

FORREST EDWIN SCH
7300 Cottage St
CSI School Plan | 2020 - 2021

VISION FOR LEARNING

Edwin Forrest School, a school focused on educating and nurturing the whole child in a safe and respectful learning environment in order to persevere through life's journey.

STEERING COMMITTEE

Name	Position	Building/Group
Paul Spina	Principal	Forrest
Marian Coleman	Teacher/Leadership Team Representative	Forrest
Nikki Montana	Math Content Specialist/Teacher Leader	Forrest
Kathleen Morris	Literacy Content Specialist/Teacher Leader	Forrest
Kasie Patterson	Science Content Specialist/Teacher Leader	Forrest
Alesha Willingham	School-based Climate Representative	Forrest
Aida Carasquillo	Parent	Forrest
Aida Carasquillo	Community Member	Forrest
Joseph Taylor	Planning and Evidence-based Support (PESO) member	SDP
Diane Bryant	Special Education Case Manager	SDP
Kesha Hines	Network Attendance Coach	SDP
Dianna Phelps	Network Culture and Climate Coach	SDP
Danielle Gardner	Central Office Talent Partner	SDP
Darrin Kall	Grants Compliance Monitor	SDP
Megan Conley	Network Early Literacy/Literacy Director	SDP
Patricia Ayres	Network Professional Learning Specialist	SDP
Cynthia Van Otoo	Prevention and Intervention Liaison	SDP
Shelia Krulia	Business Partner	Project Pride

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will use systematic, collaborative planning processes to ensure instruction is differentiated, coordinated with co-teachers, aligned, and evidence-based	Early Literacy English Language Arts English Language Arts
We will implement a multi-tiered system of supports for academics and behavior with a focus on developing robust Tier II and III supportive services to help students cope with traumas they have/are currently experiencing	School climate and culture Career Standards Benchmark Regular Attendance
We will identify and address individual student learning needs with a focus on improving teachers' data analysis practices and subsequent adjustment of instructional practices	Mathematics Mathematics Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy			
Using Student Achievement Data to Support Instructional Decision Making- Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA Below Basic Goal	No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).		
4th-8th Math Below Basic Goal	No more than 50% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).		
4th-8th ELA Proficiency Goal	At least 36% 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
Purchase technology for interventions (e.g., iReady).	2020-07-01 - 2020-08-24	Jim Bieak/TTL	Chromebooks Classroom Technology is funded through CSI funds: \$34,751 Rationale: If Classroom Technology (Chromebooks) is used as a daily intervention strategy then teachers will be able to implement the appropriate instructional interventions to support student learning goals.
Provide differentiated professional development for staff (including City Year) for using i-Ready. Continuously provide PD throughout the year. Reach out to Curriculum Associates to provide needed support.	2020-07-01 - 2020-08-28	Nikki Montana/SBTL	Curriculum Associates Resources The School Based Teacher Leader is funded through CSI funds - \$122,900 Rationale: If the SBTL delivers Professional Development focused on student data and using data to identify next instructional steps then Small Group Instruction is focused and targeted to meet the needs of individual students. City Year is funded with CSI funds: \$88,000 Rationale: If the school purchases City Year staff to provide small group instruction during the math and literacy block then additional students are getting the individualized instruction they need to make academic progress.
Assessment calendar with administration dates, along with necessary data needed for analysis at CPT	2020-08-17 - 2020-09-02	Nikki Montana/SBTL	Assessment calendar
City Year staff will collaborate with homeroom teacher during the lesson planning process using relevant student data.	2020-09-01 - 2021-06-11	Jim Bieak/Data Coordinator	iReady data, formative & summative assessments The Data Coordinator is funded through CSI funds, split funded (\$122,900x0.80): \$98,320 Rationale: If the Data Coordinator supports by providing all data for MTSS, and lead this collaborative decision-making process among professional educators that is aimed at improving instruction for all students, then this will support teaches as they identify students, create and implement plans, for those in need of strategic interventions.
Use of i-Ready data, along with other relevant student data, to address individual student learning needs.	2020-08-24 - 2021-06-11	Pam Redmond/AP; Chris Oswald/AP	i-Ready reports, data dashboard
Build Data Team (Identify team members, including Grade Band Leaders, SPED Leader and ESOL Specialist Teacher)	2020-08-24 - 2020-08-28	Paul Spina/Principal, Pam Redmond, Chris Oswald/AP, Nikki Montana/SBTL, Jim Bieak/Data Coordinator	Student Data The ESOL Specialist is funded through CSI funds - \$122,900 Rationale: If the ESOL Specialist Teacher provides focused instruction to our EL students then those students would receive the necessary instructional supports to close the gap between language and learning.
Create and/or identify protocols for analyzing student data to be used during the Data Team meetings and Common Planning Time. Protocols will support identifying classroom, grade-level, and school-wide decisions for instructional priorities and allocation of resources.	2020-08-24 - 2020-09-04	Paul Spina/Principal, Pam Redmond, Chris Oswald/AP, Nikki Montana/SBTL, Jim Bieak/Data Coordinator	School District Benchmark protocols, ASCD and OGAP Protocols
Identify assessments within core programs that will be used in order to effectively identify the area of need and the students to target for further supports.	2020-08-24 - 2020-09-04	Paul Spina/Principal, Pam Redmond, Chris Oswald/AP,	Core Program materials ie. Ready Gen, Envision Math

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Nikki Montana/SBTL, Jim Bieak/Data Coordinator	
Teachers will track Benchmark data and Classroom assessment data to identify trends, create teaching/reteaching plans and implement flexible groupings	2020-09-28 - 2021-06-11	Paul Spina/Principal, Pam Redmond, Chris Oswald/AP, Nikki Montana/SBTL, Jim Bieak/Data Coordinator, Classroom Teachers	Data Protocols, Reteaching Expectations/Plans
Teachers will conduct peer-to-peer observations	2020-10-05 - 2021-06-11	Paul Spina/Principal, Pam Redmond, Chris Oswald/AP, Classroom Teachers	Guiding Questions Document
CPT (bi-weekly) will be used to analyze both standardized (STAR, AIMSweb, iReady, SDP Benchmark assessments) and formative (student work, classroom assessments) data in order to alter and drive instruction.	2020-10-12 - 2021-06-11	Paul Spina/Principal, Pam Redmond, Chris Oswald/AP, Nikki Montana/SBTL, Jim Bieak/Data Coordinator, Classroom Teachers	Protocols

Anticipated Outcome

Use of data to intentionally form small groups as evidence in lesson plans. Standards/Objectives are identified with student needs according to the data. Formative assessments aligned to objectives to determine mastery.

Monitoring/Evaluation

Weekly usage reports with time on task and percentage of lessons passed. Administration will monitor small group instruction with the use of student data through walkthroughs and lesson plan evaluation.

Evidence-based Strategy

Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30

Measurable Goals

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

AIMSweb Goal No more than 37% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and Train staff on the Leveled Literacy Intervention and Foundations programs.	2020-06-01 - 2020-08-28	K. Bowman-LLI Lead Teacher	LLI Materials/PD Schedule LLI Lead Teacher is funded through CSI funds: \$122,900 Rationale: If an intervention specialist is purchased then they will provide a direct instructional support to students by reducing class size for teachers and providing individual intervention support to students. Foundations is funded through CSI funds: \$45,000 Rationale: If the school purchases an evidence - based preventive Phonics program, utilized in K-3, then teachers implement a systematic program that using data to identify struggling readers early and reduce the number of Tier III students according to AIMSWEB data. Early Literacy Professional Development is funded with CSI funds: \$4,500 Rationale: If early literacy Professional Development opportunities are provided to teachers in a purposeful and intentional manner, then K-3 teachers will be better able to address the literacy and social needs of their students.
Examine Grades 1, 2 and 3 student AIMSWEB and DRA Data to create LLI/Fundations Student Groups. Consultation with Literacy Teachers will also occur.	2020-08-24 - 2020-10-02	J. Bieak/Data Coordinator K. Bowman/LLI Lead Teacher	Data Dashboard with student data
Identify LLI groups and teachers of the group. Communicate to Literacy Teachers students who will receive LLI Intervention. Collaborate with Literacy teachers to identify when student groups will be pulled.	2020-09-14 - 2020-10-01	K. Bowman/LLI Lead Teacher	Master Schedule/Literacy Block Schedule
Monthly Meetings to assess progress of LLI students using Anecdotal Notes, AIMSWEB Progress Monitoring and DRA Levels	2020-10-30 - 2021-05-28	J. Bieak/Data Coordinator K. Bowman/LLI Lead Teacher	Guided Reading Notes/AIMSWEB and DRA Data
Mid Year Review to determine	2020-12-14 -	J. Bieak/Data	Guided Reading Notes/AIMSWEB and DRA Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students who are ready to exit, students who need to remain and students who need to enter the intervention. Reassign groups and teachers.	2021-01-08	Coordinator K. Bowman/LLI Lead Teacher	
Collaboration between LLI Lead Teacher and City Year Lead to ensure consistency in implementation of the LLI Program.	2020-08-24 - 2021-05-28	K. Bowman/LLI Lead Teacher City Year Lead	LLI Materials
Data from AIMSWEB and DRA will support identifying students of grades 1 through 3 for the MTSS process. MTSS plans will be created. LLI will be identified as the intervention for these students.	2020-10-01 - 2020-10-30	J.Bieak/Data Coordinator N. Montana/SBTL Ms. Redmond/AP	AIMSWEB, DRA, MTSS supporting documents

Anticipated Outcome

Fidelity to the LLI Program facilitated by City Year Staff, SSAs and Lead LLI Teacher. Accelerated AIMSWEB Progress and DRA Levels.

Monitoring/Evaluation

Progress Monitoring through AIMSWEB. Admin will monitor progress monitoring in AIMSWEB and monitor LLI implementation through observations.

Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making (with a focus on writing) - Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
4th-8th Math Below Basic Goal	No more than 50% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Place an order for Lucy Calkins - Units of Study and distribute materials to teachers.	2020-03-01 - 2020-08-21	Paul Spina/Principal	Units of Study in Opinion, Information, and Narrative Writing
Teachers College Reading and Writing Project will conduct professional development for staff implementing Units of Study	2020-05-11 - 2020-08-28	Christopher Oswald/AP	Quick-Start Conference Day - . The conference will include a brisk overview of the foundations the writing workshop, and a quick overview of the key methods and the important structures that teachers will need to be acquainted with in order to teach this curriculum. For example, portions of the day will focus on: planning a year-long curriculum, teaching brisk, engaging minilessons, leading small group work, assessment-based instruction, and managing workshop instruction.
Plan a year-long curriculum with built-in CPT dates to analyze student work	2020-08-01 - 2021-06-11	Christopher Oswald & Pamela Redmond/AP	Units of Study in Opinion, Information, and Narrative Writing
SPECM & EL specialist engage in collaborative planning with literacy teachers during CPT	2020-08-24 - 2021-06-11	Melissa Miedema/SPECM; Bridget Tait/EL Point Person	Scaffolding protocols
Students will complete a baseline writing assignment	2020-08-31 - 2020-09-04	Classroom Teachers	Writing prompt for each grade level
CLI Coach will deliver professional development and coaching aligned with the writer's workshop.	2020-09-07 - 2021-06-11	CLI Coach	Children's Literacy Initiative
End of Unit 1 Review - Identify trends around the strengths of our students and areas of immediate need.	2020-10-09 - 2020-10-23	Nikki Montana - SBTL Classroom Teachers CLI Coach	Student writing samples
Mentor text will be purchased to support mini-lessons for writer's workshop.	2020-09-07 - 2021-06-11	Jim Bieak/Data Coordinator; CLI Coach	Identify mentor texts to purchase
Common Assessments completed after each unit of study. Student scores will be tracked and analyzed using our data dashboard.	2020-10-12 - 2021-06-11	Nikki Montana/SBTL; Jim Bieak/Data Coordinator	Prompts for Common Assessments
End-of-Year writing assignment	2021-05-17 - 2021-06-11	Classroom Teachers	EOY assignment

Anticipated Outcome

The writing units of study help teachers provide their students with instruction, opportunities for practice, and concrete, doable goals to help them exceed typical annual growth. Being effective

writers will decrease our numbers of students performing at the below basic level in ELA.

Monitoring/Evaluation

Ongoing student work analysis at CPT, along with Common Assessments, will provide opportunities to monitor implementation. CLI will assist with coaching educators. The baseline writing sample and end-of-year assignment will provide

Evidence-based Strategy

Playworks - Tier 3 <https://www.evidenceforpa.org/strategies/267>

Measurable Goals

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

Zero OSS Goal At least 95% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase Playworks Socialized Recess Program	2020-03-01 - 2020-03-31	Aleshea Willingham/Climate Manager	Playworks Funding Playworks is funded with CSI funds: \$21,000 Rationale: If the Playworks Socialized Recess Program supports students with organized and creative ways to interact during their recess periods, then then all students will benefit from these behavior supports which will minimize our number of suspensions.
Playworks will provide training for climate staff	2020-08-24 - 2020-08-28	Aleshea Willingham/Climate Manager	Playworks staff Climate Support Staff, 5 Hour, funded with CSI funds (\$28,200x8): \$225,600 Rationale: If the Student Climate Staff supports the Playworks program and students with strategies that are proactive and preventative in nature with supports that are built into the structure of the school, then all students will benefit from these behavior supports which will minimize our number of suspensions.
Implement Playworks from the first day of school and integrate behavioral supports into schoolwide MTSS system.	2020-08-31 - 2020-08-31	Aleshea Willingham/Climate Manager Behavioral Health Counselor Social Worker	Forrest provided/Playworks equipment; MTSS plan The Behavioral Health Counselor position is funded through CSI funds - \$122,900 Rationale - If the counselor supports students with interventions that are highly efficient, while providing a rapid response for students who are not making adequate progress with Tier One supports alone, then they can support students in the MTSS process. The Social Worker position is funded through CSI funds - \$122,900 Rationale - If the Step Clinical Coordinator supports students with interventions that are highly efficient, while providing a rapid response for students who are not making adequate progress with Tier One supports alone, then they can support students in the MTSS process.
Ongoing training is provided bi-monthly by Playworks for our climate staff.	2020-08-31 - 2021-06-11	Aleshea Willingham/Climate Manager	Playworks staff
Inventory and purchase new equipment as needed	2020-10-05 - 2019-10-18	Aleshea Willingham/Climate Manager	Inventory of existing equipment
Analyze data during TIPS meetings to determine the frequency and intensity of major/minor referrals.	2020-10-13 - 2021-06-11	Aleshea Willingham/Climate Manager; Staneica Williams/Dean; Behavioral Health Counselor	Lead Positive Behavior Intervention & Support (PBIS) Coach
Celebrate and acknowledge climate staff implementing Playworks with fidelity.	2020-10-19 - 2020-06-12	Aleshea Willingham/Climate Manager	Use of Playworks rubric
Identify and implement a formalized process to identify junior leaders in our upper grades	2020-10-26 - 2021-06-11	Aleshea Willingham/Climate Manager	Application/t-shirts
End of year celebration facilitated by climate staff	2021-06-01 - 2021-06-11	Aleshea Willingham/Climate Manager	Materials for celebration

Anticipated Outcome

Students will acquire tools to work out disagreements and differences. Data collected throughout the year will show a decrease in ODRs related to out of school suspensions. Student leaders develop a sense of fairness, confidence, and communication.

Monitoring/Evaluation

Playworks will provide ongoing feedback regarding the programs implementation. Monthly TIPS meetings to analyze data from recess.

Evidence-based Strategy

Early Warning Interventions and Monitoring System for Attendance - Tier 2 <https://www.evidenceforpa.org/strategies/1>

Measurable Goals

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

Goal Nickname Measurable Goal Statement (Smart Goal)

90% Attendance At least 85% of students will attend school 90% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a school team that regularly reviews attendance data for trends for all students and identify how many and which students fall into the different tiers of needed support.	2020-06-15 - 2020-08-28	Guidance Counselors; Paul Spina, Principal; Pam Redmond & Chris Oswald/AP; Classroom Teachers	School counselor is funded through CSI funds - \$122,900 Rationale - If the counselor supports students with interventions that are highly efficient, while providing a rapid response for students who are not making adequate progress with Tier One supports alone, then they can support students in the MTSS process.
Identify which and how many students have a history of missing 10% or more of school and or at risk due to other major challenges. Look for qualitative data to assess the underlying cause for a student's continued absences	2020-05-25 - 2020-06-05	Principal Spina, AP Oswald, AP Redmond	Observation Data
Reinforce positive, welcoming experience in the front office. Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact.	2020-08-24 - 2020-08-28	Guidance Counselors	Bulletin boards
Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events. Implement Tier 1 Universal Strategies.	2020-08-31 - 2020-09-18	Guidance Counselors; Paul Spina, Principal; Pam Redmond & Chris Oswald/AP; Classroom Teachers	Student code of conduct/parent handbooks
Create friendly competition among classrooms offering raffles, parties, and public recognition for good and improved attendance. Celebrate individual progress through weekly, monthly and periodic recognition using bulletin boards, certificates, verbal and written acknowledgment)	2020-09-07 - 2021-06-11	Guidance Counselors	Incentive resources
Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance	2020-09-07 - 2021-06-11	Guidance Counselors; Jim Bieak, Data Coordinator	Attendance data
For identified students, begin Tier 2 targeted intervention through the MTSS process. Parent communication will be sent home with information about the intervention.	2020-09-14 - 2021-06-11	Guidance Counselors; Classroom Teachers	Parent communication logs
For students not responding to Tier 2 supports, conduct Student Attendance Improvement Plan Process and move to Tier 3. Parent meetings will occur with the transition from Tier 2 to Tier 3.	2020-10-05 - 2021-06-11	Guidance Counselors	SAIPs
Progress Monitoring is to ensure that the school is working to support the student to alleviate the attendance barrier/s, it should occur 30 days after the SAIP is created and implemented.	2020-11-02 - 2021-06-11	Guidance Counselors	SAIPs
Use of PBIS program to incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance.	2020-11-02 - 2021-06-11	Guidance Counselors; PBIS Coach; Classroom Teachers	PBIS plan
Students attending 95% or more will be celebrated for the first marking period attendance. Students attending 100% will receive additional incentives.	2020-11-02 - 2020-11-13	Guidance Counselors; PBIS Coach; Classroom Teachers	Attendance data and incentives
Students attending 95% or more will be celebrated for the second marking period attendance. Students attending 100% will receive additional incentives.	2020-06-01 - 2020-06-26	Guidance Counselors; PBIS Coach; Classroom Teachers	PD materials
Mid-year review of current attendance data and compare to historical data. Designate action steps to counselors and classroom teachers as needed.	2020-08-03 - 2020-08-28	Guidance Counselors, Classroom Teachers, Data Coordinator/Jim Bieak	SIS Reports, Qlik

Anticipated Outcome
 Students will respond to the Universal Tier 1 supports and our daily attendance will increase. Students receiving Tier 2 support will maintain attendance greater than 90%.

Monitoring/Evaluation
 The MTSS process, in conjunction with Attendance Works, will provide time during CPT and MTSS meetings to evaluate the effectiveness of Tiered supports.

Evidence-based Strategy

Measurable Goals

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

3rd Math Below Basic Goal No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)

4th-8th Math Proficiency Goal At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Gather data from teacher observations and walkthroughs to determine the strengths and challenges of teaching staff.	2019-10-01 - 2020-05-29	Principal Spina, AP Oswald, AP Redmond	School counselor is funded through CSI funds - \$122,900 Rationale - If the counselor supports students with interventions that are highly efficient, while providing a rapid response for students who are not making adequate progress with Tier One supports alone, then they can support students in the MTSS process.
Using "Improving Math Problem Solving in Grades 4-8", as a guide, teacher practices will be prioritized for Professional Development. The practices under consideration are Assisting Students in Monitoring and Reflecting on the Problem Solving Process, Teaching Students to use Visual representation to Solve Problems and Helping Students Make Sense of Algebraic Notations.	2020-05-25 - 2020-06-05	Principal Spina, AP Oswald, AP Redmond	Observation Data
Create a Professional Development Calendar to support training in the identified areas.	2020-06-15 - 2020-08-14	Principal Spina, AP Oswald, AP Redmond	SDP Calendar
Identify Resources for Turn Around Training/Train the Trainer	2020-06-01 - 2020-06-26	N. Montana, AP Oswald, AP Redmond	PD materials
Provide Professional Development for all teachers of Mathematics	2020-08-03 - 2020-08-28	N. Montana, AP Oswald, AP Redmond	SIS Reports, Qlik
Create a Set of Look Fors that describe the successful levels of implementation of strategies	2020-08-03 - 2020-08-28	N. Montana, Grade Band Leaders, AP Oswald, AP Redmond	Improving Math Problem Solving in Grades 4-8"
Share and explain Look Fors to teaching staff, making the connection between the Look Fors and the Training	2020-09-11 - 2020-09-25	N. Montana, AP Oswald, AP Redmond	Look Fors Document
Collect teacher data, using observations and walkthroughs, to determine fidelity to implementation and additional Professional Development needed.	2020-09-21 - 2021-05-28	N. Montana, AP Oswald, AP Redmond	Observations and walkthrough Data
Collect and examine student data, using Open-Ended Task and Math Journals, to determine next instructional steps and additional Professional Development needed.	2020-10-05 - 2021-05-28	Classroom Teachers, SBTL	Biweekly Open Ended Task, Benchmark Open Ended Task.

Anticipated Outcome

Teachers will develop their skill set to plan and deliver instruction that requires conceptual, procedural, and application understanding from students. Student data on classroom assignments, classroom test Benchmarks will improve over the course of the school year. Students will experience growth targets as identified by AIMSWEB and STAR. Math PSSA scores will improve from the previous year.

Monitoring/Evaluation

Admin will monitor Lesson Plans and engage in Classroom Visits. Teachers and Admin will monitor and evaluate student data.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Using Student Achievement Data to Support Instructional Decision Making- Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Provide differentiated	07/01/2020
No more than 50% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Below Basic Goal)		professional development for staff (including	-
At least 36% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th ELA Proficiency Goal)		City Year) for using i-Ready. Continuously provide PD throughout the year. Reach out to Curriculum Associates to provide needed support.	08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Using Student Achievement Data to Support Instructional Decision Making- Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	CPT (bi-weekly) will be used to analyze both standardized (STAR, AIMSweb, iReady, SDP Benchmark assessments) and formative (student work, classroom assessments) data in order to alter and drive instruction.	10/12/2020 - 06/11/2021
No more than 50% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Below Basic Goal)			
At least 36% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4th-8th ELA Proficiency Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 37% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Goal)	Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/PracticeGuide/ost_pg_072109.pdf#page=30 https://ies.ed.gov/ncee/wwc/PracticeGuide/ost_pg_072109.pdf#page=30	Identify and Train staff on the Leveled Literacy Intervention and Foundations programs.	06/01/2020 - 08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students will complete all grade-level tasks by the end of the school year. (Naviance Completion)	Using Student Achievement Data to Support Instructional Decision Making (with a focus on writing) - Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	Teachers College Reading and Writing Project will conduct professional development for staff implementing Units of Study	05/11/2020 - 08/28/2020
No more than 50% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Below Basic Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students will complete all grade-level tasks by the end of the school year. (Naviance Completion)	Using Student Achievement Data to Support Instructional Decision Making (with a focus on writing) - Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf	CLI Coach will deliver professional development and coaching aligned with the writer's workshop.	09/07/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 95% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	Playworks - Tier 3 https://www.evidenceforpa.org/strategies/267	Playworks will provide training for climate staff	08/24/2020 - 08/28/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 95% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	Playworks - Tier 3 https://www.evidenceforpa.org/strategies/267	Ongoing training is provided bi-monthly by Playworks for our climate staff.	08/31/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Early Warning Interventions and Monitoring System for Attendance - Tier 2 https://www.evidenceforpa.org/strategies/1	Students attending 95% or more will be celebrated for the first marking period attendance.	11/02/2020 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Math Below Basic Goal)		Students attending 100% will receive additional incentives.	11/13/2020
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Early Warning Interventions and Monitoring System for Attendance - Tier 2 https://www.evidenceforpa.org/strategies/1	Students attending 95% or more will be celebrated for the second marking period attendance. Students attending 100% will receive additional incentives.	01/11/2021 - 01/29/2021
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Math Below Basic Goal)			
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Early Warning Interventions and Monitoring System for Attendance - Tier 2 https://www.evidenceforpa.org/strategies/1	Mid-year review of current attendance data and compare to historical data.	02/01/2021 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Math Below Basic Goal)		Designate action steps to counselors and classroom teachers as needed.	02/28/2021
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Early Warning Interventions and Monitoring System for Attendance - Tier 2 https://www.evidenceforpa.org/strategies/1		01/01/0001 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Math Below Basic Goal)			01/01/0001
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Early Warning Interventions and Monitoring System for Attendance - Tier 2 https://www.evidenceforpa.org/strategies/1		01/01/0001 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Math Below Basic Goal)			01/01/0001
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	Using "Improving Math Problem	05/25/2020
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Math Below Basic Goal)		Solving in Grades 4-8", as a guide,	-
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)		teacher practices	06/05/2020
At least 85% of students will attend school 90% of days or more. (90% Attendance)		will be prioritized for Professional Development. The	
		practices under consideration are	
		Assisting Students in Monitoring and	
		Reflecting on the Problem Solving	
		Process, Teaching Students to use	
		Visual	
		representation to	
		Solve Problems and Helping	
		Students Make Sense of	
		Algebraic	
		Notations.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2	Create a Professional	06/15/2020 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Math Below Basic Goal)	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	Development Calendar to support training in the identified areas.	08/14/2020
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2	Identify Resources for Turn Around	06/01/2020 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Math Below Basic Goal)	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	Training/Train the Trainer	08/14/2020
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2	Provide Professional	08/24/2020 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Math Below Basic Goal)	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	Development for all teachers of Mathematics	08/28/2020
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2	Provide Professional	08/24/2020 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Math Below Basic Goal)	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	Development for all teachers of Mathematics	08/28/2020
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2	Create a Set of Look Fors that	08/03/2020
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Math Below Basic Goal)	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	describe the successful levels of implementation of strategies	-
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			08/28/2020
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than 15% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Below Basic Goal)	Mathematical Task that Include Conceptual, Procedural and Application - Tier 2	Share and explain Look Fors to	09/11/2020 -
No more than 46 % of 3rd students will score at Below Basic on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Math Below Basic Goal)	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_mps_tips_072517.pdf	teaching staff, making the connection between the Look Fors and the Training	09/25/2020
At least 18% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4th-8th Math Proficiency Goal)			
At least 85% of students will attend school 90% of days or more. (90% Attendance)			

