

JAMES BUCHANAN EL SCH

340 S West End Ave

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

At Buchanan Elementary, we educate, inspire, and nurture every child to become a well-rounded, life-long learner.

STEERING COMMITTEE

Name	Position	Building/Group
Shirley Kensey	Instructional Coach	Buchanan
Jackie Mullin	Teacher	Buchanan
Angela Sollenberger	Social Worker	Buchanan
Vicki Groff	Teacher	Buchanan
Tami Garber	Teacher	Buchanan
Jamie Blair	Parent	Buchanan
Georgia May	Teacher	Buchanan
Terri Glick	Counselor	Buchanan
Justin Reese	Principal	Buchanan
Edwin Rosario	Administrative Assistant	Buchanan

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Through the use of a universal mathematics screener, special education students with challenges in math will be identified early and provided with needed interventions.	Mathematics Career Standards Benchmark Career Standards Benchmark
By providing rigorous and targeted professional development, teachers will learn and implement phonics strategies that will be embedded into reading and writing.	English Language Growth and Attainment English Language Growth and Attainment Career Standards Benchmark
By increasing teacher efficacy, we will empower teachers to engage in shared decision making, problem solving, and successful implementation of initiatives that serve students.	Essential Practices 2: Empower Leadership Career Standards Benchmark Career Standards Benchmark
By establishing and implementing clear procedures, policies, and expectations specific to PBIS, there will be fidelity of implementation as evidenced by improved outcomes measured by the self assessment summary.	School climate and culture Career Standards Benchmark

Priority Statement**Outcome
Category**

Career
Standards
Benchmark

ACTION PLAN AND STEPS**Evidence-based Strategy**

Engage instructional teams in assessing and monitoring student mastery. (STRONG) Mastery learning and frequent assessment of student mastery through formative assessment approaches are well supported by research (Hattie & Timperley, 2007). Hattie's effect sizes also show strong effects for mastery learning and frequent formative evaluation.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ARC	By June 30th 2021, 85% of students grade 3-5 will demonstrate one year of academic growth as measured by PVASS/ELA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School Leadership Teams will plan and provide quarterly professional development specific to strengthening lesson planning and delivery through the use of the ARC Framework	2020-08-24 - 2021-06-30	Principal	District Literacy Coaches
Students will be continuously exposed to reading just right and grade appropriate text through ongoing differentiated lessons and opportunities for practice.	2020-09-07 - 2021-06-30	Principal	
Students will demonstrate their reading growth through ongoing progress monitoring via the Independent Reading Level Assessment.	2020-09-25 - 2021-06-30	Principal	Independent Reading Level Assessment
Teachers will meet during weekly	2020-09-25 -	Principal	ARC Framework IRLA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PLCs to collaborate on the implementation of the ARC framework and student mastery of leveled steps.	2021-06-30		
Administrative Leadership Team will develop schedule for implementing the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) and provide feedback based on the implementation of the American Reading Company program.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers will be evaluated on their progress toward meeting the standards for their teaching practice based on their personal instruction, then given specific feedback to ensure continued professional growth.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers will ensure equitable conferencing for all students during ELA block.	2020-09-25 - 2021-06-01	Principal	IRLA
The building instructional leadership team will review IRLA conferencing data quarterly to ensure equitable conferencing for all students.	2020-09-25 - 2021-06-01	Principal	IRLA
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	2020-09-25 - 2021-06-01	Principal	IRLA

Anticipated Outcome

Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.

Monitoring/Evaluation

Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA
Individual Student Summaries

Evidence-based Strategy

All teachers will deliver sound instruction through individualizing instructional plans in response to individual student performance on pre-tests and other methods of assessment (STRONG). Hattie, 2007 suggests that these type of supports are highly beneficial as a support for some students and enhanced learning opportunities for others.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Phonics

By June 2021, 100% of English Language Learners will demonstrate one year of academic growth as measured by PVAAS/ELA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The School Leadership Team will plan and provide quarterly professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	2020-08-24 - 2021-06-30	Principal	District Resources
Teachers will utilize Curriculum and Instruction Pacing Guides to identify critical content and plan instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment.	2020-08-24 - 2021-06-30	Principal	District Resources
Teachers will write lesson plans weekly that use PA Core Standards to drive their instruction and	2020-08-24 - 2021-06-30	Principal	District Staff/Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy. These lesson plans will detail how instruction will be individualized to meet the needs of all learners.			
Students in grades 3-5 will demonstrate growth and achievement in ELA through pre-tests, ongoing assignments, progress monitoring, post tests, and assessments which will include the Independent Reading Level Assessment (IRLA) and curriculum based formative and summative assessments.	2020-08-24 - 2021-06-30	Principal	ARC Framework IRLA
Administrative Leadership Team will develop schedule for implementing the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) and provide feedback based on the implementation of the American Reading Company program.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers will be evaluated on their progress toward meeting the standards for their teaching practice based on their personal instruction, then given specific feedback to ensure continued professional growth.	2020-09-25 - 2020-06-30	Principal	I-Observation
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers will ensure equitable conferencing based on phonics instruction/individual student	2020-09-25 - 2021-06-01	Principal	Student Assessment Results IRLA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
phonics progress for all students.			

The building instructional leadership team will review IRLA conferencing data quarterly to ensure equitable conferencing for all students.

2021-09-25 -
2021-06-01

Principal

IRLA

Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.

2020-09-25 -
2021-06-01

Principal

IRLA

Anticipated Outcome

Teachers in grade level teams, will apply professional learning specific to phonics instruction. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.

Monitoring/Evaluation

Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries

Evidence-based Strategy

Instructional teams review the results of unit pre-/post tests to make decisions about the instructional plans and to "red flag" students in need of intervention. Frequent assessment of student mastery through formative assessment approaches are supported by research (Hattie and Timperley 2007). (STRONG).

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Special Education	By June 2021 100% of Special Education students will demonstrate one year of academic growth as measured by PVAAS/Math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The School Leadership Team will	2020-08-24 -	Principal	District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	2021-06-30		
Teachers will utilize Curriculum and Instruction Pacing Guides to identify critical content and plan (Content Area) instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment.	2020-08-24 - 2021-06-30	Principal	District Resources
Teachers write lesson plans weekly that use PA Core Standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	2020-08-24 - 2021-06-30	Principal	District Resources
Students will be pre-tested, as well as continuously exposed to all ELA, Math and Science content through ongoing, differentiated lessons, practice that spans content areas and strategically embed opportunities to build reading, writing, speaking, and listening skills.	2020-08-24 - 2021-06-30	Principal	District Resources
Teachers will continuously monitor student learning as documented through anecdotal notes and/or student assessments and adjust instructional strategies, student grouping, and provide additional intervention, as necessary.	2020-08-24 - 2021-06-30	Principal	District Resources
Teachers will meet during common planning time weekly to collaborate, review student work samples and data.	2020-08-24 - 2021-06-30	Principal	District Resources
Special Education, ESL, and	2020-08-24 -	Principal	District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
classroom teachers will engage in ongoing collaboration on specific student needs.	2021-06-30		
The Administrative Leadership Team will develop schedule for implementing the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) lessons and provide feedback based on standards aligned instruction and rigor of tasks.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers will be evaluated on their progress toward meeting the standards for their teaching practice based on their personal instruction, then given specific actionable feedback to ensure continued professional growth.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	2020-09-25 - 2021-06-30	Principal	I-Observation
Teachers will equitably conference with all identified special education students based on instruction/individual student progress for all identified special education students.	2020-09-25 - 2021-06-01	Principal	IRLA

Anticipated Outcome

Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Monitoring/Evaluation

Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes

Evidence-based Strategy

Provide instruction, modeling, classroom norms, and caring attention that promotes personal responsibility, cooperation, and concern for others (STRONG).

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS

By June 30 2021 Buchanan Elementary will achieve a score of 90% on the PBIS Self Assessment Summary.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will receive Professional Development on best-practices for climate, behavioral interventions, and strengthening PBIS implementation.	2020-08-24 - 2021-06-30	Principal	District Resources
School will hold beginning of the year "PBIS Kick-Off" where students will learn about school-wide expectations and procedures that promote a positive school climate.	2020-09-30 - 2020-09-30	Principal	District Resources
Teachers will utilize the Behavior Flowchart to address specific behavior that is [a] linked to school-wide expectations and [b] used across settings and within classrooms.	2020-09-30 - 2020-09-30	Principal	District Resources
Teachers will implement the Tier 1 practices defined in items 1-11 of the Self-Assessment Survey: Classroom Systems.	2020-08-24 - 2021-06-30	Principal	District Resources
Teachers will review schoolwide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences).	2020-08-24 - 2021-06-30	Principal	District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The PBIS team, teachers, and support staff will receive professional development on Trauma and Mental Health to support their understanding of and ability to support students at various levels of need.	2020-08-24 - 2021-06-30	Principal	District Resources
The PBIS team will meet weekly to identify students with behavioral concerns. The PBIS team will further identify students who need additional behavioral support as documented through a Behavior Plan. Referrals and recommendations will be coordinated through a student's Case Manager.	2020-08-24 - 2021-06-30	Principal	District Resources
Behavior Plans are created for students who demonstrate a pattern of unwanted behavior. The Behavior Plan is created collaboratively to assist the student in improving behavior; enlist the support of the parent(s)/guardian(s); and document the school's attempts to provide resources to promote the success of the student.	2020-08-24 - 2021-06-30	Principal	District Resources
The PBIS team will track student progress and growth through Synergy documentation. Additional supports or referrals are made as needed.	2020-08-24 - 2021-06-30	Principal	District Resources
Conduct PBIS Self-Assessment Survey.	2021-03-15 - 2021-03-30	Principal	District Resources
Anticipated Outcome			
The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate			

resulting in PBIS Tier 2 Fidelity.

Monitoring/Evaluation

Professional Development Agenda, Sign In and Materials Building Attendance and Discipline
Reports PBIS Team Meeting Notes Self Assessment

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The all student group in English Language Arts/Literature academic growth score exceeds the Statewide Average Growth Score, and the Meeting Statewide Growth Standard.

The all student group exceeds the state average in percent of students with regular attendance.

ELA; 100% of Students have reading levels entered in Schoolpace.

ELA; 99% of Students have a Power Goal

Math; 16% of students are Advanced in Mathematics

Science; 67.8% of historically under performing students scored Proficient and Advanced

Science; 69% of economically disadvantaged students scored Proficient or Advanced

College and Career; All Student Group Exceeds Performance Standard. 100% of students reached the Percent Career Standards Benchmark.

College and Career; Student Attendance allows this performance standard to be met.

Science; Economically Disadvantaged students score well in Science

Science; Black students score well in Science

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs

Challenges

92.0% of IEP-Special Education Students are below basic and basic in Mathematics.

92.3% of English Learning Students are below basic and basic in English Language Arts

70.0% of Economically Disadvantaged Students are below basic and basic on the Mathematics performance.

ELA; 61% of students can read a grade-level text with basic comprehension

ELA; 69% of students are on target for reader engagement.

Math; 70.8% of historically under-performing students scored Below Basic and Basic

Math; 92% of IEP-Special Education students scored Below Basic and Basic

Math; 76.9% of English Learners scored Below Basic and Basic

Science; 83.3% of EL and IEP Students scored Below Basic or Basic

N/A

N/A

ELA; EL Learners score poorly in ELA

Math; IEP Students score poorly in Math

Science; Hispanic Students score poorly (compared to school peers) in Science

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Strengths

and instructional practice

Challenges

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

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

The continual leadership changes have stood out as important to many of the challenges noted in the consideration of the comprehensive plan.

Challenges

Discussion Point

Priority for Planning

92.0% of IEP-Special Education Students are below basic and basic in Mathematics.

Buchanan Elementary struggles to identify struggling special education students early.



92.3% of English Learning Students are below basic and basic in English Language Arts

Teachers lack the instructional strategies to embed phonics into reading and writing for all students and English Learning students.



Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

The American Reading Company program was implemented swiftly and lacked essential professional development to ensure implementation with fidelity.



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

As a result of frequent leadership changes, PBIS implementation was not prioritized.



ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in assessing and monitoring student mastery. (STRONG)
Mastery learning and frequent assessment of student mastery through formative assessment approaches are well supported by research (Hattie & Timperley, 2007). Hattie's effect sizes also show strong effects for mastery learning and frequent formative evaluation.

Action Steps	Anticipated Start/Completion Date
School Leadership Teams will plan and provide quarterly professional development specific to strengthening lesson planning and delivery through the use of the ARC Framework	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries	Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.

Material/Resources/Supports Needed	PD Step
District Literacy Coaches	yes

Action Steps	Anticipated Start/Completion Date
Students will be continuously exposed to reading just right and grade appropriate text through ongoing differentiated lessons and opportunities for practice.	09/07/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries	Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.
Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Students will demonstrate their reading growth through ongoing progress monitoring via the Independent Reading Level Assessment.	09/25/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries	Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.
Material/Resources/Supports Needed	PD Step
Independent Reading Level Assessment	no

Action Steps	Anticipated Start/Completion Date
Teachers will meet during weekly PLCs to collaborate on the implementation of the ARC framework and student mastery of leveled steps.	09/25/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries	Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.
Material/Resources/Supports Needed	PD Step
ARC Framework IRLA	yes

Action Steps	Anticipated Start/Completion Date
Administrative Leadership Team will develop schedule for implementing the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) and provide feedback based on the implementation of the American Reading Company program.	09/25/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers will be evaluated on their progress toward meeting the standards for their teaching practice based on their personal instruction, then given specific feedback to ensure continued professional growth.	09/25/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	09/25/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers will ensure equitable conferencing for all students during ELA block.	09/25/2020 - 06/01/2021
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries	Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.
Material/Resources/Supports Needed	PD Step
IRLA	no

Action Steps	Anticipated Start/Completion Date
The building instructional leadership team will review IRLA conferencing data quarterly to ensure equitable conferencing for all students.	09/25/2020 - 06/01/2021
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries	Teachers in PLCs, functioning as leaders within the school community, will apply professional learning specific to the ARC Framework. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.
Material/Resources/Supports Needed	PD Step
IRLA	no

Action Steps	Anticipated Start/Completion Date
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	09/25/2020 - 06/01/2021

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Material/Resources/Supports Needed	PD Step
IRLA	no

Action Plan: All teachers will deliver sound instruction through individualizing instructional plans in response to individual student performance on pre-tests and other methods of assessment (STRONG). Hattie, 2007 suggests that these type of supports are highly beneficial as a support for some students and enhanced learning opportunities for others.

Action Steps		Anticipated Start/Completion Date	
The School Leadership Team will plan and provide quarterly professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.		08/24/2020 - 06/30/2021	
Monitoring/Evaluation		Anticipated Output	
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes IRLA Individual Student Summaries		Teachers in grade level teams, will apply professional learning specific to phonics instruction. As a result, student independent reading levels will increase and this will translate to improved growth on the ELA PSSA.	
Material/Resources/Supports Needed		PD Step	
District Resources		yes	

Action Steps		Anticipated Start/Completion Date	
Teachers will utilize Curriculum and Instruction Pacing Guides to identify critical content and plan instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment.		08/24/2020 - 06/30/2021	
Monitoring/Evaluation		Anticipated Output	
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Material/Resources/Supports Needed		PD Step	
District Resources		no	

Action Steps	Anticipated Start/Completion Date
Teachers will write lesson plans weekly that use PA Core Standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy. These lesson plans will detail how instruction will be individualized to meet the needs of all learners.	08/24/2020 - 06/30/2021
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Material/Resources/Supports Needed	PD Step
District Staff/Resources	no

Action Steps	Anticipated Start/Completion Date
Students in grades 3-5 will demonstrate growth and achievement in ELA through pre-tests, ongoing assignments, progress monitoring, post tests, and assessments which will include the Independent Reading Level Assessment (IRLA) and curriculum based formative and summative assessments.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
ARC Framework IRLA	no

Action Steps	Anticipated Start/Completion Date
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Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers will be evaluated on their progress toward meeting the standards for their teaching practice based on their personal instruction, then given specific feedback to ensure continued professional growth.	09/25/2020 - 06/30/2020

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Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
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Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers will ensure equitable conferencing based on phonics instruction/individual student phonics progress for all students.	09/25/2020 - 06/01/2021

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
Student Assessment Results IRLA	no

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Material/Resources/Supports Needed	PD Step
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Action Steps	Anticipated Start/Completion Date
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Material/Resources/Supports Needed	PD Step
IRLA	no

Action Plan: Instructional teams review the results of unit pre-/post tests to make decisions about the instructional plans and to "red flag" students in need of intervention. Frequent assessment of student mastery through formative assessment approaches are supported by research (Hattie and Timperley 2007). (STRONG).

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Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers will utilize Curriculum and Instruction Pacing Guides to identify critical content and plan (Content Area) instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers write lesson plans weekly that use PA Core Standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Students will be pre-tested,as well continuously exposed to all ELA, Math and Science content through ongoing, differentiated lessons, practice that spans content areas and strategically embed opportunities to build reading, writing, speaking, and listening skills.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers will continuously monitor student learning as documented through anecdotal notes and/or student assessments and adjust instructional strategies, student grouping, and provide additional intervention, as necessary.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers will meet during common planning time weekly to collaborate, review student work samples and data.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Special Education, ESL, and classroom teachers will engage in ongoing collaboration on specific student needs.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
The Administrative Leadership Team will develop schedule for implementing the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) lessons and provide feedback based on standards aligned instruction and rigor of tasks.	09/25/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers will be evaluated on their progress toward meeting the standards for their teaching practice based on their personal instruction, then given specific actionable feedback to ensure continued professional growth.	09/25/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers who are not meeting expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	09/25/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
I-Observation	no

Action Steps	Anticipated Start/Completion Date
Teachers will equitably conference with all identified special education students based on instruction/individual student progress for all identified special education students.	09/25/2020 - 06/01/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials I-Observation Reports PLC Notes	Teachers in grade level teams, will apply professional learning specific to the use of student data to inform instruction and student achievement.

Material/Resources/Supports Needed	PD Step
IRLA	yes

Action Plan: Provide instruction, modeling, classroom norms, and caring attention that promotes personal responsibility, cooperation, and concern for others (STRONG).

Action Steps	Anticipated Start/Completion Date
Teachers will receive Professional Development on best-practices for climate, behavioral interventions, and strengthening PBIS implementation.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	yes

Action Steps	Anticipated Start/Completion Date
School will hold beginning of the year "PBIS Kick-Off" where students will learn about school-wide expectations and procedures that promote a positive school climate.	09/30/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.
Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers will utilize the Behavior Flowchart to address specific behavior that is [a] linked to school-wide expectations and [b] used across settings and within classrooms.	09/30/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.
Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers will implement the Tier 1 practices defined in items 1-11 of the Self-Assessment Survey: Classroom Systems.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Teachers will review schoolwide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences).	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
The PBIS team, teachers, and support staff will receive professional development on Trauma and Mental Health to support their understanding of and ability to support students at various levels of need.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	yes

Action Steps	Anticipated Start/Completion Date
The PBIS team will meet weekly to identify students with behavioral concerns. The PBIS team will further identify students who need additional behavioral support as documented through a Behavior Plan. Referrals and recommendations will be coordinated through a student's Case Manager.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
<p>Behavior Plans are created for students who demonstrate a pattern of unwanted behavior. The Behavior Plan is created collaboratively to assist the student in improving behavior; enlist the support of the parent(s)/guardian(s); and document the school's attempts to provide resources to promote the success of the student.</p>	<p>08/24/2020 - 06/30/2021</p>
Monitoring/Evaluation	Anticipated Output
<p>Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment</p>	<p>The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.</p>
Material/Resources/Supports Needed	PD Step
<p>District Resources</p>	<p>no</p>

Action Steps	Anticipated Start/Completion Date
The PBIS team will track student progress and growth through towards improvement through Synergy documentation. Additional supports or referrals are made as needed.	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Conduct PBIS Self-Assessment Survey.	03/15/2021 - 03/30/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign In and Materials Building Attendance and Discipline Reports PBIS Team Meeting Notes Self Assessment	The school PBIS team will support the entire school community in increasing positive behavior and through targeted professional development and ongoing monitoring improve the building climate resulting in PBIS Tier 2 Fidelity.

Material/Resources/Supports Needed	PD Step
District Resources	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30th 2021, 85% of students grade 3-5 will demonstrate one year of academic growth as measured by PVASS/ELA. (ARC)	Engage instructional teams in assessing and monitoring student mastery. (STRONG) Mastery learning and frequent assessment of student mastery through formative assessment approaches are well supported by research (Hattie & Timperley, 2007). Hattie's effect sizes also show strong effects for mastery learning and frequent formative evaluation.	School Leadership Teams will plan and provide quarterly professional development specific to strengthening lesson planning and delivery through the use of the ARC Framework	08/24/2020 - 06/30/2021
By June 30th 2021, 85% of students grade 3-5 will demonstrate one year of academic growth as measured by PVASS/ELA. (ARC)	Engage instructional teams in assessing and monitoring student mastery. (STRONG)	Teachers will meet during weekly PLCs to collaborate on the implementation of the ARC framework and student mastery of leveled steps.	09/25/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Mastery learning and frequent assessment of student mastery through formative assessment approaches are well supported by research (Hattie & Timperley, 2007). Hattie's effect sizes also show strong effects for mastery learning and frequent formative evaluation.		
By June 2021, 100% of English Language Learners will demonstrate one year of academic growth as measured by PVAAS/ELA. (Phonics)	All teachers will deliver sound instruction through individualizing instructional plans in response to individual student performance on pre-tests and other methods of assessment (STRONG). Hattie, 2007 suggests that these type of	The School Leadership Team will plan and provide quarterly professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	08/24/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	supports are highly beneficial as a support for some students and enhanced learning opportunities for others.		
By June 2021 100% of Special Education students will demonstrate one year of academic growth as measured by PVAAS/Math. (Special Education)	Instructional teams review the results of unit pre-/post tests to make decisions about the instructional plans and to "red flag" students in need of intervention. Frequent assessment of student mastery through formative assessment approaches are supported by research (Hattie and Timperley 2007). (STRONG).	Teachers will equitably conference with all identified special education students based on instruction/individual student progress for all identified special education students.	09/25/2020 - 06/01/2021
By June 30 2021 Buchanan Elementary will achieve a score of 90% on the PBIS Self Assessment Summary. (PBIS)	Provide instruction, modeling, classroom norms, and caring	Teachers will receive Professional Development on best-practices for climate, behavioral interventions, and	08/24/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	attention that promotes personal responsibility, cooperation, and concern for others (STRONG).	strengthening PBIS implementation.	
By June 30 2021 Buchanan Elementary will achieve a score of 90% on the PBIS Self Assessment Summary. (PBIS)	Provide instruction, modeling, classroom norms, and caring attention that promotes personal responsibility, cooperation, and concern for others (STRONG).	The PBIS team, teachers, and support staff will receive professional development on Trauma and Mental Health to support their understanding of and ability to support students at various levels of need.	08/24/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development ARC	Teachers	ARC Framework Implementation
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Materials, Sign-In, Agenda	08/24/2020 - 06/30/2021	Principal

Danielson Framework Component Met in this Plan:

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

Language and Literacy
Acquisition for All Students
Language and Literacy
Acquisition for All Students
Language and Literacy
Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Professional Development English
Language Learners

Teachers

English Language Learners
Best Practices

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Professional Development Materials,
Sign-In, Agenda

08/24/2020 - 06/30/2021

Principal

Danielson Framework Component Met in this Plan:

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

Language and Literacy
Acquisition for All Students
Language and Literacy
Acquisition for All Students
Language and Literacy
Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Professional Development Special
Education

All Teachers

Best practices to differentiate
for all learners/Use of
Assessment data to inform
instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Materials, Sign-In, Agenda	08/24/2020 - 06/30/2021	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Implementation	All Staff	PBIS Matrix and best practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Materials, Sign-In, Agenda	08/24/2020 - 06/30/2021	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting
