

BARRETT EL SCH

221 E 12th Ave

TSI non-Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The Barrett Elementary Improvement Team is fully committed to the students, parents, and community members. Our goal is to empower all stakeholders to ensure maximum growth of our student's social, emotional, and academic needs as they embrace the rigorous learning environment that will assist them along their learning path. Students will develop and become well-rounded citizens as they take on the task of being life-long learners within this ever-changing world of education. As the students tackle school and community challenges they will develop a growth mindset to become critical thinkers, problem solvers and leaders in today's global society.

STEERING COMMITTEE

Name	Position	Building/Group
Kevin Walsh	Principal	Barrett Elementary
Diana Borges	Special Education Director/Specialist	Administration
Ed Colebank	Instructional Technology Director/Specialist	Administration
Edward Wehrer	Superintendent	Administration
Rachel Dindak	Special Education Teacher	Barrett Elementary
Nicole States	ELA Teacher	Barrett Elementary
Sue Wilder	ELA Teacher	Barrett Elementary
LuAnne Scczypinski	Elementary Teacher	Barrett Elementary
Denise Barron	Reading Specialist	Barrett Elementary
Ed Wellman	Title I Math Specialist	Barrett Elementary
Renee Gambos	Parent	Community Member
Paul Cindric	AIU Program Director	AIU
Carrie Frohnappel	School Improvement Implementation and Monitoring Coordinator	AIU
Divonna Burrell	Parent	Community Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Having administrative support at meetings creates more accountability and trust in leadership on a particular priority topic. Visibility, at meetings, shows interest in making a change in practice to support staff, students, parents, and community. My goal is to attend Department meetings related to ELA and Math (rotating every other week) and Core Team.</p>	<p>School climate and culture</p>
<p>Professional development has to have a purpose for action. The professional development in our school will be geared toward increasing student performance based on the data. The educators will support the focus group of students with best-practice methods in the classroom.</p>	<p>Professional learning Professional learning</p>
<p>The ELA department will focus on the methods of what works for the Black and Socioeconomically Disadvantaged population. They will use practice, structure, and proven methods that work with the focus groups.</p>	<p>English Language Arts English Language Arts English Language Arts</p>
<p>The Math department will focus on the Black and Socioeconomically Disadvantaged population to ensure they are not stagnant in the below basic area. The Title I Math instructor will focus on the subgroups in grades 3 and 4 and monitor their progress.</p>	<p>Mathematics Mathematics Mathematics</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Increasing Reading Scores

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PD Focus Group

The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades K-2: The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 1. The staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 2. The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 3. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses.

PD Focus Group

The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades 3-4: The ELA department staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. The Math Department staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses.

DIBELS

By June 2021, students in the focus group will demonstrate growth in reading grade-level text with accuracy and fluency. Regular education students in this subgroup should read 90 wpm with 95% accuracy by the end of the school year on the grade-level text.

ELA CDT Growth

For the 2020-2021 school year, the third-grade ELA team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data), increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the

Goal Nickname	Measurable Goal Statement (Smart Goal)
	second target will be baseline data. Overall the students will have grown by 90 or more points.
ELA CDT Growth	For the 2020-2021 school year, the fourth-grade ELA team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data) , increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
One-One Conferencing	2020-10-01 - 0021-05-20	Nicole States, Third Grade Teacher	Substitute Teacher/Reading Specialist
Data Meetings-MAPS, CDT, and DIBELS.	2020-10-01 - 0021-05-05	Kevin Walsh/Building Principal	None
One-One Conferencing	2020-10-01 - 2021-05-20	Sue Wilder, Fourth Grade Teacher	Substitute Teacher/Reading Specialist
Professional Development Text-Dependent Analysis	2020-10-23 - 2021-01-31	Heather Moshetta	AIU 3, Substitute Teachers, Text Dependent Analysis Data

Anticipated Outcome
Student understanding of scores, student understanding of strengths and weaknesses.

Monitoring/Evaluation
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the reading specialist.

Evidence-based Strategy

Increase Math Scores

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PD Focus Group	The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades K-2: The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 1. The staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 2. The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 3. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses.
PD Focus Group	The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades 3-4: The ELA department staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. The Math Department staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses.
Math MAP Test Growth Interval	For the 2020-2021 school year, the focus groups will demonstrate measurable growth in mathematics. The subgroups will meet the typical growth identified by the normative data with a confidence interval for the beginning of the year, middle of the year, and the end of the year. By the end of the year, 80%

Goal Nickname	Measurable Goal Statement (Smart Goal)
	of the focus student groups will have grown by 24-28 points from their baseline.
CDT Math Growth	For the 2020-2021 school year, the third-grade math team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data) increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
One-One Conferencing	2020-10-01 - 2021-05-20	Dianne Furnival, Third Grade Teacher	Title I Math Coach, Classroom Teacher
Data Meetings- MAPS and CDT Scores	2020-10-01 - 2021-05-20	Kevin Walsh/Building Principal	None
One-One Conferencing	2020-10-01 - 2021-05-20	Jennifer Ambrozic, Fourth Grade Teacher	Title I Math Coach, Classroom Teacher
Professional Development	2020-09-01 - 2021-05-31	MSP-AIU	

Anticipated Outcome

Student understanding of scores, student understanding of strengths and weaknesses.

Monitoring/Evaluation

The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the math coach.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades K-2: The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 1. The staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 2. The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 3. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses. (PD Focus Group)</p>	<p>Increasing Reading Scores</p>	<p>Professional Development Text-Dependent Analysis</p>	<p>10/23/2020 - 01/31/2021</p>
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades 3-4: The ELA department staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. The Math Department staff will complete a math/Google PD that is</p>			

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<p>By June 2021, students in the focus group will demonstrate growth in reading grade-level text with accuracy and fluency. Regular education students in this subgroup should read 90 wpm with 95% accuracy by the end of the school year on the grade-level text. (DIBELS)</p>			
<p>For the 2020-2021 school year, the third-grade ELA team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data), increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points. (ELA CDT Growth)</p>			
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Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment. (ELA CDT Growth)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades K-2: The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 1. The staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 2. The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 3. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses. (PD Focus Group)</p>	<p>Increase Math Scores</p>	<p>Professional Development</p>	<p>09/01/2020 - 05/31/2021</p>
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades 3-4: The ELA department staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. The Math Department staff will complete a math/Google PD that is</p>			

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<p>For the 2020-2021 school year, the focus groups will demonstrate measurable growth in mathematics. The subgroups will meet the typical growth identified by the normative data with a confidence interval for the beginning of the year, middle of the year, and the end of the year. By the end of the year, 80% of the focus student groups will have grown by 24-28 points from their baseline. (Math MAP Test Growth Interval)</p>			
<p>For the 2020-2021 school year, the third-grade math team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data) increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment (CDT Math Growth)</p>			
<p>For the 2020-2021 school year, the fourth-grade math team will monitor student data and increase scores by 30 points or more</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

based upon the first target (baseline data) increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment (CDT Math Growth)

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The special education population increased by 26.7% in ELA

The increase in ELA was 42.2 % overall for the entire population, which was a significant gain.

Math has a significant increase in the students with disabilities area as the numbers increased by 19.4%.

The lowest-performing 33% of the students (IEP) in ELA made a 26% increase.

60% of students making gains on the writing CDT in ELA at the third-grade level.

The subgroups have made gains in oral reading fluency in grade 3 and grade 4.

The math CDT in third grade shows that there are significant gains happening throughout the school year. 58% of the students showed noticeable increases from the first to second benchmark.

PVAAS shows that Grade 4 has met the State Average for 5-year growth based on the third-grade PSSA scores.

The students have made a few gains when you drill down to the focus groups.

The science scores are consistent and the teacher is making significant gains.

As a minority population faced with more challenges, data shows that the black

Challenges

The special education population was the only increase to get excited about. 19.4% increase in math.

The drop in ELA is in the Black and Socioeconomically disadvantaged group in ELA with an average of 39%.

The below basic area continues to grow in the socioeconomically disadvantaged subgroups in Math with 21% and the overall basic range stays the same.

In both grade 4 ELA and Math the overall growth is low and remains below the state average. The state average is 75.3% in Math and we are 65%. The state average is 75% and we are 50% in ELA.

The number of students advanced on the PSSA in ELA is low at 12.5% compared to the statewide average of 17.8% and Math statewide is 17.8% and our number is 9.1% which identifies an area of need.

PVAAS shows that the Black and Socioeconomically Disadvantaged students have had a -12 to -13 point growth index.

By the time they reach grade 4 the students decline, which is reflective of the PSSA scores.

The students are making gains, some of them are making enough gains to meet the benchmark, but 15-20% are still below the average benchmark for normative data.

Strengths

population shows strength in social competence and language. We can build on it to develop vocabulary acquisition and use, which is an area of weakness.

Economically disadvantaged students are more likely to receive resources that are necessary for improvement at school.

The Title I parent events were well attended by both of the focus groups as they were introduced to math and ELA concepts.

Aligning curricular resources is operational and can help leverage student achievement with both the Black and Economically Disadvantaged subgroups.

We are able to provide individual data pertaining to each student as we utilize the MAPS and CDT's assessment tools.

PBIS is utilized to monitor student behaviors on a consistent basis to identify patterns of need.

Naviance is a comprehensive college, career, and life readiness solution database that houses the student's career exploration needs.

The Career Exploration program begins with lessons in Kindergarten and goes through fourth grade as the students explore and participate in activities related to career education. In the third grade the students will be introduced to and utilize the Naviance program to document articles related to Career Readiness.

Challenges

By the time they reach grade 4 the students decline, which is reflective of the PSSA scores.

PVAAS shows that the Black and Socioeconomically Disadvantaged students have had a -2 to a -3 point growth index.

PVAAS shows that Science has not met the growth goal. I think the staff is learning to understand the scoring system a little better and work as a team to solve these concerns.

The challenge is that the science teachers in grades 3 and 4 see every student, and the students need to be educated on the importance of the testing and the scoring knowledge that is related to the CDT process.

African American students are a part of a large achievement gap and it is different at Barrett. Black students are reading and performing well below grade level and each year the gap grows larger and larger. As a team, we need to address the gap.

Economically disadvantaged students are more likely not to have experiences that higher status students have had. They have limited access to technology at home as well as a wide array of books, etc.

Student attendance is very poor for both subgroups due to homelessness, home, and transportation issues.

The administration will adjust schedule to attend staff meetings on a more consistent basis to address student data.

Challenges

Professional development sessions provided for staff must relate to the needs of the students as it addresses the eligible content of a particular grade level.

The administration will provide a detailed update of the progress related to the improvement plan each quarter during the school year.

Naviance begins in third grade within the district and it is vital to develop an effective method of collecting and documenting information related to the K-2 career activities.

As we expand on our career programming it will be important to identify key stakeholders within our local business community. We would like for these individuals to participate with our students within a classroom or community setting as they educate our students with information related to Career Exploration and Readiness.

Most Notable Observations/Patterns

The areas to address following the needs assessment are related to professional development, community involvement, and additional administrative support.

Challenges

Discussion Point

Priority for Planning

The special education population was the only increase to get

Challenges	Discussion Point	Priority for Planning
excited about. 19.4% increase in math.		
The drop in ELA is in the Black and Socioeconomically disadvantaged group in ELA with an average of 39%.	The average drop is from grade 3 to 4 ELA. There is a significant difference between the grade 3 PSSA and grade 4 PSSA with the addition of the TDA. The grade 3 scores are high and the students drop of in grade 4. Further analysis of our curriculum is needed to address the particular area/standard that is weak. Studies show that students of lower socioeconomic status have started to 'decelerate' in grade 4 in reading, often called The 4th Grade Slump.	✓
The below basic area continues to grow in the socioeconomically disadvantaged subgroups in Math with 21% and the overall basic range stays the same.	The Math Department doesn't have a true curriculum to work with and the resources haven't proven to address the rigor needed for proficiency. The curriculum team is looking at different math series to address the focus group to try to increase the proficiency on the PSSA.	✓
In both grade 4 ELA and Math the overall growth is low and remains below the state average. The state average is 75.3% in Math and we are 65%. The state average is 75% and we are 50% in ELA.		
The number of students advanced on the PSSA in ELA is low at 12.5% compared to the statewide average of 17.8% and Math statewide is 17.8% and our number is 9.1%		

Challenges

Discussion Point

Priority for Planning

which identifies an area of need.

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By the time they reach grade 4 the students decline, which is reflective of the PSSA scores.

The students are making gains, some of them are making enough gains to meet the benchmark, but 15-20% are still below the average benchmark for normative data.

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Challenges**Discussion Point****Priority for Planning**

Science has not met the growth goal. I think the staff is learning to understand the scoring system a little better and work as a team to solve these concerns.

The challenge is that the science teachers in grades 3 and 4 see every student, and the students need to be educated on the importance of the testing and the scoring knowledge that is related to the CDT process.

African American students are a part of a large achievement gap and it is different at Barrett. Black students are reading and performing well below grade level and each year the gap grows larger and larger. As a team, we need to address the gap.

Economically disadvantaged students are more likely not to have experiences that higher status students have had. They have limited access to

Challenges	Discussion Point	Priority for Planning
<p>technology at home as well as a wide array of books, etc.</p>		
<p>Student attendance is very poor for both subgroups due to homelessness, home, and transportation issues.</p>		
<p>The administration will adjust schedule to attend staff meetings on a more consistent basis to address student data.</p>	<p>Having administrative support at meetings creates more accountability and trust in leadership on a particular priority topic. Visibility, at meetings, shows interest in making a change in practice to support staff, students, parents, and community, My goal is to attend Department meetings related to ELA and Math (rotating every other week) and Core Team.</p>	
<p>Professional development sessions provided for staff must relate to the needs of the students as it addresses the eligible content of a particular grade level.</p>	<p>Professional development is the key to proficiency. Nothing replaces good instruction, but in order to have quality instruction, educators need to have the opportunity to be trained to be in position to deliver adequate lessons related to the standards. Professional development HAS to be geared towards the improvement of the focus groups and the proper education of the staff at Barrett. The teachers need the opportunity to feel comfortable delivering instruction.</p>	
<p>The administration will provide a detailed update of the progress related to the improvement plan each quarter during the school year.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Increasing Reading Scores

Action Steps	Anticipated Start/Completion Date
One-One Conferencing	10/01/2020 - 05/20/0021
Monitoring/Evaluation	Anticipated Output
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the reading specialist.	Student understanding of scores, student understanding of strengths and weaknesses.
Material/Resources/Supports Needed	PD Step
Substitute Teacher/Reading Specialist	no

Action Steps	Anticipated Start/Completion Date
Data Meetings-MAPS, CDT, and DIBELS.	10/01/2020 - 05/05/0021
Monitoring/Evaluation	Anticipated Output
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the reading specialist.	Student understanding of scores, student understanding of strengths and weaknesses.
Material/Resources/Supports Needed	PD Step
None	no

Action Steps	Anticipated Start/Completion Date
One-One Conferencing	10/01/2020 - 05/20/2021

Monitoring/Evaluation	Anticipated Output
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the reading specialist.	Student understanding of scores, student understanding of strengths and weaknesses.

Material/Resources/Supports Needed	PD Step
Substitute Teacher/Reading Specialist	no

Action Steps	Anticipated Start/Completion Date
Professional Development Text-Dependent Analysis	10/23/2020 - 01/31/2021

Monitoring/Evaluation	Anticipated Output
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the reading specialist.	Student understanding of scores, student understanding of strengths and weaknesses.

Material/Resources/Supports Needed	PD Step
AIU 3, Substitute Teachers, Text Dependent Analysis Data	yes

Action Plan: Increase Math Scores

Action Steps	Anticipated Start/Completion Date
One-One Conferencing	10/01/2020 - 05/20/2021

Monitoring/Evaluation	Anticipated Output
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the math coach.	Student understanding of scores, student understanding of strengths and weaknesses.

Material/Resources/Supports Needed	PD Step
Title I Math Coach, Classroom Teacher	no

Action Steps	Anticipated Start/Completion Date
Data Meetings-MAPS and CDT Scores	10/01/2020 - 05/20/2021

Monitoring/Evaluation	Anticipated Output
The classroom teacher will use a Google Doc to share scores with every student each quarter. Monitoring and conferencing will take place with the classroom teacher and the math coach.	Student understanding of scores, student understanding of strengths and weaknesses.

Material/Resources/Supports Needed	PD Step
None	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades K-2: The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 1. The staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 2. The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 3. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses. (PD Focus Group)</p>	<p>Increasing Reading Scores</p>	<p>Professional Development Text-Dependent Analysis</p>	<p>10/23/2020 - 01/31/2021</p>
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses. (PD Focus Group)</p>			
<p>By June 2021, students in the focus group will demonstrate growth in reading grade-level text with accuracy and fluency. Regular education students in this subgroup should read 90 wpm with 95% accuracy by the end of the school year on the grade-level text. (DIBELS)</p>			
<p>For the 2020-2021 school year, the third-grade ELA team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data), increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points. (ELA CDT Growth)</p>			
<p>For the 2020-2021 school year, the fourth-grade ELA team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data) , increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment. (ELA CDT Growth)</p>			
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades K-2: The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 1. The staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 2. The staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) by the end of Quarter 3. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses. (PD Focus Group)</p>	<p>Increase Math Scores</p>	<p>Professional Development</p>	<p>09/01/2020 - 05/31/2021</p>
<p>The staff will seek out professional development opportunities geared toward the focus group's weaknesses in reading and math for each target quarter. In grades 3-4: The ELA department staff will complete a reading/Google PD that is inhouse, PDESAS, or an offsite location</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>(approved by the professional development committee) for each target quarter. The Math Department staff will complete a math/Google PD that is inhouse, PDESAS, or an offsite location (approved by the professional development committee) for each target quarter. At the end of the school year staff will have completed their Google Certification or have vast knowledge to complete it and enough Act 48 hours that pertain to the focus group's weaknesses. (PD Focus Group)</p>			
<p>For the 2020-2021 school year, the focus groups will demonstrate measurable growth in mathematics. The subgroups will meet the typical growth identified by the normative data with a confidence interval for the beginning of the year, middle of the year, and the end of the year. By the end of the year, 80% of the focus student groups will have grown by 24-28 points from their baseline. (Math MAP Test Growth Interval)</p>			
<p>For the 2020-2021 school year, the third-grade math team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data) increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>assessment (CDT Math Growth)</p> <p>For the 2020-2021 school year, the fourth-grade math team will monitor student data and increase scores by 30 points or more based upon the first target (baseline data) increase 30 points or more for the second target, and finally increase 30 points or more for the third target. 80% of the Black and Socioeconomically Disadvantaged students will meet this target. If the student is a transient and did not take the first target, the second target will be baseline data. Overall the students will have grown by 90 or more points and will score as predicted on the PSSA assessment (CDT Math Growth)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Text Development Analysis	Third Grade Teacher, Fourth Grade Teacher, Reading Specialist	Getting students to be able to complete a TDA, how to properly write a TDA, the scope and sequence of a TDA, what a TDA consists of, common misconceptions of TDA.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Attendance of all sessions Completing a portfolio of work Act 48 hours	10/23/2020 - 01/31/2021	Heather Moshetta, Allegheny Intermediate Unit

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Google Classroom Professional Development

K-4 Staff Members

Getting students to become engaged in Math and ELA instruction Make learning meaningful in a Google setting Helping teachers who are struggling with the Google platform

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Successful Google Classroom setup using Google tools
Obtaining the 'Passed' certificate of the 13 hour training

07/01/2020 - 08/01/2021

In the process of development

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step Topics of Message Mode Audience Anticipated Timeline



