ELKIN LEWIS SCH

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TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Elkin staff and parents envision a school where all children learn and reach academic proficiency. Our teachers engage students in explicit instruction and use data to make educational decisions. Our parents are our partners who support their children, the school and the community. Our students come to school to learn, and prepare themselves for the world of work as leaders and good citizens. The school administrators value all stakeholders and the cultural diversity of our school. Everyone works to ensure that students meet and exceed school, state and national goals.

STEERING COMMITTEE

Name	Position	Building/Group
Mary Gorman	AP	Elkin School
Heather McCullough	Math Content Specialist/Teacher Leader	Elkin School
Allyssa Walsh	Literacy Content Specialist/Teacher Leader	Elkin School
Denise Byrd	Science Content Specialist/Teacher Leader	Elkin School
Edwin Braswell	School-based Climate Representative	Elkin School
Dalia Burgos	Parent	Parent
Anthony Murphy	Community member	MISSING
Nina Fonseca	Planning and Evidence-based Support (PESO) member	SDP
Kristen Bowes	Special Education Case Manager	SDP
Mariangeli Diodanet	Network Attendance Coach	SDP
Kristina Popkin	Network Culture and Climate Coach	SDP
Catherine Darin	Grants Compliance Monitor	SDP
Laurese Harper	Central Office Talent Partner	SDP
Felicia Brown	Network Early Literacy/Literacy Director	SDP
Nihessah Almond	Network Professional Learning Specialist	SDP
Jami Williams	Prevention and Intervention Liaison	SDP
Ally Greco, Tessa Murphy	2nd Grade Teachers	SDP
Mary Shotzbarger, Chelsea Trainor	3rd Grade Teachers	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Regular Attendance
Implement a multi-tiered system of supports for academics and behavior	School climate and culture Mathematics Career Standards Benchmark
Identify and address individual student learning needs	Early Literacy English Language Arts Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Positive Behavioral Interventions and Supports (PBIS)

Measurable Goals

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

Goal Nickname	Measurable Goal Statement (Smart Goal)
	more.
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
Develop PBIS action plan based on data. PBIS Team Meeting 5/14/2020	2020-05-14 - 2020-09-14	PBIS Facilitator	20-21 Action Plan, Handbook, Slide Deck, PBIS Coach and TIPS Team Members
Create TIPS meeting schedule. New: Include a parent on TIPS team, include opportunity for student voice regular data sharing with staff-ODR rates and solution actions at least monthly. TIPS data shared in 2nd 3rd and 4th grade town halls so that all stakeholders understand and support implementation with fidelity.	2020-08-01 - 2021-05-31	PBIS Facilitator	System/Structure for communication of TIPS data. Digital Calendar with Town Halls and Slide Deck for grades 2-4 events.
Develop student voice and involvement plan. Create Protocol and recruit before Summer 2020	2020-08-03 - 2020-09-01	PBIS Facilitator	Recruitment
Train all staff on PBIS. Implementation reset and monthly PBIS after school PD	2020-08-24 - 2020-09-07	PBIS Facilitator	Updated Handbook and New protocols, Slide Deck, Team Meeting to plan for delivery and roll out of refined plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train staff on major ODR entry in SIS. Major ODR and Tier II Behavior Plans with rationale for how Plans support MTSS process	2020-08-24 - 2020-09-07	Climate Manager	Slide Deck for Turn Around Training
Implement regular PBIS fidelity checks. Data collected will be used in monthly PBIS PDs to refine implementation, identify areas for growth and celebrate progress. (Praise Ratios, SOAR implementation, Transitions, Reteaching, Morning Meeting, Second Step, Incentives, Scholar Dollar/Class Dojo)	2020-09-07 - 2021-05-27	PBIS Facilitator/	Data collection tools, dates identified as PBIS/ Project Prevent PD times
Utilize data from PBIS fidelity checks to support teacher development. Monthly PD, coaching sessions (internal and with Teaching and Learning), (Tier 1: Behavior Incentives (Class Dojo, Scholar Dollars) Restorative Practices (Relationships First), Social Emotional Learning (Second Step), Attendance Incentives, Bullying and Prevention (Playworks and _____)	2020-09-07 - 2021-05-27	PBIS Facilitator	Coaching Protocols
Utilize data from TIPS and PBIS rewards and give students opportunities to interact with the data.	2020-09-07 - 2021-05-27	PBIS Facilitator	Visual representation of the data for town halls.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
TIPS Data shared monthly with staff, students and parents through PD, SAC meetings, Student town halls and newsletters so that all stakeholders understand and support implementation with fidelity.			

Anticipated Outcome

Students are present at school. Students and staff act upon and knowledgable about PBIS practices. Students can resolve conflict independently or aided by staff members in a healthy way. Students spend instructional minutes within their classrooms.

Monitoring/Evaluation

The leadership team and our PBIS coach will regularly monitor the effectiveness and implementation of this approach. We will also progress monitor quarterly with our PESO person.

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	-	Principal	CICO Manual

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implementation of identified approach. Recommendation to assign administrator to oversight of intervention coordinator and teachers and intervention coordinator to oversight of mentors.			
Train teachers in their role in the identified approach	2020-09-07 - 2020-10-30	Climate Manager	
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month). An administrator needs to be on the team and should be able to attend meetings 90% of the time. At least 3 team members need to be identified. Support team will be identified to meet once weekly to discuss action steps/planning related to student behavior goals.	2020-08-03 - 2020-09-01	Principal	CICO Manual
Train teachers in their role in identified approach. All staff should be trained in early fall (Aug., Sept. or Oct.) and shown data to justify need for CICO intervention. Recommendation that staff vote on if they will	2020-08-24 - 2020-05-29	Climate Manager	CICO PD Slide Deck and Handouts

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
participate at the end of the training. Training will build on Lakeside Neurologic trainings from 2019-2020 SY to increase trauma awareness. Spring recommendations process over the summer and assigned to team.			
Train intervention providers in identified approach. CM will be trained in CICO intervention and as intervention coordinator will need to train all mentors and parents.	2020-08-24 - 2020-09-30	Climate Manager	Slide Deck and Handouts
Weekly Meeting with Behavioral Health Team to align communication and processes of Tier II and Tier III student needs. Monthly CICO data should be shared with all staff. All service providers should be aware of supports provided through CICO so there is less of a likelihood of replication or contradiction by another group.	2020-09-01 - 2021-05-31	Climate Manager	Agenda, Slide Deck and CICO Manaual
Progress monitor all students receiving Tier II and III interventions. Share CICO data at MTSS meetings and weeky climate meetings	2020-09-07 - 2021-06-21	Climate Manager	CICO Database and Student Data Collection

Anticipated Outcome

There is a clear protocol in how to naviagate the Multi Tier Support System. Students are efficiently identfied and are receiving appropriate interventions. Students, parents, and staff are aware of student goals and progress. Students are exiting MTSS program after services and return to the Tier1 population.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during MTSS and ILT. We will also progress monitor quarterly with our PESO person.

Evidence-based Strategy

Universal Screening for Emotional/Behavioral Risk

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
Train intervention providers in identified approach. School leadership will receive training on a universal screener from district support. Training will build on Lakeside Neurologic trainings from 2019-2020 SY to increase trauma awareness.	2020-08-24 - 2021-06-21	Climate Manager	Provider PD and Resources. Support of Prevention and Intervention
Assign students to Tier II interventions based on	2020-08-24 - 2021-06-21	Climate Manager	Universal Screening Tool and PD Slide Deck for Turn

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
data. Interventions from universal screening tool.			around training
Create behavior plans for all students receiving Tier II or Tier III services. Counselor will have oversight of behavior plans, it may be teachers that create them.	2020-09-07 - 2021-06-21	Climate Manager	Menu of Interventions
Establish clear roles and responsibilities for oversight and implementation of identified approach. Personnel will have to be assigned to train teachers on how to use universal screeners and ensure they complete them according to a provided timeline.	2020-09-07 - 2021-06-21	Principal	Schedule of Screening Timelines and Supports for implementation

Anticipated Outcome

There is a clear protocol in how to naviagate the Multi Tier Support System. Students are efficiently identfied and are receiving appropriate interventions. Students, parents, and staff are aware of student goals and progress. Students are exiting MTSS program after services and return to the Tier1 population.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during MTSS and ILT. We will also progress monitor 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
Establish clear roles and responsibilities for oversight and implementation of identified approach. Identify 20-21 Attendance Designees and Refine Protocols	2020-08-03 - 2020-09-01	Principal	Attendance Protocols and Division of Duties
Train teachers in their role in identified approach. Attendance Process, Resources, Interventions, Incentives	2020-08-24 - 2020-09-07	Climate Manager	Attendance Policy, Protocols, Student Handbook and Congreso Information Sheet
Assign students to Tier II interventions based on data. Congreso, Attendance Coach,	2020-09-14 - 2021-06-21	Climate Manager	Attendance Team Meeting Schedule
Identify key data and process for monitoring implementation of identified approach. Attendance Plan	2020-08-24 - 2020-09-30	Climate Manager	Attendance Coach and Congreso Supports
Progress monitor all students receiving Tier II and III interventions. SAIP TEAM	2020-09-14 - 2021-06-21	Counselor	Attendance Team Data

Anticipated Outcome

There is a clear protocol in how to naviagate the Multi Tier Support System. Students are

efficiently identfied and are receiving appropriate interventions. Students, parents, and staff are aware of student goals and progress. Students are exiting MTSS program after services and return to the Tier1 population.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during MTSS and ILT. We will also progress monitor quarterly with our PESO person.

Evidence-based Strategy

Evidence-based Small Group Interventions

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
Create a plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III. MTSS Team to support refinement of current model (JC, HM, IF, MG, KB)	2020-07-01 - 2020-08-21	Principal	MTSS Handbook
Train intervention providers in identified approach. OSSS will support using collaborative lens of P&I, CCC and PBIS Coach	2020-07-01 - 2020-08-21	Behavior Health Consultant	Menu of Supports and PM Tool

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assign students to Tier II interventions based on data. Based on universal screening tool and menu of supports	2020-09-07 - 2021-06-21	Behavior Health Consultant	Menu of Supports and PM Tool
Progress monitor all students receiving Tier II and III interventions	2020-09-07 - 2021-06-21	Behavior Health Consultant	Menu of Supports and PM Tool
Identify ongoing training and support for the school level lead (FH). Obtain list of Evidence based small group supports	2020-07-01 - 2020-08-31	Principal & AP	

Anticipated Outcome

There is a clear protocol in how to naviagate the Multi Tier Support System. Students are efficiently identfied and are receiving appropriate interventions. Students, parents, and staff are aware of student goals and progress. Students are exiting MTSS program after services and return to the Tier1 population.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during MTSS and ILT. We will also progress monitor quarterly with our PESO person.

Evidence-based Strategy

Refine systems/structures to maintain high level instruction and differentiate based on student needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% BB ELA PSSA	No more than ____% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Incorporate phonics in small group instruction for remediation in grades 3-4. PD for teachers in 3rd and 4th.	2020-09-07 - 2021-06-21	Reading Specialist	Heggerty/Orton Resources
Develop PD plan for SSAs. Focus areas include: concepts of print, fluency work, guided reading, shared reading, writing	2020-08-01 - 2020-08-24	AP, Mary Gorman	SSA PD Plan
Train SSAs to build their capacity to support literacy instruction for 4 hrs of work each day. "Focus areas include: concepts of print, fluency work, guided reading, shared reading, writing Provide additional resources for SSAs to implement strategies"	2020-08-24 - 2021-06-21	SBTL, Denise Byrd	Slide Deck,
Provide ongoing development for SSAs during the school day (modeling, coaching); weekly PD with SBTL	2020-09-07 - 2021-06-21	SBTL, Denise Byrd	Coaching Protocol
Refine MTSS Tier 2 and Tier 3 process and adopt a protocol and menu of interventions.	2020-07-01 - 2020-08-24	Principal	Central Office Supports Prevention and Intervention/ OSS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
"Research and learn about availabile MTSS protocols Work with central office to adopt a protocol"			
Train child study team	2020-08-03 - 2020-08-21	Reading Specialist/Central Office Supports	MTSS Handbook
Train all staff on process, protocol and interventions	2020-08-24 - 2020-10-30	Child Study Team	MTSS Handbook
Implement interventions through MTSS process. Reading Specialists (x3 total), iReady, Lexia, Experience Corps, SSAs	2020-09-07 - 2021-06-21	SBTL, Reading Specialist, classroom teachers	Individual Student Goals
Develop peer coaching schedule so teachers can see best practices within each others classrooms. Focus areas include: Guided Reading strategies/skills	2020-10-01 - 2021-05-31	Ap, Mary Gorman	Peer Coaching Schedule

Anticipated Outcome

A focus on additional small groups will be implemented through the use of Reading Specialists, ExperienceCorps, SSAs, and SBTLs. Teachers will obtain a deeper understanding and practice of phonics and phonemic awareness teaching. After school programming will be available to further support targeted students.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during ILT. We will also progress monitor quarterly with our PESO person.

Evidence-based Strategy

Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysis)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AimsWeb	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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers in Orton Gillingham K-2	2020-07-16 - 2020-07-23	OSS	OSS Support with Scheduling PD
Adjust schedule for 30 minutes of systematic phonics curriuclum in grades K-2. " - Orton Gillingham Training for K-2 - Phonemic Awareness Heggerty turn around training for K-3 teachers new to Elkin "	2020-09-07 - 2020-09-07	Assistant Principal	
Adjust schedule to include 10 minute oral reading fluency block in grades 2-4	2020-09-07 - 2020-09-07	Assistant Principal	
Improving Standards-Aligned	2020-08-24 - 2021-05-31	Principal/ Instructional	Slide Deck, CCSS, IPGs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Instruction through PD/PLCs		Leadership Team with PLS supports	
Train Teachers on student engagement practices that encourage peer interactions, productive struggle, critical thinking, and varied verbal or written demonstrations of understanding	2020-08-24 - 2021-06-21	Principal/Instructional Leadership Team with PLS supports	PD Resouces and Slide Decks, PLS Support

Anticipated Outcome

A focus on additional small groups will be implemented through the use of Reading Specialists, ExperienceCorps, SSAs, and SBTLs. Teachers will obtain a deeper understanding and practice of phonics and phonemic awareness teaching. After school programming will be available to further support targeted students.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during ILT. We will also progress monitor quarterly with our PESO person.

Evidence-based Strategy

Mathematical Tasks that Address Conceptual, Procedural, and Applied Understandings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% BB Math PSSA	No more than ____% of students in grades 4-5 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
Align after school extra curricular resources in support of student success. Develop and implement academic-based extra-curricular activities/ PSSA Academy (3-4) Ready to Read K-2	2020-09-07 - 2020-10-30	AP	
Provide frequent timely and systematic feedback and support on instructional practices. Informal and formal evaluation schedule, minimum of 1.5 hours a day in classrooms, classroom observation protocols, in person and electronic feedback protocols. Min 1x monthly feedback session to include student data review.	2020-09-07 - 2021-06-21	Principal	Observation and Feedback Schedule, Caseload, Protocol, Reflection Tools, Coaching Protocol, Danielson Collection Tools
Train Teachers on student engagement practices that	2020-08-24 - 2021-06-21	Principal/Instructional Leadership Team with PLS supports	PLS Support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
encourage peer interactions, productive struggle, critical thinking, and varied verbal or written demonstrations of understanding			

Anticipated Outcome

A focus on additional small groups will be implemented through the use of SSAs, and SBTLs. After school programming will be available to further support targeted students.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during ILT. We will also progress monitor quarterly with our PESO person.

Evidence-based Strategy

Instructional time is maximized as students initiate and efficiently use routines and procedures; clear expectations for lesson structure and teaching practices (e.g., having students understand lesson objectives, setting specific performance criteria, assessing outcomes aligned to objectives)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% BB Math PSSA	No more than ____% of students in grades 4-5 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
Align after school extra curricular resources in	2020-09-07 - 2020-10-30	Assistant Principal	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support of student success. Develop and implement academic-based extra-curricular activities: PSSA Academy			
Improving Standards-Aligned Instruction through PD/PLCs	2020-08-24 - 2021-06-21	Principal/Instructional Leadership Team with PLS supports	PLS Support

Anticipated Outcome

A focus on additional small groups will be implemented through the use of SSAs, and SBTLs. After school programming will be available to further support targeted students.

Monitoring/Evaluation

The leadership team will regularly monitor the effectiveness and implementation of this approach during ILT. We will also progress monitor 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 attend school 95% of days or more. (95% Attendance) At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Positive Behavioral Interventions and Supports (PBIS)	Train all staff on PBIS. Implementation reset and monthly PBIS after school PD	08/24/2020 - 09/07/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will attend school 95% of days or more. (95% Attendance) At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Positive Behavioral Interventions and Supports (PBIS)	Train staff on major ODR entry in SIS. Major ODR and Tier II Behavior Plans with rationale for how Plans support MTSS process	08/24/2020 - 09/07/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of students will attend school 95% of days or more. (95% Attendance) At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Positive Behavioral Interventions and Supports (PBIS)	Implement regular PBIS fidelity checks. Data collected will be used in monthly PBIS PDs to refine implementation, identify areas for growth and celebrate progress. (Praise Ratios, SOAR implementation, Transitions, Reteaching, Morning Meeting, Second Step, Incentives, Scholar Dollar/Class Dojo)	09/07/2020 - 05/27/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will attend school 95% of days or more. (95% Attendance) At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Positive Behavioral Interventions and Supports (PBIS)	Utilize data from PBIS fidelity checks to support teacher development. Monthly PD, coaching sessions (internal and with Teaching and Learning), (Tier 1: Behavior Incentives (Class Dojo, Scholar Dollars) Restorative Practices (Relationships First), Social Emotional Learning (Second Step), Attendance Incentives, Bullying and Prevention (Playworks and _____)	09/07/2020 - 05/27/2021

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. All staff should be trained in early fall (Aug., Sept. or Oct.) and shown data to justify need for CICO intervention. Recommendation that staff vote on if they will participate at the end of the training. Training will build on Lakeside Neurologic trainings from 2019-2020 SY to increase trauma awareness. Spring recommendations process over the summer and assigned to team.	08/24/2020 - 05/29/2020

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 intervention providers in identified approach. CM will be trained in CICO intervention and as intervention coordinator will need to train all mentors and parents.	08/24/2020 - 09/30/2020

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 the identified approach	09/07/2020 - 10/30/2020

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)	Universal Screening for Emotional/Behavioral Risk	Train intervention providers in identified approach. School leadership will receive training on a universal screener from district support. Training will build on Lakeside Neurologic trainings from 2019-2020 SY to increase trauma awareness.	08/24/2020 - 06/21/2021

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)	Universal Screening for Emotional/Behavioral Risk	Assign students to Tier II interventions based on data. Interventions from universal screening tool.	08/24/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will attend school 95% of days or more. (95% Attendance)	Targeted Attendance Interventions	Train teachers in their role in identified approach. Attendance Process, Resources, Interventions, Incentives	08/24/2020 - 09/07/2020

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)	Evidence-based Small Group Interventions	Train intervention providers in identified approach. OSSS will support using collaborative lens of P&I, CCC and PBIS Coach	07/01/2020 - 08/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB ELA PSSA)	Refine systems/structures to maintain high level instruction and differentiate based on student needs	Incorporate phonics in small group instruction for remediation in grades 3-4. PD for teachers in 3rd and 4th.	09/07/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB ELA PSSA)	Refine systems/structures to maintain high level instruction and differentiate based on student needs	Train SSAs to build their capacity to support literacy instruction for 4 hrs of work each day. "Focus areas include: concepts of print, fluency work, guided reading, shared reading, writing Provide additional resources for SSAs to implement strategies"	08/24/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB ELA PSSA)	Refine systems/structures to maintain high level instruction and differentiate based on student needs	Provide ongoing development for SSAs during the school day (modeling, coaching); weekly PD with SBTL	09/07/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB ELA PSSA)	Refine systems/structures to maintain high level instruction and differentiate based on student needs	Train child study team	08/03/2020 - 08/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor). (% BB ELA PSSA)	Refine systems/structures to maintain high level instruction and differentiate based on student needs	Train all staff on process, protocol and interventions	08/24/2020 - 10/30/2020

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)	Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysis)	Train teachers in Orton Gillingham K-2	07/16/2020 - 07/23/2020

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)	Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysis)	Improving Standards-Aligned Instruction through PD/PLCs	08/24/2020 - 05/31/2021

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)	Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysis)	Train Teachers on student engagement practices that encourage peer interactions, productive struggle, critical thinking, and varied verbal or written demonstrations of understanding	08/24/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% BB Math PSSA)	Mathematical Tasks that Address Conceptual, Procedural, and Applied Understandings	Train Teachers on student engagement practices that encourage peer interactions, productive struggle, critical thinking, and varied verbal or written demonstrations of understanding	08/24/2020 - 06/21/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% BB Math PSSA)	Instructional time is maximized as students initiate and efficiently use routines and procedures; clear expectations for lesson structure and teaching practices (e.g., having students understand lesson objectives, setting specific performance criteria, assessing outcomes aligned to objectives)	Improving Standards-Aligned Instruction through PD/PLCs	08/24/2020 - 06/21/2021