

WASHINGTON MARTHA SCH

766 N 44th St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Mission: The mission of Martha Washington Academics Plus School is to improve outcomes for children by cultivating a safe academic environment that is grounded in rigor, relevance and relationships. Vision: Our hope is that when students graduate from Martha Washington they will: 1)Be lifelong learners; 2)Have the academic and social skills necessary to select and be successful in their high school of choice, and 3)Be compassionate and innovative citizens who positively impact our world.

STEERING COMMITTEE

Name	Position	Building/Group
Lakeisha Patrick	Principal	Martha Washington
Ashley Diggs	Additional Leadership Team Representative	Martha Washington
Priscilla Blount	Math Content Specialist/Teacher Leader	Martha Washington
Crystal Pierce	Literacy Content Specialist/Teacher Leader	Martha Washington
Amanda Fisch	Science Content Specialist/Teacher Leader	Martha Washington
Marcus Fulton	School-based Climate Representative	Martha Washington
Maurita Lee	Parent	Martha Washington
Rev. Yvonne Lee	Community member	New Church Down the Way
Rachel Hurley	STEP Clinical Coordinator	Martha Washington
Cleanette Riley	Special Education Case Manager	Martha Washington
Michaela Finkelstien	Network Attendance Coach	SDP Office of Attendance and Truancy
Jasmine Council	Network Culture and Climate Coach	SDP Office of Climate and Safety
Marie Levine	Grants Compliance Monitor	SDP Office of Grants Compliance
Julie Skrocki	Central Office Talent Partner	SDP Office of Talent
Donna Jacklin	Network Early Literacy/Literacy Director	SDP Office of Curriculum, Assessment and Instruction
Melissa Gude	Network Professional Learning	SDP Office of Chief of Schools

Name	Position	Building/Group
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	Specialist	
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Korbin	Prevention and Intervention	SDP
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Reynolds	Liaison	
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Niffari	Special Education Compliance	Martha Washington
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Poorman	Monitor	
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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Early Literacy English Language Arts Career Standards Benchmark
Identify and address individual student learning needs	Mathematics English Language Arts Career Standards Benchmark
Implement a multi-tiered system of supports for academics and behavior	Early Literacy School climate and culture Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Check-in Check-out

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Suspensions

At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

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

Establish clear roles and responsibilities for oversight and implementation of identified approach

2020-06-12 - 2020-06-12

Principal

Draft Schedule for Students and Staff, Data Tracker, Incentives

Train intervention providers in identified approach

2020-06-15 - 2020-06-15

Counselor

No materials needed.

Train teachers in their role in identified approach

2020-08-25 - 2020-08-25

Counselor

Draft Schedules, Case Scenarios, Data Tracker

Train staff on behavior planning in SIS

2020-08-26 - 2020-08-26

Counselor

Stepper

Assign students to Tier II interventions based on data

2020-08-31 - 2020-06-12

Counselor

SIS Data, Climate Data, Data Tracker

Anticipated Outcome

Early identification of high support students will assist the instructional leadership team and climate staff with implementing procedures to promote student success both academically and behaviorally.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during MTSS meetings and quarterly with our PESO person.

Evidence-based Strategy

Peer Mediation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Suspensions

At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Establish clear roles and responsibilities for oversight and implementation of identified approach

2020-06-13 -
2020-06-13

Climate
Manager

Peer Mediation Tool Kit/Manual, Peer Mediation Signs

Train intervention providers in identified approach

2020-08-25 -
2020-08-25

Climate
Liaison

No materials needed

Train teachers in their role in identified approach

2020-08-25 -
2020-08-25

Climate
Manager

No materials are needed.

Assign students to Tier II interventions based on data

2020-09-14 -
2020-06-19

Climate
Manager

SIS and Climate Data

Anticipated Outcome

Early identification of high support students will assist the instructional leadership team and climate staff with implementing procedures to promote student success both academically and behaviorally.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during MTSS meetings and quarterly with our PESO person.

Evidence-based Strategy

Targeted Attendance Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance	At least ____% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Establish clear roles and responsibilities for oversight and implementation of identified approach	2020-06-13 - 2020-06-13	Counselor	Incentives, Attendance Banners, Attendance Wheel, Score Cards
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Create attendance plans for all students receiving Tier II or Tier III services	2020-08-31 - 2021-06-11	Counselor	Qlik and SIS Data
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Identify key data and process for monitoring implementation of identified approach	2020-06-15 - 2020-06-15	Counselor	Qlik Data
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Leverage external partnerships in alignment with identified approach	2020-06-01 - 2021-06-30	Counselor	Promise Neighborhood, One Page that Highlight the School
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Anticipated Outcome

Early identification of high support students will assist the instructional leadership team and climate staff with implementing procedures to promote student success both academically and behaviorally.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during MTSS meetings and quarterly with our PESO person.

Evidence-based Strategy

Implement 120 minute ELA instruction for grades K-3 with a strong focus on phonics.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Tier I	At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
% P/A ELA PSSA	At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
% Reading at Tier 3	No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Obtain baseline student data within the first week of school for students in grades K-3	2020-08-31 - 2020-09-11	Literacy Lead	Data Chart/Tracker, AIMSweb Data, Common Assessment Data
Utilize Foundations phonics program for grades K-3 and allot 30 minutes of the ELA block for phonics instruction.	2020-08-24 - 2021-06-12	Teachers & Lit Lead	Curriculum, CPT, Ongoing Observation and Feedback
Professional learning for all K-3 teachers, SSA's, Lit. Lead, SBTL and principal in Foundations.	2020-08-24 - 2021-06-11	Literacy Lead	Professional Learning, Ongoing Observation and Feedback

Anticipated Outcome

Teachers utilizing the instructional materials and the professional learning provided by school leadership in their classrooms every day. Teachers providing quality instruction and promoting the development of strong foundational skills in Phonics, ELA and mathematics. Students engaged in literacy lessons each day and small group instruction targeting the skills they need.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during MTSS meetings and quarterly with our PESO person.

Evidence-based Strategy

Provide 30 minutes of pull out instruction for high support students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Tier I	At least ___% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
% P/A ELA PSSA	At least ___% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ___% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
% Reading at Tier 3	No more than ___% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Clearly identify the role, instructional tools, and data cycle the SSA will use during the daily pull	2020-06-15 - 2020-08-10	Principal, Literacy Lead, SBTL	Schedule

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

Develop exit/enter criteria for identifying students who will receive the pull out support.	2020-06-15 - 2020-08-10	Principal, Literacy Lead, SBTL	AIMSweb Targets, PSSA Cut Scores,
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Progress monitoring using AIMSweb every fourteen days.	2020-08-31 - 2021-06-12	Literacy Lead, Teachers & SSA	Qlik Data, Data Tracker
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Anticipated Outcome

Teachers utilizing the instructional materials and the professional learning provided by school leadership in their classrooms every day. Teachers providing quality instruction and promoting the development of strong foundational skills in Phonics, ELA and mathematics. Students engaged in literacy lessons each day and small group instruction targeting the skills they need.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during MTSS meetings and quarterly with our PESO person.

Evidence-based Strategy

Content-Focused Coaching/CPT

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% P/A ELA PSSA	At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of a comprehensive calendar identifying the following: instructional leader who will facilitate weekly meetings, meeting focus, PLC's etc.)	2020-06-15 - 2020-08-10	Principal, Literacy Lead, SBTL	School Schedule (Draft)
Develop a schedule that will allow for collaborative planning with content partners to engage in the intellectual prep process, review student work, and discuss best practices.	2020-06-10 - 2021-06-12	Literacy Lead	School Schedule
Obtain baseline student data within the first week of school for students in grades K-3	2020-08-31 - 2020-09-11	Principal, Literacy Lead, SBTL	Diagnostic Tools
Ongoing classroom observations and coaching to provide teachers with real time feedback on instructional practices.	2020-08-31 - 2021-06-12	Principal, Literacy Lead, SBTL	Coaching and Feedback Schedule
Use Anet to assess students quarterly. Use teacher created monthly assessments.	2020-08-31 - 2021-06-15	Principal, Literacy Lead, SBTL	ANet Assessment, Common Assessments,
Analyze and reflect on Anet Data to identify areas of growth.	2020-08-31 - 2021-06-12	Principal, Literacy Lead, SBTL	Anet Data
Support teachers with development and execution of reteach plans.	2020-08-31 - 2021-06-12	Principal, Literacy Lead, SBTL	Assessment Analysis, Reteach Templates, Assessment Schedule,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Student work analysis of open-ended responses.	2020-09-14 - 2021-06-05	Principal, Literacy Lead, SBTL	Student work samples, exemplars

Anticipated Outcome

Teachers utilizing the instructional materials and the professional learning provided by school leadership in their classrooms every day. Teachers providing quality instruction and promoting the development of strong foundational skills in Phonics, ELA and mathematics. Students engaged in literacy lessons each day and small group instruction targeting the skills they need

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during MTSS meetings and quarterly with our PESO person.

Evidence-based Strategy

Early Literacy Block Scheduling (120 min)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% P/A ELA PSSA	At least ___% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ___% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Obtain baseline student data within the first week of school for students in grade 3	2020-08-31 - 2020-09-11	Literacy Lead	Diagnostic Tools, Data Tracker

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize Foundations phonics program for grade 3 and allot 30 minutes of the ELA block for phonics instruction.	2020-08-31 - 2021-06-12	Teachers & Lit Lead	School Schedule
Professional learning for all 3 teachers, SSA's, Lit. Lead, SBTL and principal in Foundations.	2020-08-31 - 2021-06-12	Literacy Lead	Professional Learning, Leadership Coaching, Roll Out Implementation Plan
Have students practice answering PSSA released items.	2020-09-18 - 2021-04-01	Teachers & Lit Lead	Sample Released Items, PSSA Test Strategies

Anticipated Outcome

Teachers utilizing the instructional materials and the professional learning provided by school leadership in their classrooms every day. Teachers providing quality instruction and promoting the development of strong foundational skills in Phonics, ELA and mathematics. Students engaged in literacy lessons each day and small group instruction targeting the skills they need

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Teachers will provide instruction that reflect the shifts in mathematics instruction.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% BB on Math PSSA	No more than ____% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Daily Minute Math Practice to assist with fact fluency for grades K-6.	2020-08-31 - 2021-06-12	Teachers	Fluency Sheets, Training on how to include fluency practice in daily instruction.
Bi-weekly Math Maintenance Sheets to revisit mathematical skills taught throughout the year.	2020-08-31 - 2021-06-12	Teachers	Maintenance Sheets for each grade
Develop a schedule that will allow for collaborative planning with content partners to review student work, and discuss best practices.	2020-06-15 - 2020-08-10	Principal, SBTL	School Schedule, Comprehensive Leadership Calendar
Obtain baseline student data within the first week of school for students in grades 4-8	2020-08-31 - 2020-09-18	Principal, SBTL	STAR Data
Ongoing classroom observations and coaching to provide teachers with real time feedback on instructional practices.	2020-08-31 - 2021-06-12	Principal, SBTL	Comprehensive Instructional Leadership Calendar
Use Anet to assess students quarterly. Support teachers with using Anet question bank to create high quality monthly assessments.	2020-08-31 - 2021-06-12	Principal, SBTL	Anet License
Analyze and reflect on Anet Data to identify areas of growth.	2020-08-31 - 2021-06-12	Principal, SBTL	Student Data
Support teachers with development and	22020-08-31 - 2021-05-30	Principal, SBTL	Reteach Template, Content Specific Grade Group

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
execution of reteach plans.			Meeting Schedule
Have students practice answering PSSA released items.	2020-09-18 - 2021-04-01	Principal, SBTL	PSSA Released Item, Math Strategies
Ongoing professional learning and support with unpacking the standards, identifying strands of a math standard and the aspect of rigor.	2020-09-04 - 2020-09-04	SBTL	Anet Platform, Grade level standards,
Ongoing professional learning on best practices with teaching the various aspects of rigor.	2020-09-10 - 2020-09-10	SBTL	Anet Platform, Content Partner Meeting Schedule

Anticipated Outcome

Teachers providing small group instruction to students daily. Students engaged in every math and literacy lesson. Students engaged in productive struggle and teachers facilitating whole and small group instruction.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Provide 30 minutes of pull out instruction for high support students.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

% BB on Math PSSA

No more than ___% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Clearly identify the role, instructional tools, and data cycle the SSA will use during the daily pull out sessions.	2020-06-15 - 2020-08-10	Principal, SBTL, SSAs	Draft of School Schedule, Diagnostic Tools,
Develop exit/enter criteria for identifying students who will receive the pull out support.	2020-06-15 - 2020-08-10	Principal, SBTL, SSAs	PSSA and STAR cut scores, Data Tracker
Progress monitoring using STAR.	2020-09-07 - 2021-06-12	Teachers & SSA	Professional Learning on the STAR tools

Anticipated Outcome

Teachers providing small group instruction to students daily. Students engaged in every math and literacy lesson. Students engaged in productive struggle and teachers facilitating whole and small group instruction.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Provide students with regular access to grade level complex text.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

% P/A ELA PSSA

At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)

% BB on ELA PSSA

At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Support teachers with backwards planning. Require teachers to annotate passages, identify key understandings and develop exemplar responses for text dependent analysis questions.	2020-09-04 - 2020-09-04	Principal and Literacy Lead	Planning Template, Exemplar Lesson Plans
Use Anet passages weekly as a resource for complex text. Use questions stems to develop high quality questions.	2020-09-07 - 2021-06-12	Teachers	ANet Passages, Questions Stems,
Use Anet passages weekly. Provide students with explicit vocabulary instruction.	2020-08-31 - 2021-06-12	Teachers	Sadlier Oxford Vocabulary Workshop Books for gr. 2-8
Ongoing classroom observations and coaching to provide teachers with real time feedback on instructional practices.	2020-08-31 - 2021-06-12	Principal, Literacy Lead, SBTL	Informal Observation tool, Coaching and Feedback Schedule
Analyze and reflect on Anet Data to identify areas of growth.	2020-08-31 - 2021-06-12	Principal, Literacy Lead, SBTL	ANet Student Data, Data Tracker
Support teachers with development and execution of reteach plans.	2020-08-31 - 2021-05-30	Principal, Literacy Lead, SBTL	Reteach Template, Content Specific Group Meeting Schedule
Student work analysis of open-ended responses.	2020-09-14 - 2020-06-12	Principal, Literacy Lead,	Student Work Samples, Exemplars

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

Anticipated Outcome

Teachers providing small group instruction to students daily. Students engaged in every math and literacy lesson. Students engaged in productive struggle and teachers facilitating whole and small group instruction.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Equip students with a systematic approach to writing.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% P/A ELA PSSA	At least ___% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ___% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Ensure 4 Square Writing technique is taught with fidelity.	2020-08-31 - 2021-06-12	Principal and Literacy Lead	Observational Tracker, 4-Square Writing Books
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Professional Learning on the 4-Square Writing Technique for teachers.	2020-08-27 - 2020-08-27	Principal and Literacy Lead	Mini Professional learning on utilizing the 4-Square Strategy.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use Anet passages weekly as a resource for complex text. Use questions stems to develop high quality questions.	-	Teachers	

Ongoing classroom observations and coaching to provide teachers with real time feedback on instructional practices.	-	Principal, SBTL	
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Anticipated Outcome

Teachers providing small group instruction to students daily. Students engaged in every math and literacy lesson. Students engaged in productive struggle and teachers facilitating whole and small group instruction.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Provide 30 minutes of pull out instruction for high support students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% P/A ELA PSSA	At least ___% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ___% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Clearly identify the role, instructional tools, and data cycle the SSA will use during the daily pull out sessions.	2020-06-15 - 2020-08-10	Principal, Lit Lead, SSAs	
Develop exit/enter criteria for identifying students who will receive the pull out support.	2020-06-15 - 2020-08-10	Principal, Lit Lead, SSAs	PSSA and STAR cut scores, Data Tracker
Progress monitoring using STAR.	2020-09-07 - 2020-09-25	Teachers & SSA	Support for teacher with using STAR ToolsSu

Anticipated Outcome

Teachers providing small group instruction to students daily. Students engaged in every math and literacy lesson. Students engaged in productive struggle and teachers facilitating whole and small group instruction.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Daily exposure to rich vocabulary using Vocabulary Workshop.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% P/A ELA PSSA	At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
% BB on ELA PSSA	At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Plan for implementation of Vocabulary Workshop within the literacy block	2020-06-15 - 2020-06-15	Principal & Lit Lead	Draft of School Schedule
PD for teachers in the implementation of Vocabulary Workshop.	2020-08-27 - 2020-08-27	Principal & Lit Lead	No materials needed
Implementation of Vocabulary Workshop	2020-08-31 - 2021-06-12	Teachers	Class set of texts for grades 3-8.
Ongoing classroom observations and coaching to provide teachers with real time feedback on instructional practices.	2020-08-31 - 2021-06-12	Principal, SBTL	Comprehensive Coaching and Feedback Schedule

Anticipated Outcome

Teachers providing small group instruction to students daily. Students engaged in every math and literacy lesson. Students engaged in productive struggle and teachers facilitating whole and small group instruction.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

Evidence-based Strategy

Evidence-based Small Group Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Tier I	At least ___% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level

Goal Nickname**Measurable Goal Statement (Smart Goal)**

composite score.

% Reading at Tier 3

No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

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

Create a plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III

2020-06-15 -
2020-08-10

Principal,
SBTL, Lit Lead,
and Counselor

No materials needed

Establish clear roles and responsibilities for oversight and implementation of identified approach

2020-06-15 -
2020-08-10

Principal,
SBTL, Lit Lead,
and Counselor

No materials needed

Train intervention providers in identified approach

2020-08-28 -
2020-08-28

SBTL & Lit
Lead

MTSS Procedure

Train teachers & SSAs in their role in identified approach

2020-08-28 -
2020-08-28

SBTL & Lit
Lead

MTSS Procedure

Progress monitor all students receiving Tier II and III interventions

2020-08-31 -
2021-06-12

SBTL, Lit Lead
& SSAs

SIS data, Qlik data

Assign students to Tier II and Tier III interventions based on data

2020-08-31 -
2021-06-12

Principal,
SBTL, Lit Lead,
and Counselor

SIS Data, Student Tracker

Anticipated Outcome

Early identification of high support students will assist the instructional leadership team and climate staff with implementing procedures to promote student success both academically and behaviorally.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach regularly during ILT and quarterly with our PESO person.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Check-in Check-out	Train intervention providers in identified approach	06/15/2020 - 06/15/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Check-in Check-out	Train teachers in their role in identified approach	08/25/2020 - 08/25/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Check-in Check-out	Train staff on behavior planning in SIS	08/26/2020 - 08/26/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Peer Mediation	Train intervention providers in identified approach	08/25/2020 - 08/25/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Peer Mediation	Train teachers in their role in identified approach	08/25/2020 - 08/25/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier I)</p>	<p>Implement 120 minute ELA instruction for grades K-3 with a strong focus on phonics.</p>	<p>Professional learning for all K-3 teachers, SSA's, Lit. Lead, SBTL and principal in Foundations.</p>	<p>08/24/2020 - 06/11/2021</p>
<p>At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (% P/A ELA PSSA)</p>			
<p>At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB on ELA PSSA)</p>			
<p>No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (% Reading at Tier 3)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% BB on Math PSSA)	Teachers will provide instruction that reflect the shifts in mathematics instruction.	Ongoing professional learning and support with unpacking the standards, identifying strands of a math standard and the aspect of rigor.	09/04/2020 - 09/04/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% BB on Math PSSA)	Teachers will provide instruction that reflect the shifts in mathematics instruction.	Ongoing professional learning on best practices with teaching the various aspects of rigor.	09/10/2020 - 09/10/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% BB on Math PSSA)	Provide 30 minutes of pull out instruction for high support students.	Progress monitoring using STAR.	09/07/2020 - 06/12/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (% P/A ELA PSSA)</p>	<p>Provide students with regular access to grade level complex text.</p>	<p>Support teachers with backwards planning. Require teachers to annotate passages, identify key understandings and develop exemplar responses for text dependent analysis questions.</p>	<p>09/04/2020 - 09/04/2020</p>
<p>At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB on ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (% P/A ELA PSSA)</p>	<p>Provide students with regular access to grade level complex text.</p>	<p>Support teachers with development and execution of reteach plans.</p>	<p>08/31/2020 - 05/30/2021</p>
<p>At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB on ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (% P/A ELA PSSA)</p>	<p>Provide students with</p>	<p>Student work analysis of open-ended responses.</p>	<p>09/14/2020 - 06/12/2020</p>
<p>At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB on ELA PSSA)</p>	<p>regular access to grade level complex text.</p>		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (% P/A ELA PSSA)</p>	<p>Equip students with a systematic approach to writing.</p>	<p>Professional Learning on the 4-Square Writing Technique for teachers.</p>	<p>08/27/2020 - 08/27/2020</p>
<p>At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB on ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (% P/A ELA PSSA)</p>	<p>Daily exposure to rich vocabulary using Vocabulary Workshop.</p>	<p>PD for teachers in the implementation of Vocabulary Workshop.</p>	<p>08/27/2020 - 08/27/2020</p>
<p>At least ____% of [insert ATSI or TSI subgroup] in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB on ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier I)	Evidence-based Small Group Interventions	Train intervention providers in identified approach	08/28/2020 - 08/28/2020
No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (% Reading at Tier 3)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier I)	Evidence-based Small Group Interventions	Train teachers & SSAs in their role in identified approach	08/28/2020 - 08/28/2020
No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (% Reading at Tier 3)			