephen Spangler	Math Teacher	CUSD Toby	sspangler@chesteruplandsd.org
Kandice Lewis	Social Worker	CUSD	klewis@chesteruplandsd.org
Hassan Patterson	Community Representative	CUSD	hpatterson@chesteruplandsd.org

C. *Vision for Learning*

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Toby Farms teachers and staff will motivate students to meet their academic, social, emotional, and technological needs to ensure all students achieve at high academic levels and show growth towards their learning goals. Students will be engaged in rigorous, culturally relevant learning that enables them to leave school ready for college and careers as productive and active members of the community.

II. Set- Complete a Needs Assessment

A. *Future Ready PA Index:*

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Percent Proficient or Advanced on 2019 Science PSSA All Student Group	The Percent Proficient or Advanced for the All Student Group increased from 9.6% in 2018 to 13.7% in 2019.
Chronic Absenteeism	The District has established a partnership with Justice Works to help work with students who are chronically absent.

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Percent Proficient or Advanced on 2019 ELA PSSA for the All Student Group	12.5 percent of the All Student Group scored Proficient or Advanced on the 2019 ELA PSSA.
Percent Proficient or Advanced on 2019 ELA PSSA for the All Student Group	The percent of the All Student Group scoring Proficient or Advanced on the ELA PSSA decreased from 18.5% in 2018 to 12.5% in 2019.
Percent Proficient or Advanced on 2019 Math PSSA for the All Student Group	2.3 percent of the All Student Group scored Proficient or Advanced on the 2019 Math PSSA.
Percent Proficient or Advanced on 2019 Math PSSA for the All Student Group	The percent of the All Student Group scoring Proficient or Advanced on the 2019 Math PSSA decreased from 5.4 in 2018 to 2.3 2019.
2019 PVAAS Growth Score in Math for All Student Group	The 2019 PVAAS Growth Score in Math for the All Student Group did not meet the statewide standard for growth (Score of 54).
2019 PVAAS Growth Score in ELA for All Student Group	The 2019 PVAAS Growth Score in ELA for the All Student Group did not meet the statewide

	standard for growth (Score 50).
2019 Regular Attendance for All Student Group	2019 Regular Attendance for All Student Group is reported as 42.1%.
2019 Career Standards Benchmark	2019 Career Standards Benchmark report for All Student Group is reported as 0%.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Percent of 8th grade students Proficient or Advanced on the 2019 Science PSSA	Grade 8	The percent of 8th grade students scoring Proficient or Advanced increased by 4 points from 9.6% in 2018 to 13.7% in 2019.
Percent of 8th grade students Advanced on the 2019 Science PSSA	Grade 8	The percent of 8th grade students scoring Advanced on the 2019 Science PSSA increased from 0% in 2018 to 0.9% in 2019.
Percent of Hispanic students Proficient or Advanced on the 2019 ELA PSSA	Hispanic	The percent of Hispanic students scoring Proficient or Advanced on the 2019 ELA PSSA increased from 15.4% in 2018 to 16.6% in 2019.
Percent of Hispanic students Advanced on 2019 ELA PSSA	Hispanic	The percent of Hispanic students scoring Advanced on the 2019 ELA PSSA increased from 0% in 2018 to 4.2% in 2019.
Percent of Students with Disabilities Proficient or Advanced on 2019 Math PSSA	Students with Disabilities	The percent of Students with Disabilities scoring Proficient or Advanced was 6.9%, three times more than the All Student Group at 2.3% on the 2019 Math PSSA.

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or	Comments/Notable
-----------	------------------------	------------------

	Student Group(s)	Observations
Average number of points scored on the 2019 PSSA Number System math reporting category	6	6th grade students scored an average of 2.8 out of 11 possible points in the Number System reporting category on the 2019 math PSSA.
Average number of points scored on the 2019 PSSA Number System math reporting category	7	7th grade students scored an average of 1.5 out of 9 possible points in the Number Systems reporting category on the 2019 math PSSA.
Average number of points scored on the 2019 PSSA Number System math reporting category	8	8th grade students scored an average of 1.8 out of 7 possible points in the Number Systems category on the 2019 Math PSSA.
Average number of points scored on the 2019 PSSA TDA reporting category	6	6th grade students scored an average of 4 out of 16 possible points in the TDA reporting category on the 2019 ELA PSSA.
Average number of points scored on the 2019 PSSA TDA reporting category	7	7th grade students scored an average of 4.5 out of 16 possible points in the TDA reporting category on the 2019 ELA PSSA.
Average number of points scored on the 2019 PSSA TDA reporting category	8	8th grade students scored an average of 3.2 out of 16 possible points in the TDA reporting category on the 2019 ELA PSSA.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

The percent of 8th grade students scoring Proficient or Advanced increased by 4 points from 9.6% in 2018 to 13.7% in 2019.

The percent of 8th grade students scoring Advanced on the 2019 Science PSSA increased from 0%

in 2018 to 0.9% in 2019.
The percent of Hispanic students scoring Proficient or Advanced on the 2019 ELA PSSA increased from 15.4% in 2018 to 16.6% in 2019.
The percent of Hispanic students scoring Advanced on the 2019 ELA PSSA increased from 0% in 2018 to 4.2% in 2019.
The percent of Students with Disabilities scoring Proficient or Advanced was 6.9%, three times more than the All Student Group at 2.3%.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
6th grade students scored an average of 2.8 out of 11 possible points in the Number System reporting category on the 2019 math PSSA.
7th grade students scored an average of 1.5 out of 9 possible points in the Number Systems reporting category on the 2019 math PSSA.
8th grade students scored an average of 1.8 out of 7 possible points in the Number Systems category on the 2019 Math PSSA.
6th grade students scored an average of 4 out of 16 possible points in the TDA reporting category on the 2019 ELA PSSA.
7th grade students scored an average of 4.5 out of 16 possible points in the TDA reporting category on the 2019 ELA PSSA.
8th grade students scored an average of 3.2 out of 16 possible points in the TDA reporting category on the 2019 ELA PSSA.

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
ELA CDT - 2nd Administration	9.2% of 6th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDTs.
ELA CDT - 2nd Administration	8.8% of 7th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDTs.
ELA CDT - 2nd Administration	16.2% of 8th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDTs.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
16.2% of 8th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDTs.	

Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
9.2% of 6th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDTs.
8.8% of 7th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDTs.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
Math CDT - 2nd Administration	28.6% of 6th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.
Math CDT - 2nd Administration	15.6% of 7th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.
Math CDT - 2nd Administration	19.4% of 8th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
28.6% of 6th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
15.6% of 7th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.	
18.4% of 8th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.	

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
Science CDTs - 2nd Administration	11.9% of 8th grade students demonstrated significant growth from the 1st to the 2nd administration of the science CDTs.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
11.9% of 8th grade students demonstrated significant growth from the 1st to the 2nd administration of the science CDTs.	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
Career Standards Benchmark	It was reported no students met performance standards on the Career Standards Benchmark.

**Career and Technical Education Programs (Required if School offers CTE programs)
(Please enter one Data source per line)**

Data	Comments/Notable Observations

**Arts and Humanities (Optional)
(Please enter one Data source per line)**

Data	Comments/Notable Observations

--	--

Environment and Ecology (Optional)
 (Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)
 (Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)
 (Please enter one Data source per line)

Data	Comments/Notable Observations

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)
 (Please enter one Data source per line)

Data	Comments/Notable Observations

Summary

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p>
<p>It was reported no students met performance standards on the Career Standards Benchmark.</p>

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
School Summary Report ELA Performance by Group	17% more Students with Disabilities scored Below Basic on 2019 ELA PSSA compared to the All Students.
School Summary Report Math Performance by Group	9% more Students with Disabilities scored Below Basic on 2019 Math PSSA compared to the All Students.

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
Black Students	
Hispanic Students	

Summary

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p>
17% more Students with Disabilities scored Below Basic on the 2019 ELA PSSA compared to the All Students.
9% more Students with Disabilities scored Below Basic on the 2019 Math PSSA compared to the All Students.



E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards		X		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		X		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		X		
Identify and address individual student learning needs		X		
Provide frequent, timely, and systematic feedback and support on instructional practices			X	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		X		
Collectively shape the vision for continuous improvement of teaching and learning		X		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		X		
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		X		
Continuously monitor implementation of the school improvement plan and adjust as needed			X	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school:		X		

socially, emotionally, intellectually, and physically				
Implement an evidence-based system of schoolwide positive behavior interventions and supports		X		
Implement a multi-tiered system of supports for academics and behavior		X		
Implement evidence-based strategies to engage families to support learning	X			
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		X		
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data	X			
Use multiple professional learning designs to support the learning needs of staff		X		
Monitor and evaluate the impact of professional learning on staff practices and student learning			X	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Monitor and evaluate the impact of professional learning on staff practices and student learning
Continuously monitor implementation of the school improvement plan and adjust as needed
Provide frequent, timely, and systematic feedback and support on instructional practices
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Implement a multi-tiered system of supports for academics and behavior.
Use systematic, collaborative planning practices to ensure instruction is coordinated, aligned, and evidenced based.

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your
--

	efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
	Monitor and evaluate the impact of professional learning on staff practices and student learning.
	Continuously monitor implementation of the school improvement plan and adjust as needed.
	Provide frequent, timely, and systematic feedback and support on instructional practices.
	28.6% of 6th grade students demonstrated significant growth in Math from 1st to 2nd administration of 2019-2020 CDTs.
	Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
	The percent of the All Student Group scoring Proficient or Advanced on the ELA PSSA decreased from 18.5% in 2018 to 12.5% in 2019.
	2.3 percent of the All Student Group scored Proficient or Advanced on the 2019 Math PSSA.
	The 2019 PVAAS Growth Score in Math for the All Student Group did not meet the statewide standard for growth (Score 54).
	The 2019 PVAAS Growth Score in ELA for the All Student Group did not meet the statewide standard for growth (Score 50).
	42.1 % of students had a Regular Attendance Rate; over 50% of students are chronically absent.
	The 2019 PVAAS Growth Score in Math for the All Student Group did not meet the statewide standard for growth (Score of 54).
	The 2019 PVAAS Growth Score in ELA for the All Student Group did not meet the statewide standard for growth (Score 50).
	Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?
	Our needs assessment reveals multiple challenges to overcome regarding student achievement, instructional best practices, student attendance, and teacher collaboration. Student achievement and growth fail to meet statewide standards and we are currently not on track to meet the goals identified for 2030. Student attendance, especially chronic absenteeism, was identified as a contributing factor to this lack of growth. Teachers need to collaborate effectively with data and protocols designed to enhance practice so instruction and interventions are targeted to specific learning and result in intended academic achievement and growth goals.

III. Go – Develop the Plan

Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority

		(Y/N)
Text-Dependent Analysis	Based on our needs assessment we focused our attention on Reading Comprehension. In our root cause analysis, we noted that while students can cite evidence, they struggle with developing well constructed analysis of the text. While there are formal text-dependent analysis tasks assigned in classrooms, there is a need to provide consistent formal and informal learning opportunities for students including Close Reading and specific discussion protocols, utilizing high interest and appropriately leveled texts to analyze and think critically in all content areas.	
Number Systems	Based on our needs assessment, we focused our attention on number systems. In our root cause analysis, we noted that while students understand the concept of operations with whole numbers, they struggle to apply and extend this understanding to operations with rational numbers. While we teach our students operations with rational numbers, there is a need for explicit instruction and interventions that provide models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers.	
Regular Attendance	Based on our needs assessment we focused on our Regular Attendance Rate, which is less than 50%. In our root cause analysis, we noted that while we have policies in place to address truancy, we do not have systems in place to monitor and address chronic absenteeism. By implementing a multi-tiered system of student and family support focusing on increasing attendance and increased parent communication regarding student attendance, the regular attendance rate will increase and chronic absenteeism will decrease.	
Collaborative Planning Processes	Based on our needs assessment we focused on the structure as a vehicle for improving teacher instruction. While we had PLC meetings scheduled, we did not have protocols for collaboration and data analysis, meetings were often cancelled, and the focus of meetings was shifted away from analyzing best practices to optimize PLCs. By prioritizing PLCs and implementing protocols and routines to enable teachers to analyze student data and plan evidence-based strategies, student outcomes are expected to improve.	

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
Text Dependent Analysis	Students do cite evidence when writing TDAs
Text Dependent Analysis	Teachers are providing opportunities for formal TDA tasks

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statement
Text-Dependent Analysis	By providing opportunities for extended collaborative discussion of text meaning and interpretation we will help improve our students abilities to effectively respond to text-dependent analysis tasks because students will have systematic learning opportunities to analyze and write critically in all content areas.
Number Systems	By providing teachers opportunities for professional learning, collaboration and coaching, students will meet or exceed growth expectations in math because of enhanced-teacher capacity to provide systematic and explicit instruction and interventions using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with rational numbers.
Regular Attendance	By implementing a multi-tiered system of student and family support focusing on increasing attendance and increased parent communication regarding student attendance, daily student attendance will increase and chronic absenteeism will decrease.
Teacher Collaboration	By prioritizing PLCs and implementing protocols and routines to enable teachers to analyze student data and plan evidence-based strategies, student outcomes are expected to improve.

B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: Implement a Multi-tiered System of Supports for Academics and Behavior

Outcome Category (Open the comments box to the right to see the dropdown options)

English Language Arts

Measurable Goal Statement (Smart Goal)

As a result of explicit instruction, intensive interventions and teacher collaboration 35% of students in grades 6-8 will demonstrate statistically significant growth between baseline administration and final administration of ELA CDT by June 30, 2021.

Measurable Goal Nickname (35 Character Max)

ELA Student Goal

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By September 30, 2020 100% of students will establish a baseline score using CDTs (or other appropriate assessment).	By December 30, 2020, as a result of explicit instruction, intensive interventions and teacher collaboration, 15% of students in grades 6-8 will demonstrate statistically significant growth on ELA CDTs.	By March 30, 2021, as a result of explicit instruction, intensive interventions and teacher collaboration, 25% of students in grades 6-8 will demonstrate statistically significant growth on ELA CDTs.	By June 30, 2021 as a result of explicit instruction, intensive interventions and teacher collaboration, 35% of students in grades 6-8 will demonstrate statistically significant growth on ELA CDTs.

Priority: Implement a Multi-tiered System of Supports for Academics and Behavior

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

As a result of systematic and targeted instruction in Number Systems, 25% of students in grades 6-8 will demonstrate statistically significant growth in Number Systems (metric) between baseline administration and final administration of Math CDT by June 30, 2021.

Measurable Goal Nickname (35 Character Max)

Math Student Goal

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By September 30, 2020 100% of students will establish a baseline score using Math CDTs.	By December 30, 2020, as a result of explicit instruction, intensive interventions and teacher collaboration, 15% of students in grades 6-8 will demonstrate Significant Growth on the Math CDTs.	By March 30, 2021, as a result of explicit instruction, intensive interventions and teacher collaboration, 20% of students in grades 6-8 will demonstrate Significant Growth on the Math CDTs.	By June 30, 2021, as a result of explicit instruction, intensive interventions and teacher collaboration, 25% of students in grades 6-8 will demonstrate Significant Growth on the Math CDTs.

Priority: Implement a multi-tiered system of supports for academics and behavior.

Outcome Category

Regular Attendance

Measurable Goal Statement (Smart Goal)

As a result of implementing a multi-tiered system of student and family support focusing on increasing attendance and increasing parent communication regarding student attendance, the Regular Attendance Rate will increase to 80% by June 30, 2021.

Measurable Goal Nickname (35 Character Max)

Student Regular Attendance Goal

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By September 30, 2020 15% of students will have Regular Student Attendance.	By December 30, 2020 42% of students will have Regular Student Attendance.	By March 30, 2021 65% of students will have Regular Student Attendance.	By June 30, 2021 80% of students will have Regular Student Attendance.

Priority:Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Outcome Category

Essential Practices Condition 1-Focus on Continuous Improvements in Instructions

Measurable Goal Statement (Smart Goal)

By June 30, 2021 using PLCs as a vehicle for collaboration, 90% of teachers in grades 6-8 will provide ELA instruction that includes explicit vocabulary and comprehension strategies, opportunities for extended discussion of text meaning and interpretation, individualized interventions for struggling students, and Math instruction that includes use of models/visual representations and problem solving to increase students’ conceptual understanding of procedures and problem solving with rational numbers.

Measurable Goal Nickname (35 Character Max)

Building Teacher Capacity Goal (PLCs, Lesson Plans...)

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
--------------------------------	--------------------------------	--------------------------------	--------------------------------

By the end of September 30, 2020, 50% of teachers in grades 6-8 will provide ELA instruction that includes explicit vocabulary and comprehension strategies, opportunities for extended discussion of text meaning and interpretation, individualized interventions for struggling students as measured by walkthroughs and informal observations.	By the end of December 30, 2020, 65% of teachers in grades 6-8 will provide ELA instruction that includes explicit vocabulary and comprehension strategies, opportunities for extended discussion of text meaning and interpretation, individualized interventions for struggling students as measured by walkthroughs and informal observations.	By the end of March 30, 2021, 80% of teachers in grades 6-8 will provide ELA instruction that includes explicit vocabulary and comprehension strategies, opportunities for extended discussion of text meaning and interpretation, individualized interventions for struggling students as measured by walkthroughs and informal observations.	By the end of June 30, 2021, 90% of teachers in grades 6-8 will provide ELA instruction that includes explicit vocabulary and comprehension strategies, opportunities for extended discussion of text meaning and interpretation, individualized interventions for struggling students as measured by walkthroughs and informal observations.
--	---	--	---

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same evidenced-based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
Achieve 3000 (Tier 1) Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. https://www.evidenceforessa.org/programs/reading/middle-high-school/achieve3000-secondary	By June 30, 2021 as a result of explicit instruction, intensive interventions and teacher collaboration, 35% of students in grades 6-8 will demonstrate statistically significant growth on ELA CDTs.

<p>Improving Adolescent Literacy-Effective Classroom and Intervention Practices (Tier 2)</p> <p>ELA Effective Intervention and Instructional Practice: Provide direct and explicit vocabulary and comprehension strategy instruction; provide opportunities for extended discussion of text meaning and interpretation; and make available individualized interventions for struggling readers.</p> <p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027)</i>. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc. This report is available on the IES Web site at http://ies.ed.gov/ncee/wwc.</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/8</p>	<p>By June 30, 2021 as a result of explicit instruction, intensive interventions and teacher collaboration, 35% of students in grades 6-8 will demonstrate statistically significant growth on ELA CDTs.</p>
<p>Explicit and systematic math instruction and interventions (Tier 1)</p> <p>Instruction during intervention should be explicit and systematic with use of models of problem solving, verbalization of thought processes, guided practice and corrective feedback.</p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools</i> (NCEE 2009-4060). Washington, DC: National Center</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/2</p> <p>Instruction and intervention should include teaching students how to use visual representations to solve math problems. (Tier 1)</p> <p>Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/16</p>	<p>By June 30, 2021, as a result of explicit instruction, intensive interventions and teacher collaboration, 25% of students in grades 6-8 will demonstrate Significant Growth on Math CDTs.</p>

<p>Family partnership and Regular Student Attendance (Tier 3)</p> <p>Results indicate that family–school–community partnership practices predict an increase in daily attendance, a decrease in chronic absenteeism, or both.</p> <p>Epstein, J and Sheldon, S. (2002) Present and Accounted for: Improving Student Attendance Through Family and Community Involvement. (The Journal of Educational Research).</p> <p>https://www.attendanceworks.org/present-and-accounted-for/</p>	<p>By June 30, 2021 80% of students will have Regular Student Attendance.</p>
Evidence-Based Strategies	
<p>PLCs and Instructional Coaching to Improve Teacher Practice (Tier 2)</p> <p>(1) Participation in learning communities impacts teaching practice as teachers become more student centered. In addition, teaching culture is improved because the learning communities increase collaboration, a focus on student learning, teacher authority or empowerment, and continuous learning; (2) When teachers participate in a learning community, students benefit as well, as indicated by improved achievement scores over time. All six studies reporting student learning outcomes indicated that an intense focus on student learning and achievement was the aspect of learning communities that impacted student learning. (Tier 2)</p> <p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), 80-91.</p> <p>https://www.sciencedirect.com/science/article/pii/S0742051X07000066</p> <p>The evidence indicated that instructional coaching improves both instructional practice and student achievement. Coaching was characterized as an observation and feedback cycle in which coaches model research-based practices and work with teachers to incorporate these practices into their classrooms. Understanding good teaching practices, and knowing how to use data are some of the skills associated with effective coaches. (Tier 2)</p> <p>Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018;88 (4) :547-588.</p>	<p>By May 30, 2021 using PLCs as a vehicle for collaboration, 90% of teachers in grades 6-8 will implement 100% of designated ELA and Math evidence-based strategies as measured by walkthroughs and informal observations.</p>

<https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal>

Action Plans

Create an Action Plan for each Evidenced-based Strategy

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals #1
ELA Effective Intervention and Instructional Practice: Provide direct and explicit vocabulary and comprehension strategy instruction; provide opportunities for extended discussion of text meaning and interpretation; and make available individualized interventions for struggling readers.	As a result of explicit instruction, intensive interventions and teacher collaboration 35% of students in grades 6-8 will demonstrate significant growth in (metric) between baseline administration and final administration by June 30, 2021.

Action Step	Anticipated Start	Completion Date
Continue to provide training for scoring on Achieve 3000, including opportunities to utilize PSSA TDA rubrics to ensure consistent inter-rater reliability scoring results.	July 1, 2020.	March 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
PLC Coordinators Mr. Popley - Principal Dr. Harris - Assistant Principal ISTL	Achieve 3000 Training Laminated PDE Rubrics for students Classroom Rubric Posters Laminator TDA Exemplars for each grade level	
Prof Development Step Yes	Student growth display	

Action Step	Anticipated Start	Completion date
Create a schedule for consistent formal and informal text dependent analysis task (on master calendar); provide for data analysis and feedback to students.	July 1, 2020	August 27 , 2020
Lead Person/Position	Material/Resources/Supports Needed	
ISTL Classroom Teacher	Master Calendar Time for Interventions	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Provide professional development for vocabulary and comprehension strategies.	August 27, 2020	March 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
ISTL PLC Coordinators Mr. Popley, Principal Dr. Harris, Assistant Principal	ISTL SmartBoard Teacher Laptop/other technology DCIU PATTAN	
Prof Development Step Yes	Achieve 3000 Training on digital resources	

Action Step	Anticipated Start	Completion Date
Teachers will collaborate bi-weekly to carefully select grade-level appropriate text as well as high interest text for student relevancy to use for modeling a given strategy and support students to apply to multiple text.	August 27, 2020	June 4, 2021

Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teacher	Curriculum based materials Use of Narrative, Persuasive, Expository and Descriptive passages. Use of additional curriculum readers Training from DCIU and PATTAN High interest multi-grade level text NewsELA CNN student news Junior Scholastic Time For Kids National Geographic Kids Discovery Education Science World	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Provide teacher training for close reading strategies; use close reading strategies to consistently reinforce analysis skills in service of TDA and other writing to reading tasks.	August 27, 2020	March 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley, Principal Dr. Harris, Assistant Principal	PATTAN Curriculum based materials Training DCIU	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date

Create a schedule for intervention and progress monitoring using Achieve 3000.	August 27, 2020	September 1, 2020
Lead Person/Position	Material/Resources/Supports Needed	
PLC Coordinators Mr. Popley -Principal Dr. Harris - Assistant principal ISTL	Master schedule Intervention schedule Data Analysis schedule Progress monitoring schedule ISTL	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Consistently dedicate lesson planning for implementing direct and explicit instruction and vocabulary (Tier 2 and Tier 3) and comprehension strategies (including content areas); allow for sufficient practice in multiple contexts.	September 1, 2020.	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teacher	Smart Board Curriculum based materials	
Prof Development Step No	Frayer Model Teacher Laptop	

Action Step	Anticipated Start	Completion Date
Administer ELA CDT to establish baseline data.	September 1, 2020.	September 21, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Testing Coordinator Classroom Teacher	Student Chromebooks Updated Software	

Prof Development Step No	
--------------------------	--

Action Step	Anticipated Start	Completion Date
Identify students with reading difficulties. Use formal (Achieve 3000) and informal assessments for progress monitoring (classroom assessments).	September 1, 2020	September 30, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teacher	CDT tests/schedule Achieve 3000	
Prof Development Step No	Pearson Reading Assessment Screener	

Action Step	Anticipated Start	Completion Date
Lesson planning will include consistent time for guided and independent practice (discussion, writing and extended reading).	September 1, 2020	June 11, 2021
Lead Person	Material/Resources/Support Needed	
Classroom Teacher Mr. Popley, Principal Dr. Harris, Assistant Principal	Designated planning time ISTL Support Student Data	
Prof Development No		

Action Step	Anticipated Start	Completion date
Provide consistent and systematic text based discussions (frameworks and discussions formats) through consistent small group instruction focusing on differentiation and individualized feedback.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teacher ISTL	Curriculum Leveled-text Access to Data PLC meeting time	
Prof Development Step No	Lesson Planning ISTL	

Anticipated Output	Monitoring/Evaluation
Informal Assessment Opportunities (Do Now, Exit Tickets) Lesson Plans Walkthrough Checklist Discussion Protocols Standards Based Lesson Planning Informal Assessment Opportunities (Do Now, Exit Tickets) Student CDT Test Data	Screening Assessment Walkthroughs Informal Observations Student Discussions (whole class and small groups) Walk-Throughs

Evidence-based Strategy Name	Measurable Goals #2
Provide systematic and explicit instruction and interventions using models, visual representations and problem solving to increase students' conceptual understanding of procedures and problem solving with	By June 30, 2021, as a result of explicit instruction, intensive interventions and teacher collaboration, 25% of students in grades 6-8 will demonstrate Significant Growth on the Math CDTs.

rational numbers.	
-------------------	--

Action Step	Anticipated Start	Completion Date
Lead Person/Position	Material/Resources/Supports Needed	
	Master Calendar	

Action Step	Anticipated Start	Completion Date
Create a Professional Development Calendar to include onsite and virtual PD sessions.	July 1 , 2020	July 30, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley, Principal Dr. Harris, Assistant Principal	Master Calendar	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Purchase manipulatives to help students gain a concrete understanding of math concepts.	July 1 , 2020	July 30, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Mrs. Islam - School Secretary	Order Form List of approved vendors Catalog from approved vendors	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Work with the designated District representative and the DCIU to provide support for a school-level MTSS team.	July 1 , 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Harris - Assistant Principal Dr. Pugh- Director of Pupil Services	District Representative designee Contact person at the DCIU Collaboration with ISTL	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Administer Math CDT to establish baseline data.	September 1, 2020.	September 21, 2020
Lead Person/Position	Material/Resources/Supports Needed	
ISTL Classroom Teacher	Student Chromebooks Updated Software	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Screen all students using Pearson Math Assessment to identify areas in need of support.	September 1, 2020	September 30, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Screening Coordinator	Identify Screening Coordinator Pearson Screener Assessment Tool Protocol for screening new enrollments	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Assign interventions to students in IXL and Imagine Math.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teachers	1:1 ratio of Chrome books to students IXL Math Imagine Math	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Review and provide feedback to teachers on lesson plans and practice.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	

Mr. Popley, Principal Dr. Harris, Assistant Principal	Walkthrough schedule Walkthrough protocol
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
Administer CDTs on a quarterly basis to monitor student progress in specific diagnostic categories.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Testing Coordinator	ChromeBooks (1:1 tech to student ratio) Hotspots for students (virtual learning preparedness) Tech support Test facilitator	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Provide instruction and interventions that includes solving word problems that are based on common underlying structures.	September 1 , 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley, Principal Dr. Harris, Assistant Principal	Professional Development Intervention schedule	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Provide explicit and systematic instruction using models of proficient	September 1 , 2020	June 11, 2021

problem solving, verbalisation of thought processes, guided practice, and corrective feedback.		
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley - Principal Dr. Harris - Assistant Principal	Professional Development PaTTAN East Consultant CSI Math Core Team Member Intervention schedule	
Professional Development Step Yes		

Action Step	Anticipated Start	Completion Date
Use visual representations of mathematical ideas during instruction and intervention.	September 1 , 2020	June 11, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley - Principal Dr. Harris- Assistant Principal	Professional Development Manipulatives	
Professional Development Step Yes		

Anticipated Output	Monitoring/Evaluation
Informal Assessment Opportunities (Do Now, Exit Tickets) Lesson Plans Walkthrough Checklist Discussion Protocols Standards Based Lesson Planning Informal Assessment Opportunities (Do Now, Exit Tickets) Student CDT Test Data	Screening Assessment Walkthroughs Informal Observations Student Discussions (whole class and small groups) Walk-Throughs

Evidence-based Strategy Name	Measurable Goals #3
Strengthening family-school - community partnership practices.	As a result of implementing a multi-tiered system of student and family support focusing on increasing attendance and increased parent communication regarding student attendance, the Regular Attendance Rate will increase to 80% by June 30, 2021.

Action Step	Anticipated Start	Completion Date
Collaborate with Justice Works to develop a plan for chronic absenteeism.	July 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley- Principal Dr. Harris - Assistant Principal Mrs. Lewis- Counselor	Schedule of meeting times Contact person	
Prof Development Step		

Action Step	Anticipated Start	Completion Date
Implement procedure and protocol to accurately collect and report student attendance data.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley- Principal Dr. Harris - Assistant Principal Classroom Teachers Climate Security	One Call Now? eSchool capabilities for attendance notification Teacher computers able to process software	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Design a protocol consisting of multiple methods for communicating attendance with families and ensuring two-way communication.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley- Principal Dr. Harris - Assistant Principal	Form letter for informing parents of attendance trends Email addresses for families Parent Portal Access for parents Electronic communication options (ClassTag) ID attendance tracking software/machine Platform to track class attendance Communication Log Remote meeting options (Zoom Accounts)	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Create in-person or virtual workshops for parents on daily, regular attendance and associated matters/barriers.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley, Principal Dr. Harris - Assistant Principal	Meeting space Designated Attendance Monitor Social Worker Letter to parents /parent communication Collaboration with Justice Works Virtual delivery options (Zoom)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Designate a contact person charged with monitoring attendance, with whom staff and families can address attendance issues.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
L. Popley, Principal	Office space Computer	
Prof Development Step No	Attendance tracking software Different methods to communicate with staff and parents/guardians	

Action Step	Anticipated Start	Completion Date
Develop a procedure for home visits by district personnel and referral of students experiencing frequent or chronic absenteeism to counselors.	September 1, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
L. Popley, Principal	Designated counselor, Truancy personnel,	
Prof Development Step No	Form letter to parents/guardians, workshop schedule, Meeting place	

Anticipated Output	Monitoring/Evaluation
Form Letter to communicate with parents Attendance reports Parent contact log Parent engagement workshop sign ins Home visit protocol Attendance notification letters (3, 7 and	eSchool Attendance reports Truancy Court referrals

10 days)	
----------	--

Evidence-based Strategy Name	Measurable Goals #4
Teacher Collaboration and Job-embedded Coaching.	By June 30, 2021 using PLCs as a vehicle for collaboration, 90% of teachers in grades 6-8 will implement 100% of designated ELA and Math evidence-based strategies as measured by walkthroughs and informal observations.

Action Step	Anticipated Start	Completion Date
Implement Data Wise meeting protocols to maximize collaboration and data analysis.	August 26, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	
PLC Coordinators	Agenda templates/meeting protocol Time in the schedule	
Prof Development Step Yes	Training for all PLC Coordinators in Data Wise protocol CSI CTMs	

Action Step	Anticipated Start	Completion Date
Schedule time during the school day for teachers to participate in professional learning communities.	August 26, 2020	September 1, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley, Principal Dr. Harris, Assistant Principal	Priority given to PLC meeting times Full staff complement	

Prof Development Step No	DataWise meeting agenda and protocol templates
--------------------------	--

Action Step	Anticipated Start	Completion Date
Maintain PLCs to enable teacher collaboration on evidence-based instruction and interventions and focus on student learning outcomes.	August 26, 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
PLC Coordinators Mr. Popley - Principal Dr. Harris - Assistant Principal	Prioritized PLC meeting schedule Full staff complement (PD on evidence-based instruction and intervention is offered through ELA and Math action steps)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Job embedded coaching to enable modeling and co-teaching strategies.	August 26, 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Popley- Principal Dr. Harris - Assistant Principal	Modeling and co-teaching protocol PLC Coordinator attendance at DataWise training	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Work closely with the District to ensure that Career Standards activities and the Regular Attendance rate are accurately reported.	August 27, 2020	June 11, 2021
Lead Person/Position	Material/Resources/Supports Needed	

Dr. Harris - Assistant Principal	Monthly Attendance Snapshot District PIMS Administrator
Prof Development Step	

Anticipated Output	Monitoring/Evaluation
PLC Agenda and Protocol PLC Schedule Data wall or data binders (electronic)	PLC Meeting Minutes PLC Meeting Sign-in Sheets PD Evaluation Forms/Surveys

D. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document.)

Professional Development Activity: Vocabulary and Comprehension		
Action Step	Provide professional development for vocabulary and comprehension instruction.	
Audience	Teaching Staff	
Topics to be Included	Explicit vocabulary and comprehension strategies across all content areas, in particular/including strategies to help students with disabilities.	
Evidence of Learning	Informal Walkthroughs Exit Ticket Evaluation of PD	
Material/Resources/Supports Needed	Standards-based lesson plan Curriculum based materials PATTAN/DCIU Achieve 3000	
Lead Person/Position	Instructional Teacher Leader PLC coordinator ISTL	
Anticipated Timeline	Start: August 27, 2020	Completion: March 2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Face-to-face or virtual PD.	Frequency	August 26,2020 October 2020 December 2020 February 2020

Danielson Framework Component Met in this Plan	1e Designing Coherent Instruction 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.
---	--

Professional Development Activity Name: Close Reading Strategies		
Action Step	Provide teacher training for Close Reading Strategies; Use Close Reading Strategies to consistently reinforce analysis skills in service of TDA and other writing to reading tasks.	
Audience	Classroom Teachers ISTL PLC Coordinators PATTAN /DCIU	
Topics to be Included	Close Reading, TDA analysis, comprehension strategies, in particular/including strategies to help students with disabilities.	
Evidence of Learning	Effective use of Close Reading Strategies	
Material/Resources/Supports Needed	PD from Achieve 3000, PATTAN, DCIU Laptops, Smartboard, Curriculum based materials	
Lead Person/Position	Mr. Popley - Principal Dr. Harris - Assistant Principal ISTL PLC Coordinator	
Anticipated Timeline	Start: August 26, 2020 October, 2020 December 2020 February, 2020	Completion: June 30, 2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Face-to-Face or virtual PD and Coaching	Frequency	October 2020 December 2020 February, 2021
Component Met in this Plan	1e Designing Coherent Instruction 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Achieve 3000	
Action Step	Continue to provide training for scoring on Achieve 3000, including writing opportunities and PSSA TDA rubrics to ensure consistent inter-rater reliability scoring results.
Audience	Classroom Teacher ISTL PLC Coordinator PATTAN/ DCIU
Topics to be Included	Achieve 3000 TDA Correlation PSSA Rubrics Writing Skills Best Practices
Evidence of Learning	Effective use of Achieve 3000 Increased student performance on TDA tasks as evidenced by CDT Testing.
Material/Resources/Supports Needed	Achieve 3000 Rubrics PLC/ ISTL TDA Exemplars Smartboard Laptop
Lead Person/Position	Mr. Popley - Principal Dr. Harris - Assistant Principal PLC Coordinators ISTL

Anticipated Timeline	Start: August 26, 2020	Completion: March 30, 2021
----------------------	------------------------	----------------------------------

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Face-to-face or virtual PD for teachers	Frequency	Per license agreement
Component Met in this Plan	1e Designing Coherent Instruction 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Math Professional Learning

Action Step	Provide professional learning workshops and job-embed coaching on designing and teaching explicit and systematic math strategies that include: models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback.
Audience	Classroom Teachers
Topics to be Included	Specific Math vocabulary Use of models Effective/ corrective feedback
Evidence of Learning	Implementation of teaching strategies in the classroom as evidenced by walkthroughs and informal observations.
Material/Resources/Supports Needed	Standards-based lesson plan Curriculum based materials Teacher laptops for virtual PD sessions
Lead Person/Position	Mr. Lamont Popley, Principal Dr. Harris, Assistant Principal

Anticipated Timeline	Start: August 26, 2020	Completion: June 30, 2021
----------------------	------------------------	------------------------------

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Face-to-face or virtual PD. Workshops, PLC Meetings and Job-embedded Training	Frequency	Biweekly
Danielson Framework Component Met in this Plan	1e Designing Coherent Instruction 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity: Student Attendance

Action Step	Provide professional development for effective and software-specific procedures for collecting and reporting student attendance data.	
Audience	Teaching Staff	
Topics to be Included	Use of equipment, software, and communication tools	
Evidence of Learning	Complete and accurate collection of student attendance data	
Material/Resources/Supports Needed	Teacher laptops Attendance software	
Lead Person/Position	Mr. Popley, Principal Dr. Harris, Assistant Principal Teacher Technology Leader	
Anticipated Timeline	Start: August 27, 2020	Completion: September 2020

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Face-to-face or virtual PD.	Frequency	Annually
Danielson Framework Component Met in this Plan	4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Data Wise

Action Step	Implement Data Wise protocols in PLC Meetings and Training Strategies involving co-teaching and modeling.	
Audience	Teachers	
Topics to be Included	Data Wise Meeting Protocols Strategies for evaluating student work in PLC meetings	
Evidence of Learning	PD Evaluation Informal Observations	
Material/Resources/Supports Needed	Co-teaching schedule	
Lead Person/Position	Mr. Popley - Principal Dr. Harris - Assistant Principal	
Anticipated Timeline	Start: September 15, 2020	Completion: May 30, 2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop, face-to-face (virtual) coaching.	Frequency	6 sessions
Danielson Framework Component Met in this Plan	1e Designing Coherent Instruction 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
Workshop for families about Regular Daily Attendance	Robocall, Flyer, ClassTag, School Sign, School and Teacher Websites, Google Classroom, Zoom Town Halls, Survey Monkey
	Audience
Topics of Message	Parent/Guardian
Regular Attendance Workshop	Anticipated Timeline August 2020-June 2021

Communication Step	Mode
Staff PLC Communications	Email, Staff/Principal Google Classroom
	Audience
Topics of Message	Staff
Grade level and Content Meetings	Anticipated Timeline August 2020-June 2021

Communication Step	Mode
Monthly Parent Engagement	Robocall, Flyer, ClassTag, School Sign, School and Teacher Websites, Google Classroom
	Audience
Topics of Message	Parents and Guardians

Updates and Education for Parents	Anticipated Timeline August 2020 - June 2021
-----------------------------------	--

Communication Step	Mode
Professional Development announcements to staff	Email, Staff/Principal Google Classroom
	Audience
Topics of Message	Staff
Professional Development	Anticipated Timeline July 2020-June 2021

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.

READY
Prepare for Planning

SET
Complete a Needs Assessment

GO
Develop the Plan

PLAN COMMUNICATIONS

APPROVALS & SIGNATURES

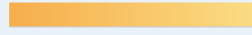
SUMMARY CHECKLIST
& SUBMISSION

READY : Prepare for Planning



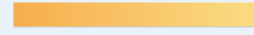
100%

SET : Complete a Needs Assessment



100%

GO : Develop the Plan



100%

Approvals & Signatures

Lorem ipsum dolor sit amet, consectetur adipiscing elit. In in feugiat orci. Morbi quam tortor, aliquam eu dui at, blandit sagittis libero. Integer ligula lacus, feugiat vel justo at, semper tincidunt purus. Nam auctor luctus bibendum. Sed ac aliquet ipsum, non condimentum purus. Quisque a luctus enim. Phasellus vel eros vulputate, viverra quam sollicitudin, venenatis ex.

Building Principal Name

Building Principal Signature

Date

Today's Date

Superintendent/CEO Name

Superintendent/CEO Signature

Date

Today's Date

School Improvement Facilitator Name

School Improvement Facilitator Signature

Date

Today's Date

Upload of School Board Minutes

Date of Approval

Save

Back

Submit