

FARRELL LOUIS H SCH

8300 Castor Ave

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Louis H. Farrell Elementary School will provide every student with an environment in which they will become successful citizens and reach their full potential. To achieve this, the School Community will: - provide standards-based and rigorous instruction - foster a life-long love of learning - accept and embrace all cultures - create a learning environment that includes high expectations, fosters confidence and encourages growth

STEERING COMMITTEE

Name	Position	Building/Group
Nicholas Cirulli	Principal	LOUIS H FARRELL ELEMENTARY SCHOOL
Ed Cox	Content Specialist/Teacher Leader	LOUIS H FARRELL ELEMENTARY SCHOOL
Robin Perri-Hoyt	School-based Climate Representative	LOUIS H FARRELL ELEMENTARY SCHOOL
Negma Ali	Parent	Parent
Deb Simon	Community member	Home & School Advisor Volunteer
Sheila Walker-Kurilla	Business partner (other than parent or community member)	Jewish Family & Children's Service
Joshua Culbertson	Planning and Evidence-based Support (PESO) member	SDP, PESO
Robin Perri-Hoyt	Special Education Case Manager	LOUIS H FARRELL ELEMENTARY SCHOOL
Justin Proctor	Network Attendance Coach	SDP Office of Attendance & Truancy
Charles Blackwell	Network Culture and Climate Coach	SDP Climate & Safety
Marie Levine	Grants Compliance Monitor	SDP Office of Grants Compliance
Jennifer Nearn	Central Office Talent Partner	SDP Talent Support Services
Donna Jacklin	Network Early Literacy/Literacy Director	SDP Office of Curriculum Instruction & Assessment
Jennifer Marsico	Network Professional Learning Specialist	SDP NN8
Deilia McLaughlin	Prevention and Intervention Liaison	SDP Office of Prevention & Intervention

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In order to improve our math and literacy achievement it will be necessary to add additional administrative support to our staff for the 2020-21 school year. An assistant principal will provide additional support to our teachers regarding instructional practices and strategies, as well as providing professional development opportunities.</p>	<p>English Language Arts Mathematics Career Standards Benchmark</p>
<p>In order to improve our math achievement, with a specific focus on our lowest-performing 33%, we need to direct our focus on providing professional development for our staff in delivering targeted small-group direct instruction in all mathematics classrooms.</p>	<p>Mathematics Mathematics Career Standards Benchmark</p>
<p>In an effort to support our lowest-achieving students in both math and literacy we maintain an active RtII/MTSS program and provide school-wide supports for Levels 1 and 2. However, there are deficits in the progress monitoring of the students and the effectiveness of the support programs are sometimes brought into question.</p>	<p>English Language Arts School climate and culture Career Standards Benchmark</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Adapt Instruction to Small-Group Needs

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

3rd Grade ELA PSSA Score	At least 48% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
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3rd Grade Math PSSA Score	At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)
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Math Below Basic 4-8	No more than 25% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).
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3rd Grade ELA Below Basic	No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor)
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Train teachers in identifying students for small group instruction	2020-08-24 - 2021-06-12	Assistant Principal, School-Based Teacher Leader, Reading Specialist and Early Literacy Specialist	PLC periods and Professional Development Days to run professional development sessions.
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Train teachers in establishing routines for small groups	2020-08-24 - 2021-06-12	Assistant Principal, School-Based Teacher Leader, Reading Specialist and Early Literacy Specialist	PLC periods and Professional Development Days to run professional development sessions.
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Train teachers in setting small group work that is cognitively challenging and appropriate for cooperative learning	2020-08-24 - 2021-06-12	Assistant Principal, School-Based Teacher Leader and Early Literacy Specialist	PLC periods and Professional Development Days to run professional development sessions.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers in designing/employing different questioning strategies	2020-08-24 - 2021-06-12	Assistant Principal, School-Based Teacher Leader, Reading Specialist and Early Literacy Specialist	PLC periods and Professional Development Days to run professional development sessions.
Set and follow plan for monitoring consistent implementation of instructional strategies	2020-08-31 - 2021-06-12	Principal, Assistant Principal, School-Based Teacher Leader, Reading Specialist, and Early Literacy Specialist	Time for sharing feedback regarding monitoring of the implementation of instructional strategies.

Anticipated Outcome

Struggling students will begin to perform at a higher level throughout the year.

Monitoring/Evaluation

Monitoring and evaluating assessment scores, Benchmark scores, STAR data, AIMsweb data, and Lexia/Imagine Math Intervention data.

Evidence-based Strategy

Content-Focused Coaching

Measurable Goals

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3rd Grade ELA PSSA Score	At least 48% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMsweb Plus to monitor)
3rd Grade Math PSSA	At least 66% of 3rd grade students will score at Proficient or

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

Score

Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)

Math Below Basic 4-8

No more than 25% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Math Proficient/Advanced 4-8

At least 49% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

3rd Grade ELA Below Basic

No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor)

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

Determine roles/expectations for instructional coaching as well as establishing coaching schedules and assignments.

2020-08-24 - 2021-06-12

Principal, Assistant Principal, SBTL and Early Literacy Specialists.

Time in master schedule for individual meetings, outside of PLC meetings.

Determine and align PLC protocols and practices for analyzing various assessment data to inform classroom instruction.

2020-08-24 - 2021-06-12

Principal, Assistant Principal, SBTL and Early Literacy Specialists.

Leadership Team meeting time, PLC meeting and time in master schedule for individual meetings.

Plan for monitoring implementation of coaching norms and expectations.

2020-08-24 - 2021-06-12

Principal, Assistant Principal, SBTL and Early Literacy Specialists.

N.A.

Plan for monitoring application of professional learning and developing from

2020-08-24 - 2021-06-12

Principal, Assistant Principal, SBTL, Reading

Danielson Framework

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
coaching to teacher practice (instructional practices and strategies.		Specialist, and Early Literacy Specialist.	

Anticipated Outcome
 Teachers will strengthen their instructional practices and strategies in an effort to increase student achievement.

Monitoring/Evaluation
 Monitoring and evaluating teacher practices based on data points provided through assessment scores, Benchmark scores, STAR data, AIMSweb data, and Lexia/Imagine Math Intervention data.

Evidence-based Strategy
 Math problem-solving through articulating math concepts and exposure to multiple strategies.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
3rd Grade Math PSSA Score	At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)
Math Below Basic 4-8	No more than 25% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).
Math Proficient/Advanced 4-8	At least 49% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify a plan to support students who need	2020-08-24 - 2021-06-12	Principal, Assistant	Provide professional development for how to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)		Principal, SBTL, Network Math Coach	design and assess conceptual, procedural, and applied mathematical tasks.
Identify students who will need a differentiated instructional plan for upcoming state assessments	2020-08-31 - 2021-06-12	Math Teachers, Principal, Assistant Principal, and SBTL.	Various data sources- Benchmarks, PSSA, Math AimsWeb, Intervention data

Anticipated Outcome

Improvement in math achievement within our lower performing (33%) students

Monitoring/Evaluation

Monthly or quarterly monitoring of Benchmarks, STAR data, Math AimsWeb, and Intervention program data.

Evidence-based Strategy

Scaffolding, differentiation, and adaptive interventions to meet the instructional needs of students

Measurable Goals

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3rd Grade Math PSSA Score	At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)
Math Below Basic 4-8	No more than 25% of students in grades 4-8 will score Below

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

Basic on the Math PSSA (includes PASA). (use STAR to monitor).

3rd Grade ELA Below Basic

No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor)

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

Determine Chromebook access and technology resources available in the building when we come back to school

2020-08-24 -
2020-08-28

Principal and
Assistant
Principal

Chromebook Collection
Data

Set norms for the appropriate use of adaptive interventions (including frequency and duration) for Lexia, Imagine Math, and Reading A-Z.

2020-08-03 -
2020-08-21

Principal,
Assistant
Principal, SBTL
and Reading
Specialist

Intervention
Recommendations and
master schedule

Set norms for blended learning (utilizing station rotations) with all aforementioned online intervention solutions. Create online learning plan (in the event of school closures or to engage students at home)

2020-08-03 -
2020-08-21

Principal,
Assistant
Principal, SBTL
and Reading
Specialist

Master schedule

Identify students for interventions or online learning, utilizing PSSA, Benchmark, AimsWeb, STAR, PVAAS and 2018-19 Monitoring data.

2020-08-24 -
2020-09-08

Principal,
Assistant
Principal, SBTL
and Reading
Specialist

Individual student data
sources

Set schedule for use of

2020-08-24 -

Principal,

Intervention

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
adaptive interventions in school, in alignment with district guidelines for how long students should use the intervention each week.	2020-08-28	Assistant Principal, SBTL and Reading Specialist	recommendations and master schedule
Train teachers in how to implement adaptive online interventions.	2020-08-24 - 2020-08-28	Principal, Assistant Principal, SBTL, Reading Specialist, and Intervention Representatives	Lexia, Imagine Math, Imagine Language, iReady (Math & Literacy), and Learning A-Z professional development; Blended Learning refresher
Set and follow plan for monitoring students' progress as they utilize adaptive online interventions.	2020-08-31 - 2021-06-12	Principal, Assistant Principal, SBTL, Reading Specialist, and Intervention Representatives	Monitoring plan, PLC schedule, master schedule
Set plan for leveraging computer-assisted instruction, Google classroom, etc for students in need of additional support	2020-08-24 - 2021-06-12	Principal, Assistant Principal, SBTL, and Reading Specialist	Further Google Classroom training, master schedule
Monitor student progress and proactively intervene	2020-08-31 - 2021-06-12	Teachers, Principal, Assistant Principal, SBTL, and Reading Specialist	Monitoring tools and data collection

Anticipated Outcome

Through a strengthened RtII/MTSS program starting with high quality Tier 1 instruction, differentiation, and scaffolding and then including the implementation, monitoring, and evaluating the effectiveness of our online adaptive interventions, individual student needs

will be successfully met.

Monitoring/Evaluation

Walkthroughs, Quick Visits to observe the utilization of interventions, along with bi-weekly monitoring of the data and adaptations being made as needed.

Evidence-based Strategy

Universal Screening for Emotional/Behavioral Risk

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero Suspensions	At least 99% 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	2020-08-24 - 2021-06-12	School Counselors, Principal, Assistant Principal, Dean, SBTL-SIS Coach	MTSS Flow chart
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	2020-08-24 - 2021-06-12	School Counselors, Principal, Assistant Principal, Dean, SBTL-SIS Coach	Master schedule-scheduling time
Establish clear roles and responsibilities for oversight and implementation of identified approach	2020-08-24 - 2021-06-12	School Counselors, Principal, Assistant Principal, Dean, SBTL-SIS Coach	Examples of roles and responsibilities for adults overseeing approaches

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train teachers in their role in identified approach	2020-08-31 - 2021-06-12	School Counselors, Principal, Assistant Principal, Dean, SBTL-SIS Coach	Definition of roles and responsibilities
Create behavior plans for all students receiving Tier II or Tier III services	2020-08-31 - 2021-06-12	School Counselors, Principal, Assistant Principal and Dean	Behavior plan templates
Assign students to Tier II interventions based on data	2020-08-31 - 2021-06-12	Teachers, School Counselors, Principal, Assistant Principal and Dean	SIS-student demographics

Anticipated Outcome

Identified students are provided supports throughout the year to achieve success

Monitoring/Evaluation

Monthly tracking of identified students, evaluation and adaptations for various approaches.

Evidence-based Strategy

Peer Mediation

Measurable Goals

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Zero Suspensions	At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create behavior plans for all students receiving Tier II or Tier III services	2020-08-24 - 2021-06-12	School Counselors, Principal, Assistant Principal and Dean	Behavior plan templates
Identify key data and process for monitoring implementation of identified approach	2020-08-24 - 2021-06-12	School Counselors, Principal, Assistant Principal, Teachers and Dean	Various data sources; Master schedule for progress monitoring
Identify key data and process for monitoring effectiveness of identified approach	2020-08-24 - 2021-06-12	School Counselors, Principal, Assistant Principal, Teachers and Dean	Measures of success for each approach

Anticipated Outcome

Students will be able to overcome challenges with peers utilizing a peer mediation program.

Monitoring/Evaluation

Progress monitoring on a monthly basis with necessary adjustments

Evidence-based Strategy

Evidence-based Small Group Interventions

Measurable Goals

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Zero Suspensions

At least 99% 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**

Progress monitor all students receiving Tier II and III interventions

2020-08-31 - 2021-06-12

School Counselors, Principal, Assistant Principal, Teachers and Dean

Align communication and processes among school staff and Tier III partners

2020-08-24 - 2021-06-12

School Counselors, Principal, Assistant Principal, and Dean

Small-group interventions-procedures, routines, and rules

Anticipated Outcome

Students will be given opportunities to work in small groups with a common challenge to overcome ensuring for successful achievement.

Monitoring/Evaluation

SIS-student data, Tier III partner policies and procedures

Evidence-based Strategy

Check-In Check-out

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

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

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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

2020-08-24 -
2021-06-12

School Counselors, Principal, Assistant Principal, Dean and Outside Providers

List of appropriate supports

Leverage external partnerships in alignment with identified approach

2020-08-24 -
2021-06-12

School Counselors, Principal, Assistant Principal, Dean and Outside Providers

Identifying external partners

Anticipated Outcome

Students with serious behavioral health issues will be fully supported throughout the school year in order to become successful

Monitoring/Evaluation

Weekly monitoring during Leadership meetings



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 48% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (3rd Grade ELA PSSA Score)</p>	<p>Adapt Instruction to Small-Group Needs</p>	<p>Train teachers in identifying students for small group instruction</p>	<p>08/24/2020 - 06/12/2021</p>
<p>At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade Math PSSA Score)</p>			
<p>No more than 25% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math Below Basic 4-8)</p>			
<p>No more than 1% of 3rd grade students will score at Below Basic on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade ELA Below Basic)</p>			

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<p>At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade Math PSSA Score)</p>			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Grade Math PSSA Score)</p>	<p>Math problem-solving through articulating math concepts and exposure to multiple strategies.</p>	<p>Identify a plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)</p>	<p>08/24/2020 - 06/12/2021</p>
<p>No more than 25% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math Below Basic 4-8)</p>			
<p>At least 49% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math Proficient/Advanced 4-8)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 48% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (3rd Grade ELA PSSA Score)</p>	<p>Scaffolding, differentiation, and adaptive interventions to meet the instructional needs of students</p>	<p>Train teachers in how to implement adaptive online interventions.</p>	<p>08/24/2020 - 08/28/2020</p>
<p>At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade Math PSSA Score)</p>			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 48% of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (3rd Grade ELA PSSA Score)</p>	<p>Scaffolding, differentiation, and adaptive interventions to meet the instructional needs of students</p>	<p>Set plan for leveraging computer-assisted instruction, Google classroom, etc for students in need of additional support</p>	<p>08/24/2020 - 06/12/2021</p>
<p>At least 66% of 3rd grade students will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade Math PSSA Score)</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero Suspensions)	Universal Screening for Emotional/Behavioral Risk	Train teachers in their role in identified approach	08/31/2020 - 06/12/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero Suspensions)	Evidence-based Small Group Interventions	Align communication and processes among school staff and Tier III partners	08/24/2020 - 06/12/2021