

**LAFAYETTE EL SCH**

1000 Fremont St

Schoolwide Title 1 School Plan | 2020 - 2021

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**VISION FOR LEARNING**

Lafayette Elementary's Vision of Instruction is to build & establish a community of learners who can collaborate, create, communicate and think critically with all stakeholders.

## STEERING COMMITTEE

Name	Position	Building/Group
Marian Grill	Principal	Lafayette
Jason Shay	Assistant Principal	Lafayette
Christine Linden	Instructional Coach	Lafayette
Travis Jones	Dean	Lafayette
Rachel Clark	Social Worker	Lafayette
Jennifer Dugan	Guidance Counselor	Lafayette
Miriam Ortega Brown	Parent	Lafayette
Carol Gersh	Willow Valley Volunteer	Lafayette

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If educators across the building regularly engage in reading conferences with students then teachers will better be able to identify their unique learning needs.	Essential Practices 1: Focus on Continuous Improvement of Instruction
	Essential Practices 1: Focus on Continuous Improvement of Instruction
	Career Standards Benchmark
If educators across the building regularly utilize curriculum and instruction guides while implementing math talk/discourse between and among students then teachers will better be able to identify and teach math problem solving skills.	Essential Practices 1: Focus on Continuous Improvement of Instruction
	Career Standards Benchmark
	Career Standards Benchmark
If all school staff members use meaningful and engaging practices that promote responsibility and social/emotional safety then students will have a better sense of feeling connected to and supported in the school community.	School climate and culture
	Career Standards Benchmark
	Career Standards Benchmark
If all school staff consistently implement Tier 1 supports across multiple settings then students will learn and know established expectations and school staff will see improved student behavior.	School climate and culture
	Career Standards Benchmark
	Career Standards Benchmark

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Make decisions to assist students based on data. (MODERATE) The research is still in its infancy regarding the impact of Early Warning Systems. However, two rigorous recent studies have produced mixed results, with positive impacts for some indicators, and no effects for others. Ensuring fidelity to implementation is a key variable (see: [https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2017272.pdf](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf) for a recent large-scale study).

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA / Reading Goal (Equitable Conferencing)	By June 2021, 100% of teachers will utilize a 14-day, equitable conference schedule during independent reading by meeting with students/groups, based upon their tier, to include at least once per cycle if “proficient or above level”, twice per cycle if “at risk”, and three times per cycle if in the “emergency” tiers.		

  

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide teachers with professional development in equitable reading conferences and have them create and provide conferences to small groups within the classroom.	2020-08-17 - 2020-09-30	Principal, Instructional Coach, Assistant Principal	IRLA, Equitable Conferencing resources, ARC Coach consultation, Team meetings
Teachers will create and implement a class-wide equitable conference schedule, within a 14-day cycle, based upon student data	2020-10-01 - 2020-12-01	Principal, Instructional Coach, Assistant Principal	IRLA, Equitable Conferencing resources, ARC Coach consultation, Team meetings
Teachers will continuously create, revise, and implement equitable conference schedules for students in all tiers within a 14-day cycle, as appropriate	2021-03-01 - 2021-06-30	District ELA Coordinator, Principal, Instructional Coach, Assistant Principal	IRLA, Equitable Conferencing resources, ARC Coach consultation, Team meetings
Administrative Leadership team will develop and implement a schedule for the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) ELA lessons and provide feedback based on standards aligned instruction and rigor of tasks.	2020-08-03 - 2021-06-30	Principal, Assistant Principal, District ELA Coordinator	Observation/Supervision/Evaluation tools; PA Core Standards; Marzano Framework for Teacher Effectiveness
Teachers who are not meeting established expectations will receive additional intensive support	2020-09-07 - 2021-06-30	Principal, Assistant Principal,	Teacher Effectiveness Resources (Marzano); Effective instructional resources, taxonomy, and rigorous

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
from the Leadership Team and/or Instructional Coach.		Instructional Coach	tasks/strategies lists; PA Core Standards; ELA and ARC materials/resources

#### Anticipated Outcome

1) Teachers will create an equitable reading conferencing schedule to implement/follow every 14 days 2) Students in grades 4 & 5 will make at least 1 year's worth of growth in ELA 3) Students in grades K through 3 will make at least 0.75 years of growth in reading level/ability, based on IRLA and SchoolPace data 3) Teaching teams/grade level teams will analyze data and plan for reading instruction

#### Monitoring/Evaluation

Building administration and the Instructional Coach will monitor this goal and action steps quarterly. The team will analyze and summarize student IRLA data and Equitable Conferencing Data in the SchoolPace Portal, Equitable Conference Schedules, Lesson Plans, and through informal observations and Rigorwalks. In addition, teachers will collaborate through ongoing meetings and consultation with Special Education and ELD teachers.

#### Evidence-based Strategy

Math Expressions Math Talk/Discourse

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics Goal (Math Talk / Discourse)	By June 2021, 100% of teachers will utilize the mathematics curriculum and instruction guides to identify and teach critical math content and incorporate math talk/discourse problem solving strategies within math lessons

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District and Lafayette Leadership teams will plan and provide professional development specific to strengthening student math talk/discourse strategies using the Math Expressions program for developing learning targets, rigorous tasks, and taxonomy alignment.	2020-08-24 - 2020-10-30	District Math Coordinator, Principal, Instructional Coach, Assistant Principal	Math Talk/Discourse strategies, cards, and resources; Team meetings; Math Expressions teacher manuals, Curriculum & Instruction Guides for Mathematics
Teachers will establish a learning environment in which students are active listeners, share inquiries,	2020-11-02 - 2021-01-29	Principal, Instructional Coach,	Math Talk/Discourse strategies, cards, and resources; Math Expressions teacher manuals, Team

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
make comments, and/or ask questions contributing to math talk/discourse within the classroom		Assistant Principal	meetings
Teachers will write weekly lesson plans that use PA Core Standards to drive instruction and include standards-aligned problem solving learning targets, and rigorous tasks that are aligned to the appropriate taxonomy.	2020-08-31 - 2021-06-11	Principal, Assistant Principal, Instructional Coach	Math Expressions teacher manuals and materials, Math Curriculum & Instruction Guides, Math Talk/Discourse materials
Students will demonstrate a growth and achievement in mathematics through ongoing assignments, progress monitoring, and assessments.	2020-08-31 - 2021-06-11	Principal, Instructional Coach, Assistant Principal	Math Expressions assessments, Lesson Plans, Math Talk/Discussion materials
Administrative Leadership team will develop and implement a schedule for the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) Mathematics lessons and provide feedback based on standards aligned instruction and rigor of tasks.	2020-08-03 - 2021-06-30	Principal, Assistant Principal	Observation/Supervision/Evaluation tools; PA Core Standards; Marzano Framework for Teacher Effectiveness
Teachers who are not meeting established expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	2020-08-03 - 2021-06-30	Principal, Assistant Principal, Instructional Coach	Teacher Effectiveness Resources (Marzano); Effective instructional resources, taxonomy, and rigorous tasks/strategies lists; PA Core Standards; Math Expressions materials/resources

#### Anticipated Outcome

1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.

#### Monitoring/Evaluation

Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.

### Evidence-based Strategy

Provide a tiered system of instructional and behavioral supports and interventions (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1-2) Practice guides developed and available through What Works Clearinghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07). The school implements a system-wide 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.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
PBIS	By June 2021, 80% of staff members or greater will implement Tier 1 PBIS interventions/strategies and be able to identify behavior support systems at Lafayette in the areas of school-wide discipline, non-classroom management areas (e.g., hallway, cafeteria), classroom management, and systems for individual students with chronic needs		

  

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Members of the PBIS team will be identified and all staff members will receive professional development on current PBIS systems currently in place, including encouraging, recognizing, and praising desired behaviors across settings, implementing best practices, and strengthening PBIS implementation.	2020-08-24 - 2020-09-11	Principal, Assistant Principal, PBIS Team leader, Dean of Students	PBIS resources/materials, Tier 1 Fidelity Checklist
Lafayette will hold a "PBIS Kick-Off" in which students will learn about school-wide expectations, procedures, and routines that promote a positive school climate.	2020-08-31 - 2020-09-30	PBIS Team leader, Dean of Students, Principal, Assistant Principal	PBIS resources/materials (i.e., matrix, Student Handbook); Flyers / Communication to families
PBIS team will create a behavior reporting system for Lafayette that will be used to analyze data and share results with staff members on a monthly basis and provide input	2020-10-01 - 2020-12-01	PBIS Team leader, Dean of Students, Assistant Principal	Student information system behavior data, PBIS resources/materials
The PBIS team will meet monthly to review and discuss program implementation, review school data, and	2020-09-01 - 2021-06-30	Principal, PBIS Team leader, Assistant	PBIS resources/materials; Meeting agendas/topics; PBIS Checklists

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
make adjustments as necessary.		Principal, Dean of Students	
Parent communication will be ongoing regarding student behavior expectations and the PBIS program at Lafayette	2020-09-01 - 2021-06-11	Principal, Assistant Principal, PBIS Team leader	PBIS materials/resources, Flyers, Newsletters
The PBIS team will conduct the Self-Assessment Survey at the end of the school year and use the results for future planning and level of implementation of Tier 1 fidelity.	2021-05-03 - 2021-06-11	PBIS Team leader, Principal, Assistant Principal	Self-Assessment Survey, laptops or internet device

#### Anticipated Outcome

1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

#### Monitoring/Evaluation

PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity

#### Evidence-based Strategy

Create classroom behavioral systems and behavioral expectations School-Wide Positive Behavioral Interventions and Support (PBIS) (PA Evidence Resource Center- Tier 2) "The multilevel results indicated significant effects of SWPBIS (School-Wide Positive interventions and Supports) on children's behavior problems, concentration problems, social-emotional functioning and prosocial behavior (better emotional regulation and more prosocial behavior). Children in SWIPBIS schools also were 33% less likely to receive an office discipline referral than those in comparison schools. The effects tended to be strongest in children who were first exposed to SWIPBIS in kindergarten." (Bradshaw et al., 2012)

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building Connections with Student	By June 2021, 100% of students will identify one or more adults within Lafayette who can help or support them socially, emotionally, and/or academically

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The PBIS team will meet to discuss and create a survey for students to complete which indicates their levels of feeling safe, welcomed, and supported socially, emotionally, and academically at Lafayette	2020-08-31 - 2020-09-30	School Counselor, PBIS Team Leader, Principal, Assistant Principal	Sample student survey questions about social/emotional, safety, and academic indicators; Laptops/Internet; Google Form or SurveyMonkey
The PBIS team will administer the survey to students and then review and analyze results/data obtained.	2020-10-03 - 2020-10-31	School Counselor, PBIS Team Leader, Principal, Assistant Principal	Student Survey data; laptop/Internet
The PBIS team will provide strategies and on-going professional development (i.e., promote positive relationships, class meetings, Restorative Practices, etc.) to all staff in order to address any barriers students indicate from survey results	2020-11-01 - 2021-05-31	School Counselor, PBIS Team Leader, Principal, Assistant Principal	Restorative Practices resources/materials; Class meeting protocols; Student Survey results/data
The PBIS team will administer the survey for a 2nd time to students and then review and analyze results/data obtained.	2021-03-01 - 2021-04-05	School Counselor, PBIS Team Leader, Principal, Assistant Principal	Student Survey data; laptop/Internet
The PBIS team will use data from the 2nd student survey to identify and track student progress and provide additional supports, as necessary.	2021-04-06 - 2021-04-30	School Counselor, PBIS Team Leader, Principal, Assistant Principal	Student survey data, PBIS resources/materials; Restorative Practices materials
The PBIS team will use data from the 2nd student survey to create, plan, and/or adjust professional development opportunities and school-wide practices for staff members	2021-05-01 - 2021-06-30	School Counselor, PBIS Team Leader, Principal, Assistant Principal	Student survey data, PBIS resources/materials; Restorative Practices materials

**Anticipated Outcome**

1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

**Monitoring/Evaluation**

Student survey; Written and verbal staff feedback

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Meeting Academic Growth Expectations (PVAAS) - English Language Arts

Meeting Academic Growth Expectations (PVAAS) - Mathematics / Algebra

ELA PVAAS Growth Data

Independent Reading Level Assessment (IRLA) Data

Rigor Walk Data

easyCBM (Mathematics) data

2019 Math PVAAS Growth Data

Rigor Walk Data

2019 Science PSSA Data

Rigor Walks (Walkthroughs)

Promoting College & Career Awareness Activities for students (i.e., lessons, Career Fair, etc.)

2019 College & Career Future-Ready Index Data

Building Instructional Schedule allows for co-planning by general education teachers and MTSS / Intervention time for students

Regular Attendance of students

Professional Development for teachers / staff

Provide frequent, timely, and systematic feedback and support on instructional practices

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

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

### Challenges

English / Language Arts (Achievement)

Mathematics / Algebra (Achievement)

Mathematics Student Groups (Achievement): Black, Economically Disadvantaged, Students with Disabilities

English Language Arts (Achievement) Student Groups: Hispanic, Economically Disadvantaged, Students with Disabilities

2019 ELA PSSA Scores in Achievement

Lesson Planning / Unit Plans aligned to PA Core Standards with rigorous task-target alignment

2019 Math PSSA Scores in Achievement

Lesson Planning / Unit Plans aligned to PA Core Standards with rigorous task-target alignment

ELA Curriculum needs to be updated and some units re-aligned or adjusted to PA Core Standards

Units of the curriculum need to be re-aligned to PA Core Standards in ELA and Math

Continue to improve lessons and units aligned to PA Core ELA Standards with appropriate materials and resources

Incorporating additional career and college skills within ELA, Math, and Science lessons

Collection and storage of student artifacts / work samples

Differentiated professional development for teachers to improve instructional practice, rigor, and ensure lessons/units are aligned to PA Core Standards

Grade level team meetings to provide professional development as well as develop instructional plans for flexible student groups in ELA and Math

### Strengths

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

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

Science / Biology (Achievement) - All Student, Hispanic, and Economically Disadvantaged groups exceeded the statewide average and increased from the previous year

### Challenges

Rigor Walks to ensure all grade levels are aligned vertically and horizontally to PA Core Standards with rigorous tasks for students

Identify and address individual student learning needs

Use multiple professional learning designs to support the learning needs of staff

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

Lesson Planning / Unit Plans aligned to PA Core Standards with rigorous task-target alignment

Consistent implementation of PBIS Framework at school by all staff/adults

### Most Notable Observations/Patterns

-Lafayette has updated our schoolwide positive behavior intervention and support team and program - Lafayette welcomes all stakeholders within the school to support teachers and/or students -Lafayette implements a strong program (i.e., lessons, resources, events) for students to learn and acquire the college & career standards -Lafayette has a strong leadership team to focus on academic, social/emotional, and behavioral needs of students

### Challenges

### Discussion Point

### Priority for Planning

English /  
Language Arts  
(Achievement)

Some lesson/unit plans and curricular resources are not properly aligned to the PA Core Standards; Some teachers need additional professional development in understanding and teaching to the rigor of the standard, reflected in their instructional practice. Vertical and horizontal curricular alignment is needed to ensure target skills and benchmarks are met at each grade level. Curricular materials need to be updated to meet the rigor of the PA Core Standards. Teachers need time to meet and collaborate with their team to discuss instructional strategies and differentiation.



Mathematics /  
Algebra  
(Achievement)

Some teachers need additional professional development in understanding and teaching to the rigor of the standard, reflected in their instructional practice. Use of math discourse between and among students could be implemented better across all grade



Challenges	Discussion Point	Priority for Planning
	levels/teams. Teachers need time to meet and collaborate with their team to discuss instructional strategies and differentiation.	
Mathematics Student Groups (Achievement): Black, Economically Disadvantaged, Students with Disabilities		
English Language Arts (Achievement) Student Groups: Hispanic, Economically Disadvantaged, Students with Disabilities		
Lesson Planning / Unit Plans aligned to PA Core Standards with rigorous task- target alignment		
ELA Curriculum needs to be updated and some units re- aligned or adjusted to PA Core Standards		
Differentiated professional development for teachers to improve instructional practice, rigor, and ensure lessons/units are aligned to		

Challenges	Discussion Point	Priority for Planning
PA Core Standards		
Rigor Walks to ensure all grade levels are aligned vertically and horizontally to PA Core Standards with rigorous tasks for students		
Foster a culture of high expectations for success for all students, educators, families, and community members	School support staff need to consistently implement school rewards across settings (Tier 1). Teachers need to engage students in learning activities that promote school-wide expectations and work collaboratively to meet the needs of students with challenging behavior.	✓
Consistent implementation of PBIS Framework at school by all staff/adults	School support staff need to consistently implement school rewards across settings (Tier 1). Teachers need to engage students in learning activities that promote school-wide expectations and work collaboratively to meet the needs of students with challenging behavior.	✓

## ADDENDUM B: ACTION PLAN

**Action Plan: Make decisions to assist students based on data. (MODERATE)** The research is still in its infancy regarding the impact of Early Warning Systems. However, two rigorous recent studies have produced mixed results, with positive impacts for some indicators, and no effects for others. Ensuring fidelity to implementation is a key variable (see: [https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2017272.pdf](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf) for a recent large-scale study).

Action Steps	Anticipated Start/Completion Date
Provide teachers with professional development in equitable reading conferences and have them create and provide conferences to small groups within the classroom.	08/17/2020 - 09/30/2020

Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps quarterly. The team will analyze and summarize student IRLA data and Equitable Conferencing Data in the SchoolPace Portal, Equitable Conference Schedules, Lesson Plans, and through informal observations and Rigorwalks. In addition, teachers will collaborate through ongoing meetings and consultation with Special Education and ELD teachers.	1) Teachers will create an equitable reading conferencing schedule to implement/follow every 14 days 2) Students in grades 4 & 5 will make at least 1 year's worth of growth in ELA 3) Students in grades K through 3 will make at least 0.75 years of growth in reading level/ability, based on IRLA and SchoolPace data 3) Teaching teams/grade level teams will analyze data and plan for reading instruction

Material/Resources/Supports Needed	PD Step
IRLA, Equitable Conferencing resources, ARC Coach consultation, Team meetings	yes

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<b>Action Steps</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will create and implement a class-wide equitable conference schedule, within a 14-day cycle, based upon student data		10/01/2020 - 12/01/2020	
<b>Monitoring/Evaluation</b>		<b>Anticipated Output</b>	
Building administration and the Instructional Coach will monitor this goal and action steps quarterly. The team will analyze and summarize student IRLA data and Equitable Conferencing Data in the SchoolPace Portal, Equitable Conference Schedules, Lesson Plans, and through informal observations and Rigorwalks. In addition, teachers will collaborate through ongoing meetings and consultation with Special Education and ELD teachers.		1) Teachers will create an equitable reading conferencing schedule to implement/follow every 14 days 2) Students in grades 4 & 5 will make at least 1 year's worth of growth in ELA 3) Students in grades K through 3 will make at least 0.75 years of growth in reading level/ability, based on IRLA and SchoolPace data 3) Teaching teams/grade level teams will analyze data and plan for reading instruction	
<b>Material/Resources/Supports Needed</b>			<b>PD Step</b>
IRLA, Equitable Conferencing resources, ARC Coach consultation, Team meetings			yes

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<b>Action Steps</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will continuously create, revise, and implement equitable conference schedules for students in all tiers within a 14-day cycle, as appropriate		03/01/2021 - 06/30/2021	
<b>Monitoring/Evaluation</b>		<b>Anticipated Output</b>	
Building administration and the Instructional Coach will monitor this goal and action steps quarterly. The team will analyze and summarize student IRLA data and Equitable Conferencing Data in the SchoolPace Portal, Equitable Conference Schedules, Lesson Plans, and through informal observations and Rigorwalks. In addition, teachers will collaborate through ongoing meetings and consultation with Special Education and ELD teachers.		1) Teachers will create an equitable reading conferencing schedule to implement/follow every 14 days 2) Students in grades 4 & 5 will make at least 1 year's worth of growth in ELA 3) Students in grades K through 3 will make at least 0.75 years of growth in reading level/ability, based on IRLA and SchoolPace data 3) Teaching teams/grade level teams will analyze data and plan for reading instruction	
<b>Material/Resources/Supports Needed</b>			<b>PD Step</b>
IRLA, Equitable Conferencing resources, ARC Coach consultation, Team meetings			yes

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Action Steps	Anticipated Start/Completion Date
<p>Administrative Leadership team will develop and implement a schedule for the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) ELA lessons and provide feedback based on standards aligned instruction and rigor of tasks.</p>	08/03/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
<p>Building administration and the Instructional Coach will monitor this goal and action steps quarterly. The team will analyze and summarize student IRLA data and Equitable Conferencing Data in the SchoolPace Portal, Equitable Conference Schedules, Lesson Plans, and through informal observations and Rigorwalks. In addition, teachers will collaborate through ongoing meetings and consultation with Special Education and ELD teachers.</p>	<p>1) Teachers will create an equitable reading conferencing schedule to implement/follow every 14 days 2) Students in grades 4 &amp; 5 will make at least 1 year's worth of growth in ELA 3) Students in grades K through 3 will make at least 0.75 years of growth in reading level/ability, based on IRLA and SchoolPace data 3) Teaching teams/grade level teams will analyze data and plan for reading instruction</p>
Material/Resources/Supports Needed	PD Step
<p>Observation/Supervision/Evaluation tools; PA Core Standards; Marzano Framework for Teacher Effectiveness</p>	no

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Action Steps	Anticipated Start/Completion Date
Teachers who are not meeting established expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	09/07/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps quarterly. The team will analyze and summarize student IRLA data and Equitable Conferencing Data in the SchoolPace Portal, Equitable Conference Schedules, Lesson Plans, and through informal observations and Rigorwalks. In addition, teachers will collaborate through ongoing meetings and consultation with Special Education and ELD teachers.	1) Teachers will create an equitable reading conferencing schedule to implement/follow every 14 days 2) Students in grades 4 & 5 will make at least 1 year's worth of growth in ELA 3) Students in grades K through 3 will make at least 0.75 years of growth in reading level/ability, based on IRLA and SchoolPace data 3) Teaching teams/grade level teams will analyze data and plan for reading instruction

Material/Resources/Supports Needed	PD Step
Teacher Effectiveness Resources (Marzano); Effective instructional resources, taxonomy, and rigorous tasks/strategies lists; PA Core Standards; ELA and ARC materials/resources	no

**Action Plan: Math Expressions Math Talk/Discourse**

Action Steps	Anticipated Start/Completion Date
District and Lafayette Leadership teams will plan and provide professional development specific to strengthening student math talk/discourse strategies using the Math Expressions program for developing learning targets, rigorous tasks, and taxonomy alignment.	08/24/2020 - 10/30/2020
Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.	1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.
Material/Resources/Supports Needed	PD Step
Math Talk/Discourse strategies, cards, and resources; Team meetings; Math Expressions teacher manuals, Curriculum & Instruction Guides for Mathematics	yes

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Action Steps	Anticipated Start/Completion Date
Teachers will establish a learning environment in which students are active listeners, share inquiries, make comments, and/or ask questions contributing to math talk/discourse within the classroom	11/02/2020 - 01/29/2021
Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.	1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.
Material/Resources/Supports Needed	PD Step
Math Talk/Discourse strategies, cards, and resources; Math Expressions teacher manuals, Team meetings	yes

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Action Steps	Anticipated Start/Completion Date
Teachers will write weekly lesson plans that use PA Core Standards to drive instruction and include standards-aligned problem solving learning targets, and rigorous tasks that are aligned to the appropriate taxonomy.	08/31/2020 - 06/11/2021
Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.	1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.
Material/Resources/Supports Needed	PD Step
Math Expressions teacher manuals and materials, Math Curriculum & Instruction Guides, Math Talk/Discourse materials	no

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Action Steps	Anticipated Start/Completion Date
Students will demonstrate a growth and achievement in mathematics through ongoing assignments, progress monitoring, and assessments.	08/31/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.	1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.

Material/Resources/Supports Needed	PD Step
Math Expressions assessments, Lesson Plans, Math Talk/Discussion materials	no

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Action Steps	Anticipated Start/Completion Date
Administrative Leadership team will develop and implement a schedule for the Observation/Supervision/Evaluation Process. Leadership team members will observe (formal and informal) Mathematics lessons and provide feedback based on standards aligned instruction and rigor of tasks.	08/03/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.	1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.

Material/Resources/Supports Needed	PD Step
Observation/Supervision/Evaluation tools; PA Core Standards; Marzano Framework for Teacher Effectiveness	no

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Action Steps	Anticipated Start/Completion Date
Teachers who are not meeting established expectations will receive additional intensive support from the Leadership Team and/or Instructional Coach.	08/03/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Building administration and the Instructional Coach will monitor this goal and action steps. The team will analyze and summarize student easyCBM and CDT data, written Constructed Responses in Math, Lesson Plans, and through informal observations and Rigorwalks.	1) Teachers will utilize problem solving strategies in math that are aligned to the PA Core Standards and to learning targets and rigorous tasks 2) Students will engage in Math Talk/Discourse discussions with a partner, small group, or large group and explain their thinking process and reasoning 3) Students will improve their ability to solve and explain math problem solving tasks with multiple steps or sequences. 4) Students in grades 4 & 5 will make at least 1 year's worth of growth in Mathematics using PVAAS data.

Material/Resources/Supports Needed	PD Step
Teacher Effectiveness Resources (Marzano); Effective instructional resources, taxonomy, and rigorous tasks/strategies lists; PA Core Standards; Math Expressions materials/resources	no

**Action Plan:** Provide a tiered system of instructional and behavioral supports and interventions (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1-2) Practice guides developed and available through What Works Clearinghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07). The school implements a system-wide 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.



Action Steps	Anticipated Start/Completion Date
Members of the PBIS team will be identified and all staff members will receive professional development on current PBIS systems currently in place, including encouraging, recognizing, and praising desired behaviors across settings, implementing best practices, and strengthening PBIS implementation.	08/24/2020 - 09/11/2020
Monitoring/Evaluation	Anticipated Output
PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette
Material/Resources/Supports Needed	PD Step
PBIS resources/materials, Tier 1 Fidelity Checklist	yes

Action Steps	Anticipated Start/Completion Date
Lafayette will hold a "PBIS Kick-Off" in which students will learn about school-wide expectations, procedures, and routines that promote a positive school climate.	08/31/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette
Material/Resources/Supports Needed	PD Step
PBIS resources/materials (i.e., matrix, Student Handbook); Flyers / Communication to families	no

Action Steps	Anticipated Start/Completion Date
PBIS team will create a behavior reporting system for Lafayette that will be used to analyze data and share results with staff members on a monthly basis and provide input	10/01/2020 - 12/01/2020

Monitoring/Evaluation	Anticipated Output
PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Student information system behavior data, PBIS resources/materials	no

Action Steps	Anticipated Start/Completion Date
The PBIS team will meet monthly to review and discuss program implementation, review school data, and make adjustments as necessary.	09/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
PBIS resources/materials; Meeting agendas/topics; PBIS Checklists	no

Action Steps	Anticipated Start/Completion Date
Parent communication will be ongoing regarding student behavior expectations and the PBIS program at Lafayette	09/01/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
PBIS materials/resources, Flyers, Newsletters	yes

Action Steps	Anticipated Start/Completion Date
The PBIS team will conduct the Self-Assessment Survey at the end of the school year and use the results for future planning and level of implementation of Tier 1 fidelity.	05/03/2021 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
PBIS team members and administration will monitor and evaluate this action plan using the following items: PBIS SAS Staff Survey; Professional Development sign-in sheets, PBIS Implementation Checklist for Tier 1 Fidelity	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Self-Assessment Survey, laptops or internet device	yes

**Action Plan: Create classroom behavioral systems and behavioral expectations School-Wide Positive**

**Behavioral Interventions and Support (PBIS) (PA Evidence Resource Center- Tier 2)** "The multilevel results indicated significant effects of SWPBIS (School-Wide Positive interventions and Supports) on children's behavior problems, concentration problems, social-emotional functioning and prosocial behavior (better emotional regulation and more prosocial behavior). Children in SWIPBIS schools also were 33% less likely to receive an office discipline referral than those in comparison schools. The effects tended to be strongest in children who were first exposed to SWIPBIS in kindergarten." (Bradshaw et al., 2012)

Action Steps	Anticipated Start/Completion Date
The PBIS team will meet to discuss and create a survey for students to complete which indicates their levels of feeling safe, welcomed, and supported socially, emotionally, and academically at Lafayette	08/31/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Student survey; Written and verbal staff feedback	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette
Material/Resources/Supports Needed	PD Step
Sample student survey questions about social/emotional, safety, and academic indicators; Laptops/Internet; Google Form or SurveyMonkey	no

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Action Steps	Anticipated Start/Completion Date
The PBIS team will administer the survey to students and then review and analyze results/data obtained.	10/03/2020 - 10/31/2020

Monitoring/Evaluation	Anticipated Output
Student survey; Written and verbal staff feedback	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Student Survey data; laptop/Internet	no

Action Steps	Anticipated Start/Completion Date
The PBIS team will provide strategies and on-going professional development (i.e., promote positive relationships, class meetings, Restorative Practices, etc.) to all staff in order to address any barriers students indicate from survey results	11/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Student survey; Written and verbal staff feedback	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Restorative Practices resources/materials; Class meeting protocols; Student Survey results/data	yes

Action Steps	Anticipated Start/Completion Date
The PBIS team will administer the survey for a 2nd time to students and then review and analyze results/data obtained.	03/01/2021 - 04/05/2021

Monitoring/Evaluation	Anticipated Output
Student survey; Written and verbal staff feedback	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Student Survey data; laptop/Internet	no

Action Steps	Anticipated Start/Completion Date
The PBIS team will use data from the 2nd student survey to identify and track student progress and provide additional supports, as necessary.	04/06/2021 - 04/30/2021

Monitoring/Evaluation	Anticipated Output
Student survey; Written and verbal staff feedback	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Student survey data, PBIS resources/materials; Restorative Practices materials	no

Action Steps	Anticipated Start/Completion Date
The PBIS team will use data from the 2nd student survey to create, plan, and/or adjust professional development opportunities and school-wide practices for staff members	05/01/2021 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student survey; Written and verbal staff feedback	1) Improved commitment of staff members to implementing PBIS strategies within the classroom and school settings 2) Established systems for student and staff behavioral expectations 3) Improved morale and/or climate/culture for all stakeholders attending, working, and visiting Lafayette

Material/Resources/Supports Needed	PD Step
Student survey data, PBIS resources/materials; Restorative Practices materials	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2021, 100% of teachers will utilize a 14-day, equitable conference schedule during independent reading by meeting with students/groups, based upon their tier, to include at least once per cycle if “proficient or above level”, twice per cycle if “at risk”, and three times per cycle if in the “emergency” tiers. (ELA / Reading Goal (Equitable Conferencing))	Make decisions to assist students based on data. (MODERATE) The research is still in its infancy regarding the impact of Early Warning Systems. However, two rigorous recent studies have produced mixed results, with positive impacts for some indicators, and no effects for others. Ensuring fidelity to implementation is a key variable (see: <a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf</a> for a recent large-scale study).	Provide teachers with professional development in equitable reading conferences and have them create and provide conferences to small groups within the classroom.	08/17/2020 - 09/30/2020
By June 2021, 100% of teachers will utilize a 14-day, equitable conference schedule during independent reading by meeting with students/groups, based upon their tier, to include at least once per cycle if “proficient or above level”, twice per cycle if “at risk”, and three times per cycle if in the “emergency” tiers. (ELA / Reading Goal (Equitable Conferencing))	Make decisions to assist students based on data. (MODERATE) The research is still in its infancy regarding the impact of Early Warning Systems. However, two rigorous recent studies have produced mixed results, with positive impacts for some indicators, and no effects for others. Ensuring fidelity to implementation is a key variable (see: <a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf</a> for a recent large-scale study).	Teachers will create and implement a class-wide equitable conference schedule, within a 14-day cycle, based upon student data	10/01/2020 - 12/01/2020
By June 2021, 100% of teachers will utilize a 14-day, equitable conference schedule during independent reading by meeting with students/groups, based upon their tier, to include at least once per cycle if “proficient or above level”, twice per cycle if “at risk”, and three times per cycle if in the “emergency” tiers. (ELA / Reading Goal (Equitable Conferencing))	Make decisions to assist students based on data. (MODERATE) The research is still in its infancy regarding the impact of Early Warning Systems. However, two rigorous recent studies have produced mixed results, with positive impacts for some indicators, and no effects for others. Ensuring fidelity to implementation is a key variable (see: <a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf</a> for a recent large-scale study).	Teachers will continuously create, revise, and implement equitable conference schedules for students in all tiers within a 14-day cycle, as appropriate	03/01/2021 - 06/30/2021



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2021, 100% of teachers will utilize the mathematics curriculum and instruction guides to identify and teach critical math content and incorporate math talk/discourse problem solving strategies within math lessons (Mathematics Goal (Math Talk / Discourse))	Math Expressions Math Talk/Discourse	District and Lafayette Leadership teams will plan and provide professional development specific to strengthening student math talk/discourse strategies using the Math Expressions program for developing learning targets, rigorous tasks, and taxonomy alignment.	08/24/2020 - 10/30/2020
By June 2021, 100% of teachers will utilize the mathematics curriculum and instruction guides to identify and teach critical math content and incorporate math talk/discourse problem solving strategies within math lessons (Mathematics Goal (Math Talk / Discourse))	Math Expressions Math Talk/Discourse	Teachers will establish a learning environment in which students are active listeners, share inquiries, make comments, and/or ask questions contributing to math talk/discourse within the classroom	11/02/2020 - 01/29/2021
By June 2021, 80% of staff members or greater will implement Tier 1 PBIS interventions/strategies and be able to identify behavior support systems at Lafayette	Provide a tiered system of instructional and behavioral supports and interventions (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1-2) Practice guides developed and available through What Works	Members of the PBIS team will be identified and all staff members will receive professional	08/24/2020 - 09/11/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
in the areas of school-wide discipline, non-classroom management areas (e.g., hallway, cafeteria), classroom management, and systems for individual students with chronic needs (PBIS)	Cleaninghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07). The school implements a system-wide 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.	development on current PBIS systems currently in place, including encouraging, recognizing, and praising desired behaviors across settings, implementing best practices, and strengthening PBIS implementation.	
By June 2021, 80% of staff members or greater will implement Tier 1 PBIS interventions/strategies and be able to identify behavior support systems at Lafayette in the areas of school-wide discipline, non-classroom management areas (e.g., hallway, cafeteria), classroom management, and systems for individual students with chronic needs (PBIS)	Provide a tiered system of instructional and behavioral supports and interventions (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1-2) Practice guides developed and available through What Works Cleaninghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07). The school implements a system-wide 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.	Parent communication will be ongoing regarding student behavior expectations and the PBIS program at Lafayette	09/01/2020 - 06/11/2021
By June 2021, 80% of staff members or greater will implement Tier 1 PBIS interventions/strategies and be able to identify behavior support systems at Lafayette in the areas of school-wide discipline, non-classroom management areas (e.g., hallway, cafeteria), classroom management, and systems for individual students with	Provide a tiered system of instructional and behavioral supports and interventions (Research Briefs and Evidence Ratings- Strong, ESSA Tier 1-2) Practice guides developed and available through What Works Cleaninghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009). In addition, recent effect sizes by John Hattie (2016) are high (1.07). The school implements a	The PBIS team will conduct the Self-Assessment Survey at the end of the school year and use the results for future planning and level of implementation of Tier 1 fidelity.	05/03/2021 - 06/11/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
chronic needs (PBIS)	high (1.07). The school implements a system-wide 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.		
By June 2021, 100% of students will identify one or more adults within Lafayette who can help or support them socially, emotionally, and/or academically (Building Connections with Student )	Create classroom behavioral systems and behavioral expectations School-Wide Positive Behavioral Interventions and Support (PBIS) (PA Evidence Resource Center- Tier 2) "The multilevel results indicated significant effects of SWPBIS (School-Wide Positive interventions and Supports) on children's behavior problems, concentration problems, social-emotional functioning and prosocial behavior (better emotional regulation and more prosocial behavior). Children in SWIPBIS schools also were 33% less likely to receive an office discipline referral than those in comparison schools. The effects tended to be strongest in children who were first exposed to SWIPBIS in kindergarten." (Bradshaw et al., 2012)	The PBIS team will provide strategies and on-going professional development (i.e., promote positive relationships, class meetings, Restorative Practices, etc.) to all staff in order to address any barriers students indicate from survey results	11/01/2020 - 05/31/2021
By June 2021, 100% of students will identify one or more adults within Lafayette who can help or support them socially, emotionally, and/or academically (Building Connections with Student )	Create classroom behavioral systems and behavioral expectations School-Wide Positive Behavioral Interventions and Support (PBIS) (PA Evidence Resource Center- Tier 2) "The multilevel results indicated significant effects of SWPBIS (School-Wide Positive interventions and Supports) on children's behavior problems, concentration problems, social-emotional functioning and prosocial behavior (better emotional regulation and more prosocial behavior). Children in SWIPBIS schools also were 33% less likely to receive an office discipline referral than those in comparison schools. The effects tended to be strongest in children who were first exposed to SWIPBIS in kindergarten."	The PBIS team will use data from the 2nd student survey to create, plan, and/or adjust professional development opportunities and school-wide practices for staff members	05/01/2021 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	(Bradshaw et al., 2012)		

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Equitable Reading Conferences	General education, English Language Development, and Special Education teachers	Definition of equitable reading conferences, creating schedules, and steps to implementing small group conferences

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher equitable conference schedules; Lesson Plans, Formal and Information observations	08/17/2020 - 05/31/2021	Instructional Coach, Principal, Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
Math Talk/Discourse	General education, English Language Development, and Special Education teachers	Math Expressions Math Talk/Discourse protocols, Learning Targets, Rigorous Tasks and Taxonomy alignment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student discussions and math talk/discourse observed	08/24/2020 - 06/11/2021	Principal, Instructional Coach, Assistant Principal

**Danielson Framework Component Met in this Plan:**

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

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

PBIS Training

All school professional and  
support staff

Lafayette PBIS framework including  
student and staff expectations;  
Classroom management strategies;  
Parent communication strategies;  
Student and Staff Survey; Restorative  
Practices and Class meetings

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Student engagement; Sign-in sheets;  
Surveys; Classroom and School-wide  
behavioral data

08/24/2020 - 05/28/2021

PBIS Team Leader, Principal,  
Assistant Principal, Dean of  
Students, School Counselor

**Danielson Framework Component Met in this Plan:**

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