

KING EL SCH

466 Rockland St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Together, with families and our diverse community, we will educate the whole child in a safe, nurturing and challenging environment. Our students will take ownership and persevere as successful learners and responsible citizens.

STEERING COMMITTEE

Name	Position	Building/Group
Melinda Wells	Principal	King Elementary
Aesha Anderson	Assistant Principal	King Elementary
Windy Norton	Instructional Coach	King Elementary
Stephanie Brewer	Reading Support	King Elementary
Tiffany Brunner	School Counselor	King Elementary
Danielle DiNicola	Exceptional School Specialist	King Elementary
Sandy Kamel	Student and Family Resource Specialist	King Elementary
Alyssa Yoder	3rd Grade Teacher	King Elementary
Amanda Aikens	5th Grade Teacher	King Elementary
Ellen Torres	Parent	King Elementary
Marisol	Community Member	The Mix at Arbor Place

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 100% of teachers will participate in Professional Development specific to aligning learning targets and tasks to the taxonomy level of grade level standards as measured by Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives) and documented in iObservation. By June 30, 2021, 100% of students in 3rd, 4th and 5th grade scoring below proficient on the benchmark assessment will demonstrate an increase of one standard deviation (45) from the September benchmark in all reporting categories for each consecutive assessment, as measured by CDT. Benchmark score: 788 1st quarter score: 833 2nd quarter score: 878 3rd quarter score: 923 4th quarter score: 968 (Professional Development)	Align classroom observations with professional development.	Building leadership team will plan and deliver professional development specific to grade level teams based on the results of Rigor Walk data and monitoring lesson plans focused on the alignment of learning targets and tasks to the taxonomy level of grade level standards.	01/04/2021 - 01/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Implement an evidence-based system of schoolwide positive behavior interventions and supports

King Elementary was recognized for implementing a multi-tiered system of support sustaining Tier 1 and implementing Tier 2 with high fidelity.

83.3% of King students demonstrated on target for their reading practice.

Students demonstrated an increase in proficiency on the ELA CDT scoring 16% proficient in September and 43% proficient in March.

The percentage of students achieving proficiency (64.7) exceeded the 2019 interim goal/improvement target (63.5) in Science.

Students demonstrated growth in Algebraic Concepts improving 21% in 3rd grade, 32% in 4th grade and 28 % in 5th grade.

The percentage of students achieving proficiency (64.7) met the interim building

Challenges

Align curricular materials and lesson plans to the PA Standards.

Implement evidence-based strategies to engage families to support learning.

There is significant evidence that the school did not meet the standard for PA Academic Growth in Math.

The percentage of students achieving proficiency (26.2) did not meet the 2019 interim goal/improvement target (39.4) in Math.

45.7% of King students demonstrated on or above the IRLA color level (on or above grade level) expectations in reading.

On the text dependent analysis reporting category students in 4th grade scored an average of 6.6 points out of a possible 16 points. Students in 5th grade scored an average of 5.5 points out of a possible 16 points.

Students at King Elementary demonstrated 44% proficiency in the reporting category of Conventions of Standard English.

Students demonstrated minimal growth in Numbers and Operations Base Ten and Numbers and Operations Fractions improving 7% in 3rd grade, 11% in 4th grade and 27% in 5th grade.

Students demonstrated 21% proficiency on the district generated open ended response in Math in November and 33% in

Strengths

goal of 63.5.

All student groups exceeded the performance standards for the College and Career Measures.

N/A

Challenges

February in grades 3 through 5.

Students demonstrated they met the interim/improvement target for academic achievement but there is moderate evidence they did not meet the standard for PA Academic Growth.

N/A

N/A

Most Notable Observations/Patterns

King Elementary has effectively established a climate and culture that is conducive for learning.

Challenges	Discussion Point	Priority for Planning
Align curricular materials and lesson plans to the PA Standards.	District curriculum is not aligned to the PA Standards in ELA or Math. Planned tasks not aligned to the rigor of the target in ELA or Math. There is confusion between the Common Core Standards and the PA Math and ELA Standards Scope and Sequence was not consistently implemented in Math. There is no evidenced based writing program. There is not common understanding of the PA Standards within grade levels.	✓
There is significant evidence that the school did not meet the standard for PA Academic Growth in Math.	Students entering 3rd grade are not demonstrating a solid foundation in numbers and operations. There is no evidenced based program for intervention. Implementation of intervention groups is not consistent across the building. The scope and sequence is not aligned to the PA Standards. There is no vertical collaboration in Math. Students lack the conceptual understanding of math concepts. Students lack the ability to use "Math Talk" in solving problems.	✓

ADDENDUM B: ACTION PLAN

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

Action Steps	Anticipated Start/Completion Date
All grade level teams will create open ended assessments measuring the standards aligned to Numbers and Operations following the district scope and sequence to be administered quarterly.	08/24/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
Open ended assessments	Teachers will monitor student growth in Numbers and Operations demonstrated on an open ended assessment. As a result students will demonstrate proficiency on the open ended portion of the Math PSSA.
Material/Resources/Supports Needed	PD Step
District Scope and Sequence PA Core Standards for Math	no

Action Steps**Anticipated Start/Completion Date**

All students in K-5th grade will be pre-assessed and progress monitored in Math content specific to Numbers and Operations in an open ended format to drive whole group, small group and differentiated instruction.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Open ended assessments

Teachers will monitor student growth in Numbers and Operations demonstrated on an open ended assessment. As a result students will demonstrate proficiency on the open ended portion of the Math PSSA.

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

Quarterly Open Ended Assessments District Resources

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet during common planning time weekly to collaboratively plan, review student work samples and current student data.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Open ended assessments

Teachers will monitor student growth in Numbers and Operations demonstrated on an open ended assessment. As a result students will demonstrate proficiency on the open ended portion of the Math PSSA.

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

District/School Resources

no

Action Steps**Anticipated Start/Completion Date**

Administrative leadership team will develop a schedule to implement the Observation, Supervision, and Evaluation process. Leadership will conduct formal and informal observations to provide feedback to teachers specific to Domain 1.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Open ended assessments

Teachers will monitor student growth in Numbers and Operations demonstrated on an open ended assessment. As a result students will demonstrate proficiency on the open ended portion of the Math PSSA.

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

IObservation

no

Action Steps**Anticipated Start/Completion Date**

Administrative leadership team will monitor teacher's lesson plans quarterly providing feedback to strengthen Math instruction at a level of rigor aligned to the taxonomy level of the standards.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Open ended assessments

Teachers will monitor student growth in Numbers and Operations demonstrated on an open ended assessment. As a result students will demonstrate proficiency on the open ended portion of the Math PSSA.

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

iObservation PA Core Math Standards

no

Action Plan: Align classroom observations with professional development.

Action Steps	Anticipated Start/Completion Date
Identify teacher's ability to align learning targets and tasks to the taxonomy of the grade level standards.	09/08/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,	Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.
Material/Resources/Supports Needed	PD Step
Teacher Survey Rigor Walks conducted by leadership team Beginning of the year 1:1 meetings with teachers	no

Action Steps**Anticipated Start/Completion Date**

All students in 3rd, 4th, and 5th grade will complete the Math CDT.

08/24/2020 - 09/18/2020

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Testing schedule Printed testing tickets for students Proctors added to each classroom for testing support

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in grade level teams to analyze the Math CDT benchmark results.

09/21/2020 - 10/09/2020

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Data analysis protocol Student's results organized by reporting category for teachers DRC website/Report Delivery

no

Action Steps**Anticipated Start/Completion Date**

Teachers will create instructional plans based on the result of the Math CDT benchmark to meet the needs of all students.

10/12/2020 - 10/30/2020

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Instructional Coaching PA Core Standards Math Scope and Sequence

no

Action Steps**Anticipated Start/Completion Date**

Building leadership team will monitor the implementation of the teacher's instructional plans.

11/20/2020 - 12/22/2020

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Rigor Walk Protocol Teacher's Lesson Plans OSE (Informal Observations)

no

Action Steps**Anticipated Start/Completion Date**

Students in 3rd, 4th, and 5th grade will complete the assigned Math CDT Reporting Category assessment to monitor student progress.

12/01/2020 - 12/22/2020

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Testing Schedule Testing tickets for individual students Proctor support for each classroom

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in grade level teams to analyze the Math CDT progress monitoring results for the tested reporting category.

01/04/2021 - 01/15/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Data analysis protocol Student results organized by reporting category DRC website/Report Delivery

no

Action Steps**Anticipated Start/Completion Date**

Teachers review and adjust instructional plans based on the progress monitoring results of the student's Math CDT assessment by reporting category.

01/18/2021 - 01/29/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Coaching Support PA Core Math Standards Math Scope and Sequence

no

Action Steps**Anticipated Start/Completion Date**

Building leadership team will plan and deliver professional development specific to grade level teams based on the results of Rigor Walk data and monitoring lesson plans focused on the alignment of learning targets and tasks to the taxonomy level of grade level standards.

01/04/2021 - 01/29/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Teacher Survey Middle of the year 1:1 meetings Teacher's lesson plans Rigor Walk results

yes

Action Steps**Anticipated Start/Completion Date**

Students in 3rd, 4th, and 5th grade will complete the assigned Math CDT Reporting Category assessment to monitor student progress.

02/01/2021 - 02/12/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Testing Schedule Testing Tickets Proctor to support per classroom

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in grade level teams to analyze the Math CDT progress monitoring results for the tested reporting category.

02/15/2021 - 02/26/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Data analysis protocol Student results organized by reporting category DRC website/Report Delivery

no

Action Steps**Anticipated Start/Completion Date**

Teachers review and adjust instructional plans based on the progress monitoring results of the student's Math CDT assessment by reporting category.

03/01/2021 - 03/12/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Coaching Support PA Core Math Standards Math Scope and Sequence

no

Action Steps**Anticipated Start/Completion Date**

Building leadership team will plan and deliver professional development specific to grade level teams based on the results of Rigor Walk data and monitoring lesson plans focused on the alignment of learning targets and tasks to the taxonomy level of grade level standards.

03/15/2021 - 04/15/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Teacher Survey Teacher's lesson plans Rigor Walk data

yes

Action Steps**Anticipated Start/Completion Date**

Students in 3rd, 4th, and 5th grade will complete the assigned Math CDT Reporting Category assessment to monitor student progress.

05/01/2021 - 05/31/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Testing schedule Testing tickets Proctor to support classroom

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in grade level teams to document student growth in all reporting categories.

06/01/2021 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development agendas, PLC agendas, Teacher's instructional plans, and iObservation Reports,

Teachers in PLC's (grade level meetings), functioning as leaders within the school community, will apply professional learning specific to aligning learning targets and tasks to the taxonomy level of grade level standards. As a result students Math CDT score will increase and this will translate to an increase in growth on Math PSSA.

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

Student end of the year data for each reporting category.

no

Action Plan: Assess student learning frequently.

Action Steps**Anticipated Start/Completion Date**

All students in 3rd, 4th and 5th grade will be assessed on the Math CDT in September to establish a benchmark score. Students will be assessed following the district assessment calendar by reporting category and teacher choice to monitor student progress. Subsequent assessments by reporting category will be administered at the discretion of the teacher to monitor student progress up to 5 times per reporting category.

09/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Teacher's Lesson Plans Grade level agendas and notes Non evaluative feedback in iObservation

Teachers in grade level PLC's and individually, will apply professional learning specific to the use of student data to inform instruction based on the needs of the students.

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

District Assessment Calendar DRC

no

Action Steps**Anticipated Start/Completion Date**

Teachers will participate in data meetings with the leadership team following subsequent administration of each CDT assessment. Using a data protocol, the team will analyze the results to guide instruction, form intervention groups and monitor student growth.

09/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Teacher's Lesson Plans Grade level agendas and notes Non evaluative feedback in iObservation

Teachers in grade level PLC's and individually, will apply professional learning specific to the use of student data to inform instruction based on the needs of the students.

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

DRC/Report Delivery Data Protocol

no

Action Steps**Anticipated Start/Completion Date**

Students will be continuously exposed to core instruction and ongoing differentiated lessons in Math with multiple opportunities to collaborate and practice.

09/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Teacher's Lesson Plans Grade level agendas and notes Non evaluative feedback in iObservation

Teachers in grade level PLC's and individually, will apply professional learning specific to the use of student data to inform instruction based on the needs of the students.

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

District/School Resources

no

Action Steps	Anticipated Start/Completion Date
Instructional Leadership Team will conduct walk-throughs to monitor student engagement on assigned Math tasks and provide feedback to teachers to ensure continued student growth.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Teacher's Lesson Plans Grade level agendas and notes Non evaluative feedback in iObservation	Teachers in grade level PLC's and individually, will apply professional learning specific to the use of student data to inform instruction based on the needs of the students.

Material/Resources/Supports Needed	PD Step
LSI Tracker/Rigor Walk Rubric	no

Action Plan: Establish a team structure with specific duties and time for instructional planning.

Action Steps**Anticipated Start/Completion Date**

Instructional leadership team will conduct walk-throughs quarterly and provide feedback to teachers using the framework for developing tasks aligned too the taxonomy level of the learning target.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Rigorous tasks Grade level agendas and notes

Teachers in grade level teams will apply professional learning specific to creating and implementing rigorous Math tasks. As a result of frequent monitoring of student's progress, this will translate to an increase in growth on Math PSSA.

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

LSI Tracker/Rigor Walk Rubric

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in grade level PLC's to create rigorous Math tasks to measure student's progress toward Math Standards.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Rigorous tasks Grade level agendas and notes

Teachers in grade level teams will apply professional learning specific to creating and implementing rigorous Math tasks. As a result of frequent monitoring of student's progress, this will translate to an increase in growth on Math PSSA.

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

PA Core Math Standards

no

Action Steps**Anticipated Start/Completion Date**

Teachers will write lesson plans weekly that use standard aligned learning targets and rigorous tasks at a level progressing toward the taxonomy level of the PA Core Math Standards.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Rigorous tasks Grade level agendas and notes

Teachers in grade level teams will apply professional learning specific to creating and implementing rigorous Math tasks. As a result of frequent monitoring of student's progress, this will translate to an increase in growth on Math PSSA.

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

District/School Resources

no

Action Steps**Anticipated Start/Completion Date**

Teachers will meet in grade level PLC's twice a marking period to evaluate the rigorous tasks. Using student work samples responding to the rigorous task, teachers will monitor student progress and vet the task for future use.

08/24/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Rigorous tasks Grade level agendas and notes

Teachers in grade level teams will apply professional learning specific to creating and implementing rigorous Math tasks. As a result of frequent monitoring of student's progress, this will translate to an increase in growth on Math PSSA.

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

Student work samples

no

Action Steps**Anticipated Start/Completion Date**

Administrative leadership team will monitor teacher lesson plans and provide feedback using the Marzano Framework for creating Standard Aligned Lessons.

09/12/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Rigorous tasks Grade level agendas and notes

Teachers in grade level teams will apply professional learning specific to creating and implementing rigorous Math tasks. As a result of frequent monitoring of student's progress, this will translate to an increase in growth on Math PSSA.

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

iOservation

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 100% of teachers will participate in Professional Development specific to aligning learning targets and tasks to the taxonomy level of grade level standards as measured by Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives) and documented in iObservation. By June 30, 2021, 100% of students in 3rd, 4th and 5th grade scoring below proficient on the benchmark assessment will demonstrate an increase of one standard deviation (45) from the September benchmark in all reporting categories for each consecutive assessment, as measured by CDT. Benchmark score: 788 1st quarter score: 833 2nd quarter score: 878 3rd quarter score: 923 4th quarter score: 968 (Professional Development)	Align classroom observations with professional development.	Building leadership team will plan and deliver professional development specific to grade level teams based on the results of Rigor Walk data and monitoring lesson plans focused on the alignment of learning targets and tasks to the taxonomy level of grade level standards.	01/04/2021 - 01/29/2021
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Element 60 (Participating in school initiatives) and documented in iObservation. By June 30, 2021, 100% of students in 3rd, 4th and 5th grade scoring below proficient on the benchmark assessment will demonstrate an increase of one standard deviation (45) from the September benchmark in all reporting categories for each consecutive assessment, as measured by CDT. Benchmark score: 788 1st quarter score: 833 2nd quarter score: 878 3rd quarter score: 923 4th quarter score: 968 (Professional Development)		specific to grade level teams based on the results of Rigor Walk data and monitoring lesson plans focused on the alignment of learning targets and tasks to the taxonomy level of grade level standards.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Standard Aligned System	All professional staff and classroom para-educators	Identify the taxonomy level of all Math Standards in all grade levels Aligning Learning Targets to Standards or the intent of the standard. Aligning the taxonomy level of the task to the Learning Target. Aligning resources to the Learning Target Creating Success Criteria aligned to the Learning Target Creating Rigorous Tasks aligned to Standards to measure student growth and proficiency
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans demonstrating alignment of Learning Targets, Rigorous Tasks, and Taxonomy Level. Rigorous Tasks aligned to the taxonomy level of PA Core Math Standards	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