WICKERSHAM EL SCH

401 N Reservoir St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Through the use of technology, collaboration, problem solving and innovative thinking, Wickersham has rigorous student-centered classrooms that prepares all students to be college and career ready.

STEERING COMMITTEE

Name	Position	Building/Group
Ashley Mercado	Principal	Wickersham
Danielle Barnett	Principal Resident	Wickersham
Corey Lipisko	Instructional Coach	Wickersham
Ryan Wertman	School Counselor	Wickersham
Ashley Payonk	Exceptional Student Specialist	Wickersham
Christine Kile	ELD Specialist	Wickersham
Danielle Painton	Teacher	Wickersham
Abigail Griffith	SFRS	Wickersham
Lindsey Kopp	Teacher	Wickersham
Jaclyn Gantz	Teacher	Wickersham
Kelcy Waller	Parent	Wickersham
Karin Woods	Community Member	Wickersham

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement a multi-tiered systems of supports process to support students' academic needs	Career Standards Benchmark Career Standards Benchmark Career Standards Benchmark
If teachers will utilize Curriculum and Instruction Pacing Guides to identify critical content and plan instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment then students will produce outcomes that meet the rigor of the standard.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
If we provide parents with resources necessary to support and expand at home learning, then there will be an increase in accessing and engaging SeeSaw.	Parent and family engagement Parent and family engagement Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Educate parents to support their children's learning and teachers to work with parents.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PLC Collaboration	By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.)
Emergency Level- K-2	At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade.
Seesaw engagement	By June 30, 2021, 60% of students and families will access SeeSaw at home.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each grade level will provide content resources for monthly family events to support and expand learning at home.	2020-08-01 - 2021-06-30	Teachers	curriculum resources
Each Grade Level/Content will maintain a virtual resource center using school website	2020-08-01 - 2021-06-30	Teachers, Principal, Coach	school website

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and will be updated at least monthly.			
Families will be provided with Seesaw log in information and access codes.	2020-08-01 - 2020-08-30	Teachers	
Families will be trained on how to access online platforms, seesaw, classdojo, and resource site.	2020-08-01 - 2021-08-30	Principal/Instructional Coach/Teachers	Curriculum and Instruction Guides, ARC Core Materials, Marzano Taxonom?
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	-		
	-		IRLA
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	-		
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	2020-08-01 - 2021-06-30	Teachers	Taxonomy Charts/Standards
	2020-08-01 - 2021-06-30	Principal/Coach	iobervation
	2020-08-01 - 2021-06-30	Teachers/Instructional Coach	IRLA
	2020-08-01 -	Instructional	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2021-06-30	Coach/Principal/Teacher	
	2020-08-01 - 2021-06-30	Instructional Coach/Principal/Teachers	
	2020-08-01 - 2021-06-30	Teachers/Instructional Coach	CIGs/Standards/Taxonomy
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Anticipated Outcome

Parents will have a better understanding of how to help student learning at home.

Monitoring/Evaluation

Student work completion, parent engagement using online platforms, family attendance at events

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Evidence-based Strategy

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PLC Collaboration	By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.)
Emergency Level- K-2	At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade.
Seesaw engagement	By June 30, 2021, 60% of students and families will access SeeSaw at home.

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

Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year determine the baseline reading level of students.	2020-08-24 - 2020-09-30	Teachers	IRLA
-			
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.	2020-08-01 - 2021-06-30	Instructional Coach	Curriculum and Instruction Guides, ARC Core Materials, Marzano Taxonom?
Teachers will write ELA lesson plans that use PA Core standards	2020-08-01 - 2021-08-30	Instructional Coach/Teachers	Marzano Domains Rubrics, PA Core Standards, Curriculum Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and ARC Core to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.			
Instructional rounds, informal, formal 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.	2020-08-01 - 2021-06-30	Principal, Instructional Coach	iObservation
Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year to	2020-08-01 - 2020-09-30	Teachers	IRLA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
determine the baseline reading level of students.			
All teachers will assess student independent reading progress as needed using the IRLA and maintain a record of the results.	2020-08-01 - 2021-05-31	Teachers	IRLA/Schoolpace
Grade Level Data meetings will be held quarterly to determine PLC SMART goal progress related to school goals. (ELA & Math)	2020-08-01 - 2021-06-30	Principal/Coach/Teachers	
PLCs will meet vertically with other grade level PLCs to monitor student growth and progression of learning.	2020-08-01 - 2021-06-30	Teachers, Principal, Coach	
Teachers will write ELA lesson plans that use PA	2020-08-01 - 2021-06-30	Teachers	Taxonomy Charts/Standards

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Core Standards and ARC Core to drive their instruction and include standards aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.			
Instructional rounds, informal, formal 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.	2020-08-01 - 2021-06-30	Principal/Coach	iobervation
All teachers will assess student independent reading progress as needed using	2020-08-01 - 2021-06-30	Teachers/Instructional Coach	IRLA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the IRLA and maintain a record of the results.			
Grade Level Data meetings will be held quarterly to determine PLC SMART goal progress related to school goals.	2020-08-01 - 2021-06-30	Instructional Coach/Principal/Teacher	
PLCs will meet vertically with other grade level PLCs to monitor student growth and progression of learning using SMART Goal template for ELA and Math.	2020-08-01 - 2021-06-30	Instructional Coach/Principal/Teachers	
Teachers will write Math lesson plans that use use PA Core standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned	2020-08-01 - 2021-06-30	Teachers/Instructional Coach	CIGs/Standards/Taxonomy

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Taxonomy.			
District and School Leadership Teams will plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	2020-08-01 - 2021-06-30	Instructional Coach/District Coordinators/Principal	

Anticipated Outcome

Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Monitoring/Evaluation

iObservation, Lesson Plan Review, Student Achievement Data

Evidence-based Strategy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action	Anticipated	Lead	Materials/Resources/Supports

Step	Start/Completion	Person/Position	Needed
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Anticipated Outcome

Monitoring/Evaluation

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Evidence-based Strategy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All Family involvement events will include a parent resource center with each grade level and content area that will be updated monthly.	2020-08-01 - 2021-06-30	Teachers, Instructional Coach, Principal	instructional resources
Parents will be able to access content supports by grade level electronically via a school website.	2020-08-01 - 2021-06-30	Principal, Teachers, Specialists	website, curriculum resources

Anticipated Outcome

Parents will be able to access online resources to support learning at home.

Monitoring/Evaluation

parent engagement with website, student completion of homework

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Evidence-based Strategy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Instructional Teams develop standardsaligned units of instruction for each su?ject and grade level. Units of instruction include standards- ?ased o?jectives and criteria for master?.	2020-08-01 - 2021-06-30	Principal/Instructional Coach/Grade Level PLCs	
Teams develop materials for their standards-aligned learning activities and share the materials among themselves. Materials for standardsaligned learning activities are well-organized, la?eled, and stored for convenient use ?? teachers.	2020-08-01 - 2021-06-30	Instructional Coach/Grade Level PLCs	
Teachers will meet in vertical team collaboration with a focus on	2020-08-01 - 2020-06-30	Principal, Instructional Coach, Exceptional Student Specialist, Teachers	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
student work and progression of standards.			
Teachers will meet during common planning time and PLCs weekly to collaborate, review student work samples and data.	2020-08-01 - 2020-06-30	Teachers	
District and School Leadership Teams will plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment	2020-08-01 - 2021-06-30	District Coordinators/Principal/ Instructional Coach	
Teachers write lesson plans weekly that use PA Core Standards to drive their instruction and include standards-aligned Learning Targets,	2020-08-01 - 2021-06-30	Teachers	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Rigorous Tasks, and Aligned Taxonomy.			
Students will be continuously exposed to ELA content through ongoing, differentiated lessons, practice that spans content areas and strategically embed opportunities to build reading, writing, speaking, and listening skills.	2020-08-01 - 2021-06-30	Teachers	
Special Education, ELD, and classroom teachers will engage in ongoing collaboration on specific student needs.	2020-08-01 - 2021-06-30	Teachers, ESS, Instructional Coach	

Anticipated Outcome

Teachers will create rigorous standards aligned lessons to improve student achievement

Monitoring/Evaluation

Improved student achievement, iObservation Data

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Collectively shape the vision for continuous improvement of teaching and learning

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Collectively shape the vision for continuous improvement of teaching and learning

Collectively shape the vision for continuous improvement of teaching and learning

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

Align curriculum, assessments, and instruction to the PA Standards

Implement a multi-tiered system of supports for academics

Implement a multi-tiered system of supports for academics

Align curriculum, assessments, and instruction to the PA Standards

Align curriculum, assessments, and instruction to the PA Standards

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

Align curriculum, assessments, and instruction to the PA Standards

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

Implement evidence-based strategies to engage families to support learning

Align curricular materials and lesson plans to the PA Standards

Align curriculum, assessments, and instruction to the PA Standards

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

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

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

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

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Align curriculum, assessments, and instruction to the PA Standards	Curriculum is not aligned to PA Core Standards	✔
Implement evidence-based strategies to engage families to support learning	Mixed levels of family engagement in home learning, student motivation and ownership	✔

ADDENDUM B: ACTION PLAN

Action Plan: Educate parents to support their children's learning and teachers to work with parents.

Action Steps	Anticipated Start/Completion Date
Each grade level will provide content resources for monthly family events to support and expand learning at home.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
curriculum resources	no

Action Steps	Anticipated Start/Completion Date
Each Grade Level/Content will maintain a virtual resource center using school website and will be updated at least monthly.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
school website	no

Action Steps	Anticipated Start/Completion Date
Families will be provided with Seesaw log in information and access codes.	08/01/2020 - 08/30/2020

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
Families will be trained on how to access online platforms, seesaw, classdojo, and resource site.	08/01/2020 - 08/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

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

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	yes

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
IRLA	no

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	no

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
Taxonomy Charts/Standards	yes

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Action Steps	Anticipated Start/Completion Date
	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
iobervation	yes

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Action Steps	Anticipated Start/Completion Date
	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
IRLA	yes

Action Steps	Anticipated Start/Completion Date
	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	yes

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Action Steps	Anticipated Start/Completion Date
	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
CIGs/Standards/Taxonomy	yes

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

Monitoring/Evaluation	Anticipated Output
Student work completion, parent engagement using online platforms, family attendance at events	Parents will have a better understanding of how to help student learning at home.

Material/Resources/Supports Needed	PD Step
	yes

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

Action Steps	Anticipated Start/Completion Date
Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year determine the baseline reading level of students.	08/24/2020 - 09/30/2020

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA	no

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

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
	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.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA 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 Taxonom?	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.	08/01/2020 - 08/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
Marzano Domains Rubrics, PA Core Standards, Curriculum Resources	yes

Action Steps	Anticipated Start/Completion Date
Instructional rounds, informal, formal 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.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
iObservation	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.	08/01/2020 - 09/30/2020

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA	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.	08/01/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA 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
Grade Level Data meetings will be held quarterly to determine PLC SMART goal progress related to school goals. (ELA & Math)	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA 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
PLCs will meet vertically with other grade level PLCs to monitor student growth and progression of learning.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA 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
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.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
Taxonomy Charts/Standards	yes

Action Steps	Anticipated Start/Completion Date
Instructional rounds, informal, formal 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.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
iobervation	yes

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.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA	yes

Action Steps	Anticipated Start/Completion Date
Grade Level Data meetings will be held quarterly to determine PLC SMART goal progress related to school goals.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
PLCs will meet vertically with other grade level PLCs to monitor student growth and progression of learning using SMART Goal template for ELA and Math.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
Teachers will write Math lesson plans that use use PA Core standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
CIGs/Standards/Taxonomy	yes

Action Steps	Anticipated Start/Completion Date
District and School Leadership Teams will plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
iObservation, Lesson Plan Review, Student Achievement Data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficient levels will increase and this will translate to improved growth as measured by the CDT and PSSA using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
	yes

Action Plan:

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

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
	yes

Action Plan:

Action Steps	Anticipated Start/Completion Date
All Family involvement events will include a parent resource center with each grade level and content area that will be updated monthly.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
parent engagement with website, student completion of homework	Parents will be able to access online resources to support learning at home.

Material/Resources/Supports Needed	PD Step
instructional resources	no

Action Steps	Anticipated Start/Completion Date
Parents will be able to access content supports by grade level electronically via a school website.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
parent engagement with website, student completion of homework	Parents will be able to access online resources to support learning at home.

Material/Resources/Supports Needed	PD Step
website, curriculum resources	no

Action Plan:

Action Steps	Anticipated Start/Completion Date
Instructional Teams develop standardsaligned units of instruction for each su?ject and grade level. Units of instruction include standards- ?ased o?jectives and criteria for master?.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Teams develop materials for their standards-aligned learning activities and share the materials among themselves. Materials for standardsaligned learning activities are well-organized, la?eled, and stored for convenient use ?? teachers.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Teachers will meet in vertical team collaboration with a focus on student work and progression of standards.	08/01/2020 - 06/30/2020

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Teachers will meet during common planning time and PLCs weekly to collaborate, review student work samples and data.	08/01/2020 - 06/30/2020

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
District and School Leadership Teams will plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
Teachers write lesson plans weekly that use PA Core Standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Students will be continuously exposed to ELA content through ongoing, differentiated lessons, practice that spans content areas and strategically embed opportunities to build reading, writing, speaking, and listening skills.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Special Education, ELD, and classroom teachers will engage in ongoing collaboration on specific student needs.	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Improved student achievement, iObservation Data	Teachers will create rigorous standards aligned lessons to improve student achievement

Material/Resources/Supports Needed	PD Step
	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Educate parents to support their children's learning and teachers to work with parents.	Families will be provided with Seesaw log in information and access codes.	08/01/2020 - 08/30/2020
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Educate parents to support their children's learning and teachers to work with parents.	Families will be trained on how to access online platforms, seesaw, classdojo, and resource site.	08/01/2020 - 08/30/2021
By June 30, 2021, 100% of teachers will	Educate		01/01/0001 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	parents to support their children's learning and teachers to work with parents.		01/01/0001
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Educate parents to support their children's learning and teachers to work with parents.		01/01/0001 - 01/01/0001
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies	Educate parents to support their children's learning		01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	and teachers to work with parents.		
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Educate parents to support their children's learning and teachers to work with parents.		01/01/0001 - 01/01/0001
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students	Educate parents to support their children's learning and teachers to work with parents.		01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)			
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Educate parents to support their children's learning and teachers to work with parents.		01/01/0001 - 01/01/0001
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home.	Educate parents to support their children's learning and teachers to work with parents.		01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(Seesaw engagement)			
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Educate parents to support their children's learning and teachers to work with parents.		01/01/0001 - 01/01/0001
			01/01/0001 - 01/01/0001
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.		01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.		01/01/0001 - 01/01/0001
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.	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.	08/01/2020 - 06/30/2021
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the	Engage instructional teams in	Provide professional development to K-	08/01/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	developing standards-aligned units of instruction.	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.	
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.	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.	08/01/2020 - 08/30/2021
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies	Engage instructional teams in developing standards-aligned	Teachers will write ELA lesson plans that use PA Core Standards and ARC Core to drive their	08/01/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	units of instruction.	instruction and include standards aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.	Instructional rounds, informal, formal 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.	08/01/2020 - 06/30/2021
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students	Engage instructional teams in developing standards-aligned units of instruction.	All teachers will assess student independent reading progress as needed using the IRLA and maintain a record of the results.	08/01/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)			
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.	Grade Level Data meetings will be held quarterly to determine PLC SMART goal progress related to school goals.	08/01/2020 - 06/30/2021
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home.	Engage instructional teams in developing standards-aligned units of instruction.	PLCs will meet vertically with other grade level PLCs to monitor student growth and progression of learning using SMART Goal template for ELA and Math.	08/01/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(Seesaw engagement)			
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.	Teachers will write Math lesson plans that use use PA Core standards to drive their instruction and include standards-aligned Learning Targets, Rigorous Tasks, and Aligned Taxonomy.	08/01/2020 - 06/30/2021
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	Engage instructional teams in developing standards-aligned units of instruction.	District and School Leadership Teams will plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	08/01/2020 - 06/30/2021
By June 30, 2021, 100% of teachers will receive a rating of applying or above on Element 55. (The teacher determines the	Engage instructional teams in	District and School Leadership Teams will plan	08/01/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.) (PLC Collaboration) At the end of June 30, 2021, a 10% decrease in emergency level students (IRLA) in Kindergarten, first, and second grade. (Emergency Level- K-2) By June 30, 2021, 60% of students and families will access SeeSaw at home. (Seesaw engagement)	developing standards-aligned units of instruction.	and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.	
		District and School Leadership Teams will plan and provide professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment	08/01/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Family Engagement	Teachers	ARC Core, Learning Targets, Task, Taxonomy Alignment,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans will demonstrate standards-driven lessons, targets and task alignment, rigorous learning activities, and differentiated tasks for all learners	08/01/2020 - 06/30/2021	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
Professional Learning Series- Target/Task Alignment	Teachers	Standards-aligned instruction, differentiation, target task alignment, rigor

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans will reflect rigorous tasks, target task alignment, differentiation	08/01/2020 - 06/30/2021	Instructional Coach/Principal/District Coordinators

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

Professional Development Step	Audience	Topics of Prof. Dev
ARC Core Professional Development	Teachers K-2	Curriculum, lesson planning, target/task alignment, differentiation, assessment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans, classroom observations will reflect learning targets, tasks, and assessments	08/01/2020 - 06/30/2021	Instructional Coach

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