VISION FOR LEARNING

All students are provided high quality and innovative instruction in order to ensure every child has equitable opportunities for positive outcomes leaving elementary school.

STEERING COMMITTEE

Name	Position	Building/Group
Kathleen Hernandez	Principal	Washington
Shannon Hawk	Assistant Principal	Washington
Joseph Torres	Dean of Students	Washington
Ashley Martinez	Reading Specialist	Washington
Ashley Subers	Reading Specialist	Washington
Tiffani Brown	5th Grade Teacher	Washington
Lisa Wood	Learning Support Teacher	Washington
Susan Hagel	4th Grade Teacher	Washington
Marylynne Hegeman	English Language Development Teacher	Washington
Ashley Kissinger	Student Family Resource Specialist	Washington
Jamie Plaza	1st Grade Teacher	Washington
Korynn Watson	3rd Grade Teacher	Washington
Karen Wynn	Director of Instructional Programs	School District of Lancaster
Nina Montero	Parent	Washington
Laisa Diaz	Parent	Washington
Tara Ruby	Community School Director	Boys and Girls Club of Lancaster
Dennis Johnson	Community Member	Washington
Jessica Sherman	Coordinator of Elementary ELA and Social Studies	School District of Lancaster

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If core reading and writing were taught with fidelity and aligned across classrooms and grade levels then reading proficiency will increase.	Essential Practices 1: Focus on Continuous Improvement of Instruction Career Standards Benchmark Career Standards Benchmark
If we foster a culture of high behavioral expectations with a system of prevention, intentional implementation, and ongoing proactive behavioral support for all students then peer to peer relationships will improve.	Essential Practices 3: Provide Student-Centered Support Systems Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Phonological Awareness Training - Tier 4

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aligned Core Curriculum - Reading Proficiency	By June 2021, student proficiency on the IRLA will increase 15% in grade 1 and increase 5% in grade 2 as compared to June 2019 data.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train First Grade Teachers in the Heggerty Program (See PD Plan for Specifics)	2020-08-17 - 2020-09-11	Ashley Martinez/Reading Specialist	Heggerty Manuals
Administer Heggerty Baseline Assessment to all First Grade Students	2020-08-31 - 2020-10-12	Ashley Martinez/Reading Specialist	Baseline Assessment Materials, Data Collecting Form, Assessment Team
Provide 1:1 Coaching to First Grade teachers by Reading Specialists in order to support initial implementation	2020-08-17 - 2021-10-29	Ashley Martinez/Reading Specialist	Baseline Assessment Materials, Data Collecting Form, Assessment Team
Administer Heggerty Mid Year Assessment to all First Grade Students	2021-01-01 - 2021-02-01	Ashley Martinez/Reading Specialist	Baseline Assessment Materials, Data Collecting Form, Assessment Team
Administer Heggerty End of Year Assessment to all First Grade Students	2021-05-01 - 2021-05-31	Ashley Martinez/Reading Specialist	Baseline Assessment Materials, Data Collecting Form, Assessment Team
Conduct informal observations of Heggerty implementation in all grade 1 classrooms. Provide additional coaching as needed to support program fidelity including the following: incorporating appropriate hand motions, completing all lesson components, student engagement,	2020-11-16 - 2021-05-31	Ashley Martinez/Reading Specialist and Instructional Leadership Team (Principal, AP, Instructional Coach)	iObservation, Heggerty Manuals

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and pacing.			

Anticipated Outcome

Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Monitoring/Evaluation

Beginning, Midyear, End year Benchmark Assessments

Evidence-based Strategy

Standards Based Planning (Marzano FTEM Model)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aligned Core Curriculum - Reading Proficiency	By June 2021, student proficiency on the IRLA will increase 15% in grade 1 and increase 5% in grade 2 as compared to June 2019 data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	-		
Provide professional development to K-2 teachers on the district approved core ELA program, ARC Core (American Reading Company). Process and plan is specified in PD Plan.	2020-08-17 - 2020-09-30	Brianne Mull-Delaney/Instructional Coach	ARC Core Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development to K-2 teachers to utilize the ELA Curriculum and Instruction Guides and ARC Core to plan instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment. Process and plan is specified in PD Plan.	2020-09-01 - 2021-05-31	Brianne Mull-Delaney/Instructional Coach	Curriculum and Instruction Guides, ARC Core Materials, Marzano Taxonomy
Teachers will write ELA lesson plans that use PA Core Standards and ARC Core to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	2020-09-01 - 2021-05-31	Brianne Mull-Delaney/Instructional Coach	Marzano Domains and Rubrics (FTEM), PA Core Standards, ARC Core Resources
Instructional Rounds and informal observations will be conducted to monitor lesson plan development and implementation of	2020-09-14 - 2021-05-31	Katie Hernandez/Principal	LSI Rigor Walk and Growth Tracker, iObservation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
standards-aligned learning targets, rigorous tasks, and aligned taxonomy of instruction and student work.			
Teachers will individualize instructional plans in response to individual student performance on the Independent Reading Level Assessment (IRLA) to provide support for some students and enhance learning opportunities for others.	2020-08-17 - 2021-05-31	Classroom Teachers	IRLA, Schoolpace, Individual and Personalized Reading Plans
Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year to determine the baseline reading level of students.	2020-08-17 - 2020-10-01	Classroom Teachers	IRLA, Schoolpace
All teachers will assess student independent reading progress as needed using the IRLA and maintain a record of the results.	2020-08-17 - 2021-05-31	Classroom Teachers	IRLA, Schoolpace

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

Anticipated Outcome

Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Monitoring/Evaluation

Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations

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Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive Peer to Peer Interactions	By June 2021, the number of students reporting negative peer to peer interactions will decrease by 20% as reported by the Franklin & Marshall Student Survey as compared to June 2019 data.

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

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive Peer to Peer Interactions	By June 2021, the number of students reporting negative peer to peer interactions will decrease by 20% as reported by the Franklin & Marshall Student Survey as compared to June 2019 data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers and Support Staff will receive Professional Development on best-practices for climate, social skill instruction, and strengthening PBIS implementation. Process and plan is specified in PD Plan.	2020-08-17 - 2021-05-31	Shannon Hawk - AP	PBIS School wide created plans and resources, social skill lessons
Teachers and Support Staff will receive Professional Development on Equity and Trauma to support their understanding of and ability to support students at various levels of need. Process and plan is specified in PD Plan.	2020-08-17 - 2021-05-31	Katie Hernandez-Principal	Corwin Equity Materials and District Training, Other Identified Resources to Support Trauma Informed Practices and Culturally Responsive Teaching
Teachers will implement daily morning meetings with a focus on building positive classroom environments	2020-08-24 - 2021-05-31	Shannon Hawk- AP	Responsive Classroom Texts: The Morning Meeting Book, Doing Language Arts in Morning Meeting, Doing Math in Morning Meeting, Responsive Advisory Meeting Book
Beginning of the Year Schoolwide PBIS lessons with a focus on peer	2020-08-24 - 2020-09-04	Joe Torres-Dean of Students	PBIS lesson plans

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
interactions: Recess, Cafeteria, Hallways, Bathrooms, Arrival, and dismissal			
Middle of the Year Schoolwide PBIS lessons with a focus on peer interactions: Recess, Cafeteria, Hallways, Bathrooms, Arrival, and dismissal	2021-01-04 - 2021-01-15	Joe Torres- Dean of Students	PBIS lessons
Teachers will implement ad hoc circles to support classroom culture (i.e. after lunch or recess, after specials, etc)	2020-09-01 - 2021-05-31	Shannon Hawk- AP	Coaching Support for teachers as needed, Restorative Practice Texts, Responsive Classroom Texts
Teachers will explicitly teach social skills to their classes	2020-09-01 - 2021-05-31	Joe Torres- Dean Leah Corrigan- School Counselor	Social Skills Scope and Sequence, Lesson Plans
The PBIS team will track student progress and growth through towards improvement through Synergy documentation.	2020-09-01 - 2021-05-31	Shannon Hawk- AP	Synergy Reports, Data Analysis Protocols
The Leadership team will conduct instructional rounds quarterly to monitor classroom environment and established conditions for learning.	2020-09-14 - 2021-05-31	Katie Hernandez - Principal	Instructional Round Walkthrough Tool
Staff will take the Self Assessment Survey	2021-04-01 -	Shannon Hawk- AP	Self Assessment Survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will take the Franklin and Marshall Student Survey	2021-04-01 -	Shannon Hawk-AP	Franklin and Marshall College Student Survey
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Anticipated Outcome

Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Monitoring/Evaluation

Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation

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Evidence-based Strategy

Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive Peer to Peer Interactions	By June 2021, the number of students reporting negative peer to peer interactions will decrease by 20% as reported by the Franklin & Marshall Student Survey as compared to June 2019 data.

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

Teachers and Staff will participate in ongoing Professional Development for the implementation of Restorative Practices	2021-08-17 - 2021-05-31	Shannon Hawk- AP	District Training, Restorative Practice Texts
Leadership will ensure all office referral procedures are aligned to Restorative Practices	2020-08-17 - 2020-10-30	Shannon Hawk- AP Joe Torres- Dean	Behavior Flow, Learning Lab Flow, Student Handbook, Faculty Handbook
Leadership will conduct instructional rounds quarterly to monitor the implementation of Restorative Practices in classrooms and during lunch/recess. Provide coaching support as needed.	2020-08-30 - 2021-05-31	Shannon Hawk-AP	Instructional Round Data Collection
Survey students quarterly to determine perception of school climate and peer to peer relationships. Data will be utilized to inform next steps.	2020-09-30 - 2021-05-31	Shannon Hawk-AP	Survey
Randomly selected students will participate in a focus group quarterly to share their perception of school climate with a focus on peer to peer relationships. Data will be utilized to inform next steps.	2020-09-30 - 2021-05-31	Joe Torres- Dean	Focus Group Questions
Teachers will utilize proactive connection strategies to sustain positive classroom	2020-09-01 - 2021-05-31	Shannon Hawk-AP	Connection Toolkit (National Educators for Restorative Practices)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
community and positive relationships.			

Anticipated Outcome

Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Monitoring/Evaluation

Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Growth Expectations (PVAAS) ELA Economically Disadvantaged and English Learner groups met the standard demonstrating growth	Proficient or Advanced on ELA PSSA all group not meeting the interim growth and improvement target
Growth Expectations (PVAAS) Math English Learner and Students with Disabilities groups met the standard demonstrating growth	Proficient or Advanced on Math PSSA all group not meeting the interim growth and improvement target
Kindergarten students are leaving with grade level reading proficiency according to the IRLA.	There is a steady decrease in reading proficiency through third grade (1st- 52.5%, 2nd- 61.4%, 3rd- 57.3%) according to the IRLA.
4th grade students are showing evidence of meeting the standard for PA academic growth according to PVAAS.	Third grade ELA proficiency on the PSSA's was 29.5%.
PVAAS Math Grade 4 students showed Moderate Evidence that the School Exceeded the Standard for PA Academic Growth.	PVAAS ELA Grade 5 students showed Moderate Evidence the School Did Not Meet the Standard for PA Academic Growth
57% of students in fourth grade scored proficient/advanced on Science PSSA	PVAAS Math Grade 5 students showed Significant Evidence that the School Did Not Meet the Standard for PA Academic Growth
According to the Future Ready Index, 100% of the All Student Group exceeds the performance standard for the career standards benchmark.	PVAAS Grade 4 Science shows Moderate Evidence the School Did Not Meet the Standard for PA Academic Growth
Building leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	n/a
Implement evidence-based strategies to engage families to support learning	Align curriculum, assessments, and instruction to the PA Standards
Partner with local businesses, community	Promote and sustain a positive school environment here all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually and physically

Strengths	Challenges
organizations, and other agencies to meet the needs of the school	n/a
Identify professional learning needs through analysis of a variety of data	
n/a	

Most Notable Observations/Patterns

Students in grades 3-5 shared a negative perception of peer to peer interactions as reported on the Franklin & Marshall Student Survey. This correlated with office referrals, especially during unstructured times such as during lunch and recess. Additionally, approximately 75% of students in kindergarten were leaving the grade level reading at a proficient level according to the Independent Reading Level Assessment (IRLA). However there was a sharp drop for students reading proficiency in first grade with a slight jump in second grade. First grade data showed a consistent drop over 2 years, whereas the second grade drop was inconsistent over 2 years.

Challenges	Discussion Point	Priority for Planning
There is a steady decrease in reading proficiency through third grade (1st- 52.5%, 2nd- 61.4%, 3rd- 57.3%) according to the IRLA.	If core reading and writing were taught with fidelity and aligned across classrooms and grade levels then reading proficiency will increase.	✔
Third grade ELA proficiency on the PSSA's was 29.5%.		
Align curriculum, assessments, and instruction to the PA Standards		
Promote and sustain a positive school environment here all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually and physically	If we foster a culture of high behavioral expectations with a seamless system of prevention, intentional implementation, and ongoing proactive behavioral support for all students then peer to peer relationships will improve.	✔

ADDENDUM B: ACTION PLAN

Action Plan: Phonological Awareness Training - Tier 4

Action Steps	Anticipated Start/Completion Date
Train First Grade Teachers in the Heggerty Program (See PD Plan for Specifics)	08/17/2020 - 09/11/2020

Monitoring/Evaluation	Anticipated Output
Beginning, Midyear, End year Benchmark Assessments	Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Material/Resources/Supports Needed	PD Step
Heggerty Manuals	yes

Action Steps	Anticipated Start/Completion Date
Administer Heggerty Baseline Assessment to all First Grade Students	08/31/2020 - 10/12/2020

Monitoring/Evaluation	Anticipated Output
Beginning, Midyear, End year Benchmark Assessments	Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Material/Resources/Supports Needed	PD Step
Baseline Assessment Materials, Data Collecting Form, Assessment Team	no

Action Steps	Anticipated Start/Completion Date
Provide 1:1 Coaching to First Grade teachers by Reading Specialists in order to support initial implementation	08/17/2020 - 10/29/2021

Monitoring/Evaluation	Anticipated Output
Beginning, Midyear, End year Benchmark Assessments	Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Material/Resources/Supports Needed	PD Step
Baseline Assessment Materials, Data Collecting Form, Assessment Team	no

Action Steps	Anticipated Start/Completion Date
Administer Heggerty Mid Year Assessment to all First Grade Students	01/01/2021 - 02/01/2021

Monitoring/Evaluation	Anticipated Output
Beginning, Midyear, End year Benchmark Assessments	Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Material/Resources/Supports Needed	PD Step
Baseline Assessment Materials, Data Collecting Form, Assessment Team	no

Action Steps	Anticipated Start/Completion Date
Administer Heggerty End of Year Assessment to all First Grade Students	05/01/2021 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Beginning, Midyear, End year Benchmark Assessments	Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Material/Resources/Supports Needed	PD Step
Baseline Assessment Materials, Data Collecting Form, Assessment Team	no

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Action Steps	Anticipated Start/Completion Date
Conduct informal observations of Heggerty implementation in all grade 1 classrooms. Provide additional coaching as needed to support program fidelity including the following: incorporating appropriate hand motions, completing all lesson components, student engagement, and pacing.	11/16/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Beginning, Midyear, End year Benchmark Assessments	Students will meet Phonemic Awareness Benchmarks as indicated by the program assessments

Material/Resources/Supports Needed	PD Step
iObservation, Heggerty Manuals	no

Action Plan: Standards Based Planning (Marzano FTEM Model)

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Provide professional development to K-2 teachers on the district approved core ELA program, ARC Core (American Reading Company). Process and plan is specified in PD Plan.	08/17/2020 - 09/30/2020

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
ARC Core Materials	yes

Action Steps	Anticipated Start/Completion Date
Provide professional development to K-2 teachers to utilize the ELA Curriculum and Instruction Guides and ARC Core to plan instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment. Process and plan is specified in PD Plan.	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
Curriculum and Instruction Guides, ARC Core Materials, Marzano Taxonomy	yes

Action Steps	Anticipated Start/Completion Date
Teachers will write ELA lesson plans that use PA Core Standards and ARC Core to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
Marzano Domains and Rubrics (FTEM), PA Core Standards, ARC Core Resources	no

Action Steps	Anticipated Start/Completion Date
Instructional Rounds and informal observations will be conducted to monitor lesson plan development and implementation of standards-aligned learning targets, rigorous tasks, and aligned taxonomy of instruction and student work.	09/14/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
LSI Rigor Walk and Growth Tracker, iObservation	no

Action Steps	Anticipated Start/Completion Date
Teachers will individualize instructional plans in response to individual student performance on the Independent Reading Level Assessment (IRLA) to provide support for some students and enhance learning opportunities for others.	08/17/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA, Schoolpace, Individual and Personalized Reading Plans	no

Action Steps	Anticipated Start/Completion Date
Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year to determine the baseline reading level of students.	08/17/2020 - 10/01/2020

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA, Schoolpace	no

Action Steps	Anticipated Start/Completion Date
All teachers will assess student independent reading progress as needed using the IRLA and maintain a record of the results.	08/17/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA, Schoolpace	no

Action Plan: PBIS

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Teachers and Support Staff will receive Professional Development on best-practices for climate, social skill instruction, and strengthening PBIS implementation. Process and plan is specified in PD Plan.	08/17/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
PBIS School wide created plans and resources, social skill lessons	yes

Action Steps	Anticipated Start/Completion Date
Teachers and Support Staff will receive Professional Development on Equity and Trauma to support their understanding of and ability to support students at various levels of need. Process and plan is specified in PD Plan.	08/17/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Corwin Equity Materials and District Training, Other Identified Resources to Support Trauma Informed Practices and Culturally Responsive Teaching	yes

Action Steps	Anticipated Start/Completion Date
Teachers will implement daily morning meetings with a focus on building positive classroom environments	08/24/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Responsive Classroom Texts: The Morning Meeting Book, Doing Language Arts in Morning Meeting, Doing Math in Morning Meeting, Responsive Advisory Meeting Book	no

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Action Steps	Anticipated Start/Completion Date
Beginning of the Year Schoolwide PBIS lessons with a focus on peer interactions: Recess, Cafeteria, Hallways, Bathrooms, Arrival, and dismissal	08/24/2020 - 09/04/2020

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
PBIS lesson plans	no

Action Steps	Anticipated Start/Completion Date
Middle of the Year Schoolwide PBIS lessons with a focus on peer interactions: Recess, Cafeteria, Hallways, Bathrooms, Arrival, and dismissal	01/04/2021 - 01/15/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
PBIS lessons	no

Action Steps	Anticipated Start/Completion Date
Teachers will implement ad hoc circles to support classroom culture (i.e. after lunch or recess, after specials, etc)	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Coaching Support for teachers as needed, Restorative Practice Texts, Responsive Classroom Texts	no

Action Steps	Anticipated Start/Completion Date
Teachers will explicitly teach social skills to their classes	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Social Skills Scope and Sequence, Lesson Plans	no

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Action Steps	Anticipated Start/Completion Date
The PBIS team will track student progress and growth through towards improvement through Synergy documentation.	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Synergy Reports, Data Analysis Protocols	no

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Action Steps	Anticipated Start/Completion Date
The Leadership team will conduct instructional rounds quarterly to monitor classroom environment and established conditions for learning.	09/14/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Instructional Round Walkthrough Tool	no

Action Steps	Anticipated Start/Completion Date
Staff will take the Self Assessment Survey	04/01/2021 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Self Assessment Survey	no

Action Steps	Anticipated Start/Completion Date
Students will take the Franklin and Marshall Student Survey	04/01/2021 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
Franklin and Marshall College Student Survey	no

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have a positive perception of classroom environment which will result in more time in the classroom and time engaged in instruction.

Material/Resources/Supports Needed	PD Step
	no

Action Plan: Restorative Practices

Action Steps	Anticipated Start/Completion Date
Teachers and Staff will participate in ongoing Professional Development for the implementation of Restorative Practices	08/17/2021 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Material/Resources/Supports Needed	PD Step
District Training, Restorative Practice Texts	yes

Action Steps	Anticipated Start/Completion Date
Leadership will ensure all office referral procedures are aligned to Restorative Practices	08/17/2020 - 10/30/2020

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Material/Resources/Supports Needed	PD Step
Behavior Flow, Learning Lab Flow, Student Handbook, Faculty Handbook	no

Action Steps	Anticipated Start/Completion Date
Leadership will conduct instructional rounds quarterly to monitor the implementation of Restorative Practices in classrooms and during lunch/recess. Provide coaching support as needed.	08/30/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Material/Resources/Supports Needed	PD Step
Instructional Round Data Collection	no

Action Steps	Anticipated Start/Completion Date
Survey students quarterly to determine perception of school climate and peer to peer relationships. Data will be utilized to inform next steps.	09/30/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Material/Resources/Supports Needed	PD Step
Survey	no

Action Steps	Anticipated Start/Completion Date
Randomly selected students will participate in a focus group quarterly to share their perception of school climate with a focus on peer to peer relationships. Data will be utilized to inform next steps.	09/30/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Material/Resources/Supports Needed	PD Step
Focus Group Questions	no

Action Steps	Anticipated Start/Completion Date
Teachers will utilize proactive connection strategies to sustain positive classroom community and positive relationships.	09/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Informal Observations, Student Surveys and Feedback, Synergy Documentation	Students will have an understanding of when they have been harmed compared to when harm has been done to them. Students will be supported by school staff to support Restorative Practices and Problem Solving Strategies. The amount of peer to peer conflict will decline.

Material/Resources/Supports Needed	PD Step
Connection Toolkit (National Educators for Restorative Practices)	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2021, student proficiency on the IRLA will increase 15% in grade 1 and increase 5% in grade 2 as compared to June 2019 data. (Aligned Core Curriculum - Reading Proficiency)	Phonological Awareness Training - Tier 4	Train First Grade Teachers in the Heggerty Program (See PD Plan for Specifics)	08/17/2020 - 09/11/2020
By June 2021, student proficiency on the IRLA will increase 15% in grade 1 and increase 5% in grade 2 as compared to June 2019 data. (Aligned Core Curriculum - Reading Proficiency)	Standards Based Planning (Marzano FTEM Model)	Provide professional development to K-2 teachers on the district approved core ELA program, ARC Core (American Reading Company). Process and plan is specified in PD Plan.	08/17/2020 - 09/30/2020
By June 2021, student proficiency on the IRLA will increase 15% in grade 1 and increase 5% in grade 2 as compared to June 2019 data. (Aligned Core Curriculum - Reading Proficiency)	Standards Based Planning (Marzano FTEM Model)	Provide professional development to K-2 teachers to utilize the ELA Curriculum and Instruction Guides and ARC Core to plan instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment. Process and plan	09/01/2020 - 05/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		is specified in PD Plan.	
By June 2021, the number of students reporting negative peer to peer interactions will decrease by 20% as reported by the Franklin & Marshall Student Survey as compared to June 2019 data. (Positive Peer to Peer Interactions)	PBIS	Teachers and Support Staff will receive Professional Development on best-practices for climate, social skill instruction, and strengthening PBIS implementation. Process and plan is specified in PD Plan.	08/17/2020 - 05/31/2021
By June 2021, the number of students reporting negative peer to peer interactions will decrease by 20% as reported by the Franklin & Marshall Student Survey as compared to June 2019 data. (Positive Peer to Peer Interactions)	PBIS	Teachers and Support Staff will receive Professional Development on Equity and Trauma to support their understanding of and ability to support students at various levels of need. Process and plan is specified in PD Plan.	08/17/2020 - 05/31/2021
By June 2021, the number of students reporting negative peer to peer interactions will decrease by 20% as reported by the Franklin & Marshall Student Survey as compared to June 2019 data. (Positive Peer to Peer Interactions)	Restorative Practices	Teachers and Staff will participate in ongoing Professional Development for the implementation of Restorative Practices	08/17/2021 - 05/31/2021

Measurable Goals		Action Plan Name	Professional Development Step	Anticipated Timeline

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Heggerty Phonemic Awareness Training	First Grade Teachers, EL Teacher, SPED Teacher	1) Overview of Phonemic Awareness 2) Program Components 3) Timeline for Implementation 4) Ideas for Monitoring Phonemic Awareness

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful implementation by classroom teachers	08/17/2020 - 09/30/2020	Ashley Martinez/Reading Specialist

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
Standards Based Planning (FTEM)	K-2 Teachers, EL Teachers, SPED Teachers	1) ARC Core Components and Resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
1) Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards 2) ELA instructional rounds show evidence of ARC Core components throughout the ELA block.	08/17/2020 - 05/31/2021	Brianne Mull-Delaney/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
Standards Based Planning (FTEM)	K-2 Teachers, EL Teachers, SPED Teachers	1) ELA Curriculum and Instruction Guides 2) ARC Core Resources 3) Marzano Focused Instructional Model- Domain 1: Standards Based Planning Rubrics (FTEM) 4) Lesson Design: Putting it all together

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
1) Plans identify specific instructional strategies appropriate for the learning target 2) Lessons are planned with teachable chunks of content 3) Lesson plans align to grade level standard(s) with targets, tasks, and taxonomy alignment 4) Planned and completed student work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level 5) ELA instructional rounds show evidence of 1-4	10/01/2020 - 05/31/2021	Brianne Mull-Delaney/Instructional Coach

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
PBIS: Teachers and Support Staff will receive Professional Development on best-practices for climate, social skill instruction, and strengthening PBIS implementation.	Teachers and Support Staff	Hacking School Discipline Book Study (First Semester) Power of Our Words Book Study (Second Semester)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom environments will show evidence of restorative practices, including positive and respectful language between adult and student and student and student. Instructional Rounds and Informal Observations will be conducted with evaluative and non evaluative feedback. Coaching opportunities for teachers who need additional support will be provided	08/17/2020 - 05/31/2021	Shannon Hawk

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: Equity and Trauma Informed Practices	Teachers and Support Staff	Social Dominance, Culturally Responsive Teaching, Re regulation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom environments will show evidence of culturally responsive teaching and students will be more likely to re regulate emotions within the classroom.	08/17/2021 - 05/31/2021	Shannon Hawk- AP

Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	Teachers and Staff	1) Restorative Circles (Full Class) 2) Restorative Circles (Small Group) 3) Affective Statements

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will utilize Restorative Language daily and students will participate in Restorative Circles both whole group and small group when needed.	08/17/2020 - 05/31/2021	Shannon Hawk- AP

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings: