

CARTER AND MACRAE EL SCH

251 S Prince St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

All students learning and growing; academically, socially and emotionally

STEERING COMMITTEE

| Name | Position | Building/Group |
|-------------------|---|----------------------------|
| Karen Wynn | Director of Instructional Programs and Professional Development | Carter Admin |
| Rachel Esh | Principal | Carter & MacRae Elementary |
| Missy Corrigan | Instructional Coach | Carter & MacRae Elementary |
| Keith Corrigan | Teacher | Carter & MacRae Elementary |
| Brittnay Farnish | Teacher | Carter & MacRae Elementary |
| Emilie Zurlini | Teacher | Carter & MacRae Elementary |
| Kristen Haase | Teacher | Carter & MacRae Elementary |
| Harrison Ruetiman | ESS | Carter & MacRae Elementary |
| Whitney Perez | Parent/community | Carter & MacRae Elementary |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|----------------------------|
| If we foster an academic culture with a variety of assessments, focused instructional planning, ongoing professional development for all students, we will then adjust programs and instructional challenges. | English |
| | Language |
| | Arts |
| | Career Standards Benchmark |
| If we foster a culture of high behavioral expectations with a seamless system of prevention, intentional implementation, and ongoing proactive behavioral support for all students, we will then effectively identify and address individual student behavioral needs. | Career |
| | Standards |
| | Benchmark |
| | |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|---|--|
| Engage instructional teams in assessing and monitoring student mastery. | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| 4th grade TDA will increase by 15% | By June 30, 2021, 80% of fourth grade students will demonstrate a year to date increase of 15%, as measured by the Timeline Blueprint and Self Assessment. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|---|
| District and School Leadership teams will plan and provide professional development specific to strengthening TDA's (lesson planning) and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment Instructional Coach, Principal, ELA Coordinator, teachers will meet 2X a marking period to review TDA data Engage instructional teams in assessing and monitoring student mastery. | 2020-09-15 - 2021-06-05 | Instructional Coach | Professional Development calendar Bi-weekly grade level meetings Instructional coach modeling instruction |

Anticipated Outcome

increase in performance

Monitoring/Evaluation

Checklist

Evidence-based Strategy

Assess student learning frequently

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|------------------------------------|--|
| 4th grade TDA will increase by 15% | By June 30, 2021, 80% of fourth grade students will demonstrate a year to date increase of 15%, as measured by the Timeline Blueprint and Self Assessment. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|---|
| Students will be continuously exposed to ELA TDA content through ongoing, differentiated lessons and opportunities for practice. Students will continuously be exposed to 4th grade TDA's through ongoing, differentiated lessons, practice that spans content areas and strategically embedded opportunities to build reading and writing. | 2020-09-30 - 2021-06-30 | Principal | Observation calendar Building walkthroughs |

Anticipated Outcome

increase in student writing stamina

Monitoring/Evaluation

iObservation and Building Walkthrough data

Evidence-based Strategy

Engage instructional teams in developing standards-aligned units of instruction.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|------------------------------------|--|
| 4th grade TDA will increase by 15% | By June 30, 2021, 80% of fourth grade students will demonstrate a year to date increase of 15%, as measured by the Timeline Blueprint and Self Assessment. |

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

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|--|
| Teachers will utilize ELA Curriculum and Instruction Pacing Guides to identify critical content and plan TDA instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment Teachers will utilize the 4th grade ELA Curriculum and Instruction Pacing Guides to identify the alignment of critical content and TDA's using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment | 2020-08-25 - 2021-06-30 | Instructional Coach | Pacing Guides Instructional mapping including TDA's within units |

| | | | |
|--|---|---------------------|--------------------|
| Administering the Blueprint, reviewing data, and adjusting instruction accordingly | - | Instructional Coach | District Resources |
|--|---|---------------------|--------------------|

Anticipated Outcome

purposeful planning and instructional alignment

Monitoring/Evaluation

Grade level instructional calendar

Evidence-based Strategy

Deliver sound instruction in a variety of modes

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------|--|
|---------------|--|

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

4th grade TDA will increase by 15%

By June 30, 2021, 80% of fourth grade students will demonstrate a year to date increase of 15%, as measured by the Timeline Blueprint and Self Assessment.

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

Teacher-directed instruction/whole-class or small group/interacting with students. Students will demonstrate their ELA TDA growth and achievement through ongoing assignments, progress monitoring and assessments. Students in 4th grade will demonstrate growth and achievement in ELA through ongoing assignments, progress monitoring, and assessments which will include Text Dependent Analysis (TDA) and curriculum based formative and summative assessments

2020-10-01 - 2021-06-05

Principal/ Instructional Coach

Student portfolios with artifacts

Anticipated Outcome

Student growth in TDA's over the course of the year

Monitoring/Evaluation

Student portfolios

Evidence-based Strategy

Provide a tiered system of instructional and behavioral supports and interventions.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|--|
| PBIS Tier 2 System-Positive Behavior Supports | By June 30, 2021, 60% of teachers will have implemented a Tier 2 system by Postive Behavior Supports as measured by the TFI. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|--|--|
| The school implements a systemwide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. | 2020-09-05 - 2021-06-05 | Guidance Counselor/ ESS/ Instructional Coach | Student Study Team meetings weekly Data tracking tool Action plan template Progress monitoring plan and timeline |
| Teachers will receive Professional Development on best-practices for climate, behavioral interventions, and strengthening PBIS implementation as measured by the TFI. | 2020-08-24 - 2021-06-30 | Principal | District Resources |
| Teachers will review school wide data regularly and provide on universal foundations (e.g. expectations, acknowledgements, definitions, consequences) | 2020-08-24 - 2021-06-30 | Prinicpal | District Resources |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|-------------------------------------|
| The Student Support team will meet weekly to identify students with behavioral concerns. The SST team will further identify students who need additional behavioral support as documented through the behavioral plan. Referrals and recommendations will be coordinated through a student's case manager | 2020-08-24 - 2021-06-30 | Principal | District Resources |

Anticipated Outcome

tiered system for instructional and behavioral supports

Monitoring/Evaluation

Monthly team reflection meetings/tasking reviewing agendas

Evidence-based Strategy

Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility.

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|--|
| PBIS Tier 2 System-Positive Behavior Supports | By June 30, 2021, 60% of teachers will have implemented a Tier 2 system by Postive Behavior Supports as measured by the TFI. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---------------------|------------------------------|----------------------|-------------------------------------|
| The school promotes | 2020-09-05 - | Guidance | Bi weekly meetings |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|-------------------------------------|
| social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | 2021-06-05 | Counselor/PBIS team | Agendas |

Anticipated Outcome

Promoting students' self-respect, management of emotions

Monitoring/Evaluation

Tier 2 referral data

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

| Strengths | Challenges |
|--|---|
| PVAAS- Math | Text Dependent Analysis |
| English Language Growth and Attainment | English Language Arts PSSA Proficient |
| 98.4% met Career Benchmark | Not applicable |
| PVAAS- Math | Students did not demonstrate on year's growth in English Language Arts PSSA Proficient |
| English Language Growth Attainment | There is significant evidence that students did not make one year's growth in Text Dependent Analysis |
| English Language Growth and Attainment | |
| PVAAS- Math | ELA PSSA Proficient |
| Science PSSA: 55.6% Proficient or advanced | Text Dependent Analysis |
| Provide frequent, timely, and systematic feedback and support on instructional practice | MATH PSSA Performance |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Science PSSA: All student group PVAAS measure is green |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Implement a multi-tiered system of supports for academics and behavior |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | |

Most Notable Observations/Patterns

Text Dependent Analysis Implement a multi-tiered system of supports for academics and behavior By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved student outcomes.

Challenges

Discussion Point

Priority for Planning

Text Dependent Analysis

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

By using a variety of assessments to monitor student learnings, it will inform instructional decisions by improving student outcomes.



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

By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved student outcomes



ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in assessing and monitoring student mastery.

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| District and School Leadership teams will plan and provide professional development specific to strengthening TDA's (lesson planning) and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment Instructional Coach, Principal, ELA Coordinator, teachers will meet 2X a marking period to review TDA data Engage instructional teams in assessing and monitoring student mastery. | 09/15/2020 - 06/05/2021 |

| Monitoring/Evaluation | Anticipated Output |
|-----------------------|-------------------------|
| Checklist | increase in performance |

| Material/Resources/Supports Needed | PD Step |
|---|---------|
| Professional Development calendar Bi-weekly grade level meetings Instructional coach modeling instruction | yes |

Action Plan: Assess student learning frequently

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Students will be continuously exposed to ELA TDA content through ongoing, differentiated lessons and opportunities for practice. Students will continuously be exposed to 4th grade TDA's through ongoing, differentiated lessons, practice that spans content areas and strategically embedded opportunities to build reading and writing. | 09/30/2020 - 06/30/2021 |

| Monitoring/Evaluation | Anticipated Output |
|--|-------------------------------------|
| iObservation and Building Walkthrough data | increase in student writing stamina |

| Material/Resources/Supports Needed | PD Step |
|--|---------|
| Observation calendar Building walkthroughs | no |

Action Plan: Engage instructional teams in developing standards-aligned units of instruction.

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Teachers will utilize ELA Curriculum and Instruction Pacing Guides to identify critical content and plan TDA instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment Teachers will utilize the 4th grade ELA Curriculum and Instruction Pacing Guides to identify the alignment of critical content and TDA's using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment | 08/25/2020 - 06/30/2021 |

| Monitoring/Evaluation | Anticipated Output |
|------------------------------------|---|
| Grade level instructional calendar | purposeful planning and instructional alignment |

| Material/Resources/Supports Needed | PD Step |
|--|---------|
| Pacing Guides Instructional mapping including TDA's within units | no |

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Administering the Blueprint, reviewing data, and adjusting instruction accordingly | 01/01/0001 - 01/01/0001 |

| Monitoring/Evaluation | Anticipated Output |
|------------------------------------|---|
| Grade level instructional calendar | purposeful planning and instructional alignment |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| District Resources | yes |

Action Plan: Deliver sound instruction in a variety of modes

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Teacher-directed instruction/whole-class or small group/interacting with students. Students will demonstrate their ELA TDA growth and achievement through ongoing assignments, progress monitoring and assessments. Students in 4th grade will demonstrate growth and achievement in ELA through ongoing assignments, progress monitoring, and assessments which will include Text Dependent Analysis (TDA) and curriculum based formative and summative assessments | 10/01/2020 - 06/05/2021 |

| Monitoring/Evaluation | Anticipated Output |
|-----------------------|---|
| Student portfolios | Student growth in TDA's over the course of the year |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| Student portfolios with artifacts | no |

Action Plan: Provide a tiered system of instructional and behavioral supports and interventions.

Action Steps**Anticipated Start/Completion Date**

The school implements a systemwide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

09/05/2020 - 06/05/2021

Monitoring/Evaluation**Anticipated Output**

Monthly team reflection meetings/tasking reviewing agendas

tiered system for instructional and behavioral supports

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

Student Study Team meetings weekly Data tracking tool Action plan template
Progress monitoring plan and timeline

no

Action Steps**Anticipated Start/Completion Date**

Teachers will receive Professional Development on best-practices for climate, behavioral interventions, and strengthening PBIS implementation as measured by the TFI.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Monthly team reflection meetings/tasking reviewing agendas

tiered system for instructional and behavioral supports

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

District Resources

yes

Action Steps**Anticipated Start/Completion Date**

Teachers will review school wide data regularly and provide on universal foundations (e.g. expectations, acknowledgements, definitions, consequences)

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Monthly team reflection meetings/tasking reviewing agendas

tiered system for instructional and behavioral supports

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

District Resources

yes

Action Steps**Anticipated Start/Completion Date**

The Student Support team will meet weekly to identify students with behavioral concerns. The SST team will further identify students who need additional behavioral support as documented through the behavioral plan. Referrals and recommendations will be coordinated through a student's case manager

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Monthly team reflection meetings/tasking reviewing agendas

tiered system for instructional and behavioral supports

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

District Resources

yes

Action Plan: Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility.

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | 09/05/2020 - 06/05/2021 |

| Monitoring/Evaluation | Anticipated Output |
|-----------------------|--|
| Tier 2 referral data | Promoting students' self-respect, management of emotions |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| Bi weekly meetings Agendas | no |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|---|-------------------------------|
| By June 30, 2021, 80% of fourth grade students will demonstrate a year to date increase of 15%, as measured by the Timeline Blueprint and Self Assessment. (4th grade TDA will increase by 15%) | Engage instructional teams in assessing and monitoring student mastery. | District and School Leadership teams will plan and provide professional development specific to strengthening TDA's (lesson planning) and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment Instructional Coach, Principal, ELA Coordinator, teachers will meet 2X a marking period to review TDA data Engage instructional teams in assessing and monitoring student mastery. | 09/15/2020 - 06/05/2021 |
| By June 30, 2021, 80% of fourth grade students will demonstrate a year to date increase of 15%, as measured by the Timeline Blueprint and Self Assessment. (4th grade TDA will increase by 15%) | Engage instructional teams in developing standards-aligned units of instruction. | Administering the Blueprint, reviewing data, and adjusting instruction accordingly | 01/01/0001 - 01/01/0001 |
| By June 30, 2021, 60% of teachers will have implemented a Tier 2 system by Postive Behavior Supports as | Provide a tiered system of | Teachers will receive Professional Development on | 08/24/2020 - 06/30/2021 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|-------------------------------|
| measured by the TFI. (PBIS Tier 2 System- Positive Behavior Supports) | instructional and behavioral supports and interventions. | best-practices for climate, behavioral interventions, and strengthening PBIS implementation as measured by the TFI. | |
| By June 30, 2021, 60% of teachers will have implemented a Tier 2 system by Postive Behavior Supports as measured by the TFI. (PBIS Tier 2 System- Positive Behavior Supports) | Provide a tiered system of instructional and behavioral supports and interventions. | Teachers will review school wide data regularly and provide on universal foundations (e.g. expectations, acknowledgements, definitions, consequences) | 08/24/2020 - 06/30/2021 |
| By June 30, 2021, 60% of teachers will have implemented a Tier 2 system by Postive Behavior Supports as measured by the TFI. (PBIS Tier 2 System- Positive Behavior Supports) | Provide a tiered system of instructional and behavioral supports and interventions. | The Student Support team will meet weekly to identify students with behavioral concerns. The SST team will further identify students who need additional behavioral support as documented through the behavioral plan. Referrals and recommendations will be coordinated through a student's case manager | 08/24/2020 - 06/30/2021 |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|-------------------------|---|
| TDA | 4th grade teachers | Text dependent Analysis structure |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| Student Portfolios | 10/01/2020 - 06/05/2021 | Instructinal coach |
| Danielson Framework Component Met in this Plan: | | This Step meets the Requirements of State Required Trainings: |
| | | Language and Literacy Acquistion for All Students |
