

PRICE EL SCH

615 Fairview Ave

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Fostering a community of collaboration, learning, and critical thinking among all stakeholders.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Florence Krane	Principal	Price Elementary School
Jennifer Varga	Assistant Principal	Price Elementary School
Michele Pletcher	Dean	Price Elementary School
Dr. Wendy Weaver	Instructional Coach	Price Elementary School
Sharon Perry	ELD Teacher	Price Elementary School
Alicia Culton	Third Grade Teacher	Price Elementary School
Bianca Cordova	Community School Director	Price Elementary School
Karen Rodriguez	Parent	Price Elementary School
Heather Dighe	Community Member	Lancaster Recreation Commission

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If students receive appropriate instruction according to their decoding needs in ELA, then they will have the necessary tools to read at grade level.	Early Literacy Essential Practices 1: Focus on Continuous Improvement of Instruction English Language Growth and Attainment
If students receive math instruction according to the level of rigor as called for in their grade level standards then they will meet proficiency targets on tested materials.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy			
Engage instructional teams in assessing and monitoring student mastery.			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
SchoolPace 1st and 2nd	Students in first and second grade will be 40% proficient/advanced in decoding skills as measured through the IRLA in SchoolPace by the May 2021 report.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District and School Leadership Teams will plan and provide professional development specific to understanding the IRLA and keeping data in SchoolPace.	2020-08-24 - 2021-05-21	Price Instructional Coach/ District ELA Coach/ ARC Coach	Meeting time, computers, student levels from the IRLA, foundational toolkits.
Teachers will monitor and analyze weekly data points in SchoolPace.	2020-08-24 - 2021-06-01	classroom teacher/ instructional coach	computer/ipad, toolkit, conference schedule
Data points in SchoolPace will lead to changes in conferencing schedules, small group instruction and flexible grouping across the grade level.	2020-08-24 - 2021-06-01	classroom teacher/ instructional coach	
Teachers will monitor the changes in conference schedules and small group instruction and make changes based on data in SchoolPace every six weeks.	2021-08-24 - 2021-06-01	classroom teacher/ instructional coach	IRLA, SchoolPace, foundational toolkits, PLC's

Anticipated Outcome

Flexible groups based on skills as evidenced in SchoolPace data. 40% of 1st and 2nd graders proficient/advanced by the end of the year.

Monitoring/Evaluation

The instructional coach, teachers and reading specialists will monitor data in SchoolPace once every two weeks to determine the progress in student skills.

Evidence-based Strategy

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Flexible grouping	Teachers will collect data from the IRLA and use flexible groupings across the grade level to help ensure that students are receiving decoding instruction at their level. Students in appropriate skill based groups that aren't moving at an adequate pace for grade level growth, will be referred for Tier 2 supports. 40% of First and second grade students will be proficient/advanced in decoding as observed on the IRLA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grades 1 and 2 teachers will use flexible grouping between the grade levels to provide the necessary instruction as evidenced in the SchoolPace data.	2020-10-30 - 2021-05-21	Instructional Coach, Reading SPecialists, Grades 1 and 2 classroom teachers	IRLA, SchoolPace, Foundational Skills Tool Kits
Teachers meet every 4-6 week to discuss changes in their flexible groups based on SchoolPace data.	2020-10-30 - 2021-05-21	Instructional Coach/Grade level teachers/reading specialists	SchoolPace, Data team meetings
Students who are not improving in their groups by 10% for two rounds of 4-6 week discussions will be referred to a tier 2 intervention for reading.	2020-10-30 - 2021-05-21	Instructional Coach/Grade level teachers/reading specialists	SchoolPace, Data team meetings

Anticipated Outcome

Students will receive specific decoding and reading comprehension skills as identified in SchoolPace data

Monitoring/Evaluation

Instructional Coach, Reading Specialists, Classroom Teachers in grades 1 and 2, administration

Evidence-based Strategy

Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Rigor and Math	teachers will create and revise grade level math lesson plans to align activities, learning targets, and assessments. These will be aligned to the level of rigor as identified grade level math standards and this level of rigor will be measured anecdotally by a data team review using the marzano levels of taxonomy.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grade level teams will collaborate during PLC time on math lesson plans to align activities, instructions and assessments with the level of rigor as called for in grade level standards	2020-08-31 - 2021-05-28	Instructional Coach, Classroom Teachers	Marzano Levels of Taxonomy document, SDOL Lesson Plan template, computers
Teachers will discuss and analyze standards that will be taught for upcoming units.	2020-08-31 - 2021-05-28	Instructional coach, classroom teachers, admin	Marzano Levels of Taxonomy document, SDOL Lesson Plan template, computers
Teachers will align the	2020-08-31 -	Instructional	Marzano Levels of

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
standards for units with appropriate taxonomy level.	2021-05-28	coach, classroom teachers, admin	Taxonomy document, SDoL Lesson Plan template, computers
Teachers will write or chose learning targets that align with the standard and taxonomy level.	2020-08-31 - 2021-05-28	Instructional coach, classroom teachers, admin	Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers
Teachers will write activities that align with the standard and taxonomy level.	2020-08-31 - 2021-05-28	Instructional coach, classroom teachers, admin	Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers
Teachers will write assessments that align with the standard and taxonomy level.	2020-08-31 - 2021-05-28	Instructional coach, classroom teachers, admin	Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers
Administration will review lesson plans with teachers during data meetings to check for alignment and consistency lessons across the grade level.	2020-08-31 - 2021-05-28	Instructional coach, classroom teachers, admin	Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers
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Anticipated Outcome

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

Monitoring/Evaluation

Instructional Coach, Classroom Teachers, administration

Evidence-based Strategy

Instructional Teams review the results of unit pre-/posttests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Proficiency	Students in third, fourth and fifth grade will achieve 20% proficiency in the math strands provided by the CDT's.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers in grade 3, 4 and 5 will analyze Classroom Diagnostic Tool, Constructed Response, and Curriculum based math data to identify the needs and strengths of students.	2020-10-16 - 2021-05-14	Instructional Coach, Classroom Teacher	Computers, Data Results
Teachers will meet in PLC's after results are gathered from the CDT's and identify standards that need to be strengthened.	2020-10-16 - 2021-05-21	Instructional Coach, Classroom Teachers	Computers, CDT results,
Grade Level teachers will group students according to needs based on the CDT data and identify which interventions will take place during small group instruction and to which students.	2020-10-16 - 2021-05-21	Instructional Coach, Classroom Teacher	Computers, CDT results, interventions , grouping lists

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will use Curriculum based assessments or STudy Island to retest weaknesses and realign interventions after 4-6 weeks.	2020-10-16 - 2021-05-20	Instructional Coach, Classroom Teacher	Math Expressions, Study Island
Teachers will meet in PLC's after results are gathered from the Constructed Responses and identify areas in problem solving strategies or concepts that need to be strengthened.	2020-10-16 - 2021-05-20	Instructional Coach, Classroom Teacher	Computers, Constructed REsponse results,
Grade Level teachers will group students according to needs based on the Constructed Response data and identify which interventions will take place during small group instruction and to which students.	2020-10-16 - 2021-05-20	Instructional Coach, Classroom Teacher	Computers, Constructed REsponse results, Math Word Problems, Math Expressions, Intervention Materials
Teachers will use Curriculum based assessments or Study Island to retest weaknesses and realign interventions after 4-6 weeks.	2020-10-16 - 2021-05-20	Instructional Coach, Classroom Teacher	Math Expressions, Study Island
Anticipated Outcome			
When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing			

Monitoring/Evaluation

Instructional Coach, Classroom Teachers, administration

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Percent English Language Growth and Attainment

Academic Growth Expectations in Mathematics/Algebra 1

Percent Proficient/Advanced in Mathematics/Algebra 1

Percent Proficient/Advanced in English Language Arts/Literature

The American Reading Company (ARC) Foundational Tool Kits are contributing to the reading growth of students. First, because students' reading needs can be clearly identified through the use of systematic assessments, teachers learn what specific instruction needs to be delivered to each student. This system of assessments helps to differentiate the instruction and it is tailored to each student. Second, because the ARC Schoolpace site is available to the classroom teacher, all specialists and administration, the teachers can collaborate easily to meet the needs of all students.

The Learning Support teachers and the English Language Learner teachers are using a "push-in" model to service their students. This model allows for collaboration among the teachers and ensures that students have full access to the general education with specific adaptations for their needs.

A regular review and analysis of ARC

Challenges

Percent Proficient/Advanced in English Language Arts/Literature

Academic Growth Expectations in English Language Arts/Literatures

Percent Proficient/Advanced in Mathematics/Algebra 1

An analysis of the ARC Schoolpace data would improve the teachers' level of fluency with assessments and instruction. Teachers would benefit from one on one support with the ARC Foundational Tool Kits. As the teachers master the use of the assessments and foundational tool kits, students' needs would be met in a timely manner.

In order to meet the varied needs of our students who struggle with decoding or reading comprehension, flexible grouping among the grade level teams based on data would provide students additional time and practice with needed skills.

Students would benefit from the use of high interest texts that are standards aligned with written response prompts that require higher level thinking skills.

Teachers would benefit from a schedule that allows Specialists to be a part of the grade level data meetings so they can better collaborate with the classroom and specialist teachers

Students would benefit from instruction in word problems

Strengths

Schoolpace data is conducted with all grade level teams. Students that are not making growth are identified in a timely manner. These students will then receive additional instruction and practice with the necessary skills as identified in the assessment data.

Grade level teams work together to grade and analyze the Constructed Response ELA written responses. A detailed plan for future instruction for each teacher is created based on the needs of students. In addition, teachers conference individually with students to review and analyze his or her work on the CDT ELA written response facilitating students to be reflective of their growth.

Grade Level Data Meetings were focused on identifying grade level math standards, the level of rigor as called for in the standards and aligning tasks that met that level of rigor.

Teachers analyzed math data to determine student needs according to grade level standards. Teachers drilled down into the data to identify the foundational math concept needed

Grade level teams used math data to plan for small group math intervention

Students have increased in proficiency in Science since 2017

Students use a Science Writing Journal to write about his or her learning

Teachers plan collaboratively the science lessons

Challenges

Students would benefit from additional instruction and practice with the pace value concept.

Grade level teams of teachers would benefit from math professional development aligned to the level of rigor in the math standards

Students would benefit from using a Math Writing Journal in order to write about is her or her learning as they do in Science

Students would benefit from the use of Flexible Grouping during the Science lessons

Students would benefit from additional science vocabulary instruction

Students would benefit from vertical team meetings among all teachers in order to strengthen the flow of science curriculum and expectations from one grade to the next

This was the first year of implementation and there was not enough structure around how the lessons were being prepared and not enough structure around how the lessons were to be completed.

There was not enough understanding of the urgency to have these lessons completed in a timely manner. The counselor was documenting the data points and sharing the information with teachers so they could meet the deadline with a high percentage of completion.

Although we have increased our efforts, attendance continues to be an issue and

Strengths

Learning Support and English Language Learner teachers use a Push-In model to support their students using a variety of strategies that allow the students to be engaged in the general education lessons

We were able to utilize the Everfy program which helped collect data points. Students were able to do the lessons on a device at their own pace.

Teachers supervised students in classes as they completed the lesson. Teachers managed the completion rate of students.

The counselor managed students who needed to make up lessons.

We have increased our efforts in getting all students to school as we know that absenteeism effects learning. Our Economically Disadvantaged subgroup is effected by issues regarding access to transportation, child care, and affordable housing, which effects attendance to school and academic growth.

Our fidelity to PBIS as awarded by the state, helps to create an environment where students feel welcome and are incentivized to come to school every day and do their best to learn.

Implementation of Restorative Practices has decreased our discipline incidents and increased our students time in the classroom.

Our teachers incorporate mindfulness strategies during the day as well as incorporating best practices for trauma informed instruction.

Challenges

the Economically Disadvantaged group is below the statewide average on this by 2 percent.

Teachers are teaching to the standards and continue to work hard on alignment to the standard for learning targets, activities and assessment tasks.

Our students leave kindergarten on standard for math according to our benchmark testing, and begin falling behind in first grade. Place value continues to be an area of weakness that will be focused on.

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

Align curricular materials and lesson plans to the PA Standards

Identify and address individual student learning needs

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

Implement a multi-tiered system of supports for Math

Strengths

Our teachers work in teams to plan and organize instruction based on the standards.

Identify and address individual student learning needs

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

Implement evidence-based strategies to engage families to support learning

Identify professional learning needs through analysis of a variety of data

Most Notable Observations/Patterns

Our data reveals that our students make greater progress in ELA than they do in math. It is noted that Instructional practices are stronger in ELA than in math. The multi-leveled support system in place for ELA needs to be replicated for math. In addition, we did not have evidence that the rigorous instruction as identified in the standards is in place for all students. We also felt creating a culture of high expectations has to be pervasive throughout the whole school community but especially with our families and community.

Challenges

Discussion Point

Priority for Planning

Percent Proficient/Advanced in English Language Arts/Literature

Students aren't



Challenges	Discussion Point	Priority for Planning
	receiving appropriate lessons according to their decoding needs.	
Academic Growth Expectations in English Language Arts/Literatures		
Percent Proficient/Advanced in Mathematics/Algebra 1	Teachers feel compelled to spend most of their time with Basic and Below Basic students	✓
An analysis of the ARC Schoolpace data would improve the teachers' level of fluency with assessments and instruction. Teachers would benefit from one on one support with the ARC Foundational Tool Kits. As the teachers master the use of the assessments and foundational tool kits, students' needs would be met in a timely manner.		
Students would benefit from the use of high interest texts that are standards aligned with written response prompts that require higher level thinking skills.		
Students would benefit from instruction in word problems		
Students would benefit from additional instruction and practice with the pace value concept.		
Although we have increased our efforts, attendance continues to be an issue and the Economically Disadvantaged group is below the statewide average		

Challenges**Discussion
Point****Priority for Planning**

on this by 2 percent.

Teachers are teaching to the standards and continue to work hard on alignment to the standard for learning targets, activities and assessment tasks.

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

Identify and address individual student learning needs

Implement a multi-tiered system of supports for Math

ADDENDUM B: ACTION PLAN

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

Action Steps	Anticipated Start/Completion Date
District and School Leadership Teams will plan and provide professional development specific to understanding the IRLA and keeping data in SchoolPace.	08/24/2020 - 05/21/2021
Monitoring/Evaluation	Anticipated Output
The instructional coach, teachers and reading specialists will monitor data in SchoolPace once every two weeks to determine the progress in student skills.	Flexible groups based on skills as evidenced in SchoolPace data. 40% of 1st and 2nd graders proficient/advanced by the end of the year.
Material/Resources/Supports Needed	PD Step
Meeting time, computers, student levels from the IRLA, foundational toolkits.	yes

Action Steps**Anticipated Start/Completion Date**

Teachers will monitor and analyze weekly data points in SchoolPace.

08/24/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

The instructional coach, teachers and reading specialists will monitor data in SchoolPace once every two weeks to determine the progress in student skills.

Flexible groups based on skills as evidenced in SchoolPace data. 40% of 1st and 2nd graders proficient/advanced by the end of the year.

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

computer/ipad, toolkit, conference schedule

no

Action Steps**Anticipated Start/Completion Date**

Data points in SchoolPace will lead to changes in conferencing schedules, small group instruction and flexible grouping across the grade level.

08/24/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

The instructional coach, teachers and reading specialists will monitor data in SchoolPace once every two weeks to determine the progress in student skills.

Flexible groups based on skills as evidenced in SchoolPace data. 40% of 1st and 2nd graders proficient/advanced by the end of the year.

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

no

Action Steps**Anticipated Start/Completion Date**

Teachers will monitor the changes in conference schedules and small group instruction and make changes based on data in SchoolPace every six weeks.

08/24/2021 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

The instructional coach, teachers and reading specialists will monitor data in SchoolPace once every two weeks to determine the progress in student skills.

Flexible groups based on skills as evidenced in SchoolPace data. 40% of 1st and 2nd graders proficient/advanced by the end of the year.

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

IRLA, SchoolPace, foundational toolkits, PLC's

no

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

Action Steps**Anticipated Start/Completion Date**

Grades 1 and 2 teachers will use flexible grouping between the grade levels to provide the necessary instruction as evidenced in the SchoolPace data.

10/30/2020 - 05/21/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Reading Specialists, Classroom Teachers in grades 1 and 2, administration

Students will receive specific decoding and reading comprehension skills as identified in SchoolPace data

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

IRLA, SchoolPace, Foundational Skills Tool Kits

yes

Action Steps**Anticipated Start/Completion Date**

Teachers meet every 4-6 week to discuss changes in their flexible groups based on SchoolPace data.

10/30/2020 - 05/21/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Reading Specialists, Classroom Teachers in grades 1 and 2, administration

Students will receive specific decoding and reading comprehension skills as identified in SchoolPace data

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

SchoolPace, Data team meetings

no

Action Steps**Anticipated Start/Completion Date**

Students who are not improving in their groups by 10% for two rounds of 4-6 week discussions will be referred to a tier 2 intervention for reading.

10/30/2020 - 05/21/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Reading Specialists, Classroom Teachers in grades 1 and 2, administration

Students will receive specific decoding and reading comprehension skills as identified in SchoolPace data

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

SchoolPace, Data team meetings

no

Action Plan: Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.

Action Steps**Anticipated Start/Completion Date**

Grade level teams will collaborate during PLC time on math lesson plans to align activities, instructions and assessments with the level of rigor as called for in grade level standards

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

yes

Action Steps**Anticipated Start/Completion Date**

Teachers will discuss and analyze standards that will be taught for upcoming units.

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

no

Action Steps**Anticipated Start/Completion Date**

Teachers will align the standards for units with appropriate taxonomy level.

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

no

Action Steps**Anticipated Start/Completion Date**

Teachers will write or chose learning targets that align with the standard and taxonomy level.

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

no

Action Steps**Anticipated Start/Completion Date**

Teachers will write activities that align with the standard and taxonomy level.

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

no

Action Steps**Anticipated Start/Completion Date**

Teachers will write assessments that align with the standard and taxonomy level.

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

no

Action Steps**Anticipated Start/Completion Date**

Administration will review lesson plans with teachers during data meetings to check for alignment and consistency lessons across the grade level.

08/31/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

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

Marzano Levels of Taxonomy document, SDoL Lesson Plan template, computers

no

Action Steps	Anticipated Start/Completion Date
	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Instructional Coach, Classroom Teachers, administration	Students will receive math instruction that aligns with the level of rigor in each grade level math standard. A consistent and rigorous math instruction will lead to a greater number of students achieving proficiency on standardized math tests

Material/Resources/Supports Needed	PD Step
	yes

Action Plan: Instructional Teams review the results of unit pre-/posttests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Action Steps	Anticipated Start/Completion Date
Teachers in grade 3, 4 and 5 will analyze Classroom Diagnostic Tool, Constructed Response, and Curriculum based math data to identify the needs and strengths of students.	10/16/2020 - 05/14/2021
Monitoring/Evaluation	Anticipated Output
Instructional Coach, Classroom Teachers, administration	When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing
Material/Resources/Supports Needed	PD Step
Computers, Data Results	yes

Action Steps	Anticipated Start/Completion Date
Teachers will meet in PLC's after results are gathered from the CDT's and identify standards that need to be strengthened.	10/16/2020 - 05/21/2021
Monitoring/Evaluation	Anticipated Output
Instructional Coach, Classroom Teachers, administration	When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing
Material/Resources/Supports Needed	PD Step
Computers, CDT results,	no

Action Steps**Anticipated Start/Completion Date**

Grade Level teachers will group students according to needs based on the CDT data and identify which interventions will take place during small group instruction and to which students.

10/16/2020 - 05/21/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing

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

Computers, CDT results, interventions , grouping lists

no

Action Steps**Anticipated Start/Completion Date**

Teachers will use Curriculum based assessments or SStudy Island to retest weaknesses and realign interventions after 4-6 weeks.

10/16/2020 - 05/20/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing

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

Math Expressions, Study Island

no

Action Steps	Anticipated Start/Completion Date
Teachers will meet in PLC's after results are gathered from the Constructed Responses and identify areas in problem solving strategies or concepts that need to be strengthened.	10/16/2020 - 05/20/2021
Monitoring/Evaluation	Anticipated Output
Instructional Coach, Classroom Teachers, administration	When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing
Material/Resources/Supports Needed	PD Step
Computers, Constructed REsponse results,	no

Action Steps	Anticipated Start/Completion Date
Grade Level teachers will group students according to needs based on the Constructed Response data and identify which interventions will take place during small group instruction and to which students.	10/16/2020 - 05/20/2021
Monitoring/Evaluation	Anticipated Output
Instructional Coach, Classroom Teachers, administration	When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing
Material/Resources/Supports Needed	PD Step
Computers, Constructed REsponse results, Math Word Problems, Math Expressions, Intervention Materials	no

Action Steps**Anticipated Start/Completion Date**

Teachers will use Curriculum based assessments or Study Island to retest weaknesses and realign interventions after 4-6 weeks.

10/16/2020 - 05/20/2021

Monitoring/Evaluation**Anticipated Output**

Instructional Coach, Classroom Teachers, administration

When students receive targeted math intervention based on data, students will achieve proficiency on standardized testing

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

Math Expressions, Study Island

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students in first and second grade will be 40% proficient/advanced in decoding skills as measured through the IRLA in SchoolPace by the May 2021 report. (SchoolPace 1st and 2nd)	Engage instructional teams in assessing and monitoring student mastery.	District and School Leadership Teams will plan and provide professional development specific to understanding the IRLA and keeping data in SchoolPace.	08/24/2020 - 05/21/2021
Teachers will collect data from the IRLA and use flexible groupings across the grade level to help ensure that students are receiving decoding instruction at their level. Students in appropriate skill based groups that aren't moving at an adequate pace for grade level growth, will be referred for Tier 2 supports. 40% of First and second grade students will be proficient/advanced in decoding as observed on the IRLA. (Flexible grouping)	The school implements a systemwide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all	Grades 1 and 2 teachers will use flexible grouping between the grade levels to provide the necessary instruction as evidenced in the SchoolPace data.	10/30/2020 - 05/21/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	tiers.		
teachers will create and revise grade level math lesson plans to align activities, learning targets, and assessments. These will be aligned to the level of rigor as identified grade level math standards and this level of rigor will be measured anecdotally by a data team review using the marzano levels of taxonomy. (Rigor and Math)	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	Grade level teams will collaborate during PLC time on math lesson plans to align activities, instructions and assessments with the level of rigor as called for in grade level standards	08/31/2020 - 05/28/2021
teachers will create and revise grade level math lesson plans to align activities, learning targets, and assessments. These will be aligned to the level of rigor as identified grade level math standards and this level of rigor will be measured anecdotally by a data team review using the marzano levels of taxonomy. (Rigor and Math)	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.		01/01/0001 - 01/01/0001
Students in third, fourth and fifth grade will achieve 20% proficiency in the math strands provided by the CDT's. (Math Proficiency)	Instructional Teams review the results of unit pre-/posttests to make decisions about the curriculum and	Teachers in grade 3, 4 and 5 will analyze Classroom Diagnostic Tool, Constructed Response, and Curriculum based math data to identify the needs and strengths of	10/16/2020 - 05/14/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	students.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
SchoolPace and IRLA	First and second grade teachers, Administration, Instructional Coach, Reading Specialist, ARC coach , district coach	Foundational skills tool kits, schoolpace, IRLA

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher input in the SchoolPace, observable use of foundational skills tool kits, Conference schedules, teacher lesson plans	08/22/2020 - 05/14/2021	Instructional Coach

Danielson Framework Component Met in this Plan:

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

Language and
Literacy Acquisition
for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Flexible Grouping

First and Second Grade
teachers, Administration,
Instructional Coach,
Reading Specialists

Analyzing SchoolPace
Data, Small Group
Instruction, Use of
Foundational Skills Tool
Kits, Conference
Schedules

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Student progress in decoding and
reading comprehension as
evidenced in SchoolPace Data,
observable use of Foundational
Skills Tool Kits, Conference
Schedules, Teacher lesson plans

10/01/2020 - 02/26/2021

Instructional Coach

Danielson Framework Component Met in this Plan:

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

Language and
Literacy Acquisition
for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Rigor and Standards	K-5 Classroom Teachers, Administration, Instructional Coach, Learning Support Teachers, English Learner Teachers	Levels of Taxonomy, Grade level standards, Rigorous Activities, Challenging Activities, Alignment of Instruction to Standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher lesson Plans, student work, observable rigorous instruction	08/28/2020 - 05/14/2021	Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Analysis of Data Grades 3-5	Third, Fourth, and Fifth grade teachers, Administration, Instructional Coach, Learning Support Teachers, English Learner Teachers	How to analyze data from the Classroom Diagnostic Tool, the Math Constructed Response and grade level Math Expressions Assessments, Identify grade level and classroom trends, grouping students according to needs and strengths

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher created data analysis template for each student, teacher lesson plans	10/23/2020 - 02/26/2021	Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Math Interventions Grades 3-5

Third, Fourth, and Fifth Grade Teachers, Administration, Instructional Coach, Learning Support Teachers, English Learner Teachers

Grouping students according to data analysis, Small Group Instruction, Scheduling, Math Expressions Intervention Resources

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Increased student scores on standardized and curriculum based assessments, teacher lesson plans, observable small group instruction

10/16/2020 - 03/12/2021

Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings: