

SOUTH BUFFALO EL SCH

562 Freeport Rd

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

South Buffalo Elementary School envisions a learning environment... " That prepares students to embrace technological advancements of the 21st century; " Develops students who are able to problem-solve thoughtfully; " Promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills. " That establishes a strong work ethic among the district's students; " That develops citizens that make positive contributions to society; " That establishes a love for learning and a recognition that learning is a life-long effort; " That promotes wellness: That promotes equity among all students; " That prescribes specific action plans to target the individual learning needs of students; " That embraces continual reflection on best practices and student improvement strategies to close the achievement gap.

STEERING COMMITTEE

Name	Position	Building/Group
Jeffrey S. Lesko	Principal/ Title I Coordinator	South Buffalo Elementary
Carly Lachowicz	Reading Specialist	South Buffalo Elementary
Bobbi Rupp	RtII Specialist/ Gifted Support	South Buffalo Elementary
Emily Hough	School Counselor	South Buffalo Elementary/ Freeport High School
Jessica Berberich	5th Grade Teacher	South Buffalo Elementary
Aimee Raber-Campbell	Kindergarten Teacher	South Buffalo Elementary
Cara Masters	Special Education Teacher	South Buffalo Elementary
Richard Burns	Director of Student Services	Freeport Area School District
Dr. Autumm Palmiter	Early Childhood Specialist	Community Member
Sarah Rakowski	Parent	South Buffalo Elementary PTO
Dr. Natalie Heisey	Reading Specialist/ Professor	Geneva College
Christy Gregori	Parent	South Buffalo Elementary PTO
Sarah Vivian	Parent	South Buffalo Elementary PTO
Tammie Wolfe	Parent	South Buffalo Elementary PTO
Paul Bergad	Community Member	South Buffalo Township Supervisors
Katie Charlton	Community Member	Armstrong County District Attorney

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teachers will be provided with the necessary professional development to effectively utilize PVAAS scores to design effective instructional strategies that target specific populations.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Responsive Classroom program will be expanded to include all components, and teachers will be provided with targeted professional development to ensure successful implementation.	Social emotional learning
Best practice strategies for equipping families to provide support at home and in school will be developed and communicated to parents.	Parent and family engagement
A system to monitor and evaluate the impact of 4 lenses of learning and Responsive Classroom will be developed, introduced to teachers, and employed by the building principal and teacher leaders.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy			
Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
PVAAS growth	Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by PVAAS.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building principal will	2020-08-24 -	Jeffrey Lesko,	PVAAS reports, other local

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
lead the teachers in a review of data	2020-09-04	Principal	assessment data
Research and implement best practice instructional strategies to close the achievement gap (students with disabilities and economically disadvantaged students).	2020-09-04 - 2020-09-30	Jeffrey Lesko, Principal	SAS resources, Marzano resources
Utilize RtII process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students.	2020-08-27 - 2021-05-31	Jeffrey Lesko, Principal; Bobbi Rupp, RtII Specialist	EdInsight for student data and RtII reports, master schedule

Anticipated Outcome

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Monitoring/Evaluation

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions

Evidence-based Strategy

Establishment of a school-wide SEL system to to serve as the foundation of the RtII Tier I program to promote all students' social-emotional wellness.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classroom	Responsive Classroom will be 100% implemented with all 13 components by each teacher in the building, and will serve as

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

the foundation of Tier I in the adopted RtII behavioral/ SEL model.

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

Update action plans for the six original implemented Responsive Classroom components

2020-08-24 -
2020-09-04

Jeffrey Lesko,
Principal

Grade level RC original six action plans

Introduce professional staff to the remaining seven components of Responsive Classroom.

2020-09-04 -
2020-09-25

Jeffrey Lesko,
Principal

Responsive Classroom support materials and resources

Grade level action plans for the remaining seven Responsive Classroom components will be developed

2020-09-25 -
2020-10-13

Jeffrey Lesko,
Principal;
Grade level
teacher
leaders

Responsive Classroom support materials and resources

Anticipated Outcome

Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared

Monitoring/Evaluation

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions

Evidence-based Strategy

Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

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

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

Family Engagement

Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning.

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

Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.

2020-05-01 -
2020-06-09

Jeffrey Lesko,
Principal

Parent and staff needs
assessment

Communicate workshops, programs, and trainings to parents using a variety of mediums.

2020-08-27 -
2021-05-31

Jeffrey Lesko,
Principal

Blackboard connect, School website, Title I website, Early Childhood Education website, electronic sign, mailings, Twitter

Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop

2020-08-27 -
2021-05-31

Jeffrey Lesko,
Principal

Professional Staff, Parent Advisory Committee, local pediatrician's office,

Anticipated Outcome

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Monitoring/Evaluation

surveys after each program, end-of-year evaluation parent survey

Evidence-based Strategy

Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Four Lenses of Learning	Established four lenses of learning program, which has been fully implemented, and the responsive classroom program, which will be fully implemented this school year, will be monitored for fidelity, and evaluated for effectiveness during the 20-21 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review of Four Lenses of Learning with professional staff; discuss implementation thus far.	2020-08-24 - 2020-09-04	Jeffrey Lesko, Principal	Four Lenses of Learning instructional resources
Classroom embedded professional development	2020-08-24 - 2021-04-30	Jeffrey Lesko, Principal; Stacie Isenberg, Instructional Coach	Four Lenses of Learning instructional resources
Continued development of instructional strategies to embed all four lenses of learning in	2020-08-24 - 2021-05-31	Jeffrey Lesko, Principal; Grade Level teacher	Four Lenses of Learning instructional resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instructional plans and delivery.		leaders	

Anticipated Outcome

Grade level documentation of implemented strategies and results on student achievement

Monitoring/Evaluation

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by PVAAS. (PVAAS growth)	Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Building principal will lead the teachers in a review of data	08/24/2020 - 09/04/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Responsive Classroom will be 100% implemented with all 13 components by each teacher in the building, and will serve as the foundation of Tier I in the adopted RtII behavioral/ SEL model. (Responsive Classroom)	Establishment of a school-wide SEL system to to serve as the foundation of the RtII Tier I program to promote all students' social-emotional wellness.	Introduce professional staff to the remaining seven components of Responsive Classroom.	09/04/2020 - 09/25/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning. (Family Engagement)</p>	<p>Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.</p>	<p>Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop</p>	<p>08/27/2020 - 05/31/2021</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Established four lenses of learning program, which has been fully implemented, and the responsive classroom program, which will be fully implemented this school year, will be monitored for fidelity, and evaluated for effectiveness during the 20-21 school year. (Four Lenses of Learning)	Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.	Classroom embedded professional development	08/24/2020 - 04/30/2021

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

2020-08-06;

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

Superintendent/Chief Executive Officer

Ian M. Magness

2020-07-30

School Improvement
Facilitator Signature

Building Principal Signature

Jeffrey S. Lesko

2020-06-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Percentage of Proficient and Advanced on ELA PSSA - all student groups

Percentage of Proficient and Advanced on Math PSSA - all students

Percentage of Proficient and Advanced on ELA PSSA - Economically Disadvantaged Students

Percentage of Proficient and Advanced on ELA PSSA - increase in performance of students with disabilities

Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students

All Student Groups (collectively) Meet Interim Goal/Improvement Target (PSSA)

Percent Advanced in ELA higher than state average

Economically Disadvantaged students - Meets or Exceeds Interim Target

Increase in Performance from the Previous Year – students with disabilities

Percentage of Proficient and Advanced on Math PSSA - all students

Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students

Percent Advanced in Math higher than state average

Challenges

Percentage of Proficient and Advanced on ELA PSSA - Students with Disabilities

Percentage of Proficient and Advanced on Math PSSA - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

All Student Group Did Not Meet the Standard Demonstrating Growth (PVAAS)

Percentage of Proficient and Advanced on ELA PSSA - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

All Student Group Did Not Meet the Standard Demonstrating Growth (PSSA)

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year- Students with Disabilities

Slight decrease in growth of all student groups

N/A

Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities

Strengths

All Student Group Meets 2030 Statewide Goal (PSSA)

All Student Group Meets the Standard Demonstrating Growth in Science

Percent Advanced in Science higher than state average

All Student Group Exceeds Performance Standard (100%) - Career Standards Benchmark - College and Career Readiness Future Ready PA

Economically disadvantaged students -- Meets or Exceeds Interim Target ELA PSSA

Economically disadvantaged students -- Meets or Exceeds Interim Target; Increase in Performance from the Previous Year Math PSSA

Economically disadvantaged students -- Meets or Exceeds Interim Target; Increase in Performance from the Previous Year for Growth (PVAAS ELA and Math)

Primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP ELA and math

Students with Disabilities -- Increase in Performance from the Previous Year (ELA PSSA)

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

Decrease in Performance from the Previous Year - ELA PSSA; Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year - PVAAS ELA -- Economically disadvantaged students

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

Implement evidence-based strategies to engage families to support learning

Monitor and evaluate the impact of professional learning on staff practices and student learning

Strengths

Identify and address individual student learning needs

Use multiple professional learning designs to support the learning needs of staff

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Most Notable Observations/Patterns

Sub groups, especially students with disabilities, need improvement in both achievement and growth; overall PVAAS score improvement needs addressed; continued implementation and monitoring of SEL/Responsive Classroom to address social/ emotional/ behavioral well-being; strategies to support home-school connection; monitoring and follow-through with professional learning strategies

Challenges

Discussion Point

Priority for Planning

Percentage of Proficient and Advanced on ELA PSSA - Students with Disabilities

Percentage of Proficient and Advanced on Math PSSA - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

All Student Group Did Not Meet the Standard Demonstrating

Teachers do not have the necessary professional



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

Growth (PVAAS)

development to effectively utilize PVAAS scores to design effective instructional strategies that target specific populations.

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

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

Responsive Classroom has been implemented, but it is in the early phase.



Implement evidence-based strategies to engage families to support learning

Parent needs assessment shows that additional communication regarding family engagement is



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

needed.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Professional development on 4 lenses of learning and Responsive Classroom has occurred, but system of monitoring impact on practices and learning is not fully developed.



ADDENDUM B: ACTION PLAN

Action Plan: Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.

Action Steps	Anticipated Start/Completion Date
Building principal will lead the teachers in a review of data	08/24/2020 - 09/04/2020

Monitoring/Evaluation	Anticipated Output
Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions	Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed	PD Step
PVAAS reports, other local assessment data	yes

Action Steps**Anticipated Start/Completion Date**

Research and implement best practice instructional strategies to close the achievement gap (students with disabilities and economically disadvantaged students).

09/04/2020 - 09/30/2020

Monitoring/Evaluation**Anticipated Output**

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed**PD Step**

SAS resources, Marzano resources

no

Action Steps**Anticipated Start/Completion Date**

Utilize RtII process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students.

08/27/2020 - 05/31/2021

Monitoring/Evaluation**Anticipated Output**

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed**PD Step**

EdInsight for student data and RtII reports, master schedule

no

Action Plan: Establishment of a school-wide SEL system to to serve as the foundation of the RtII Tier I program to promote all students' social-emotional wellness.

Action Steps	Anticipated Start/Completion Date
Update action plans for the six original implemented Responsive Classroom components	08/24/2020 - 09/04/2020

Monitoring/Evaluation	Anticipated Output
Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions	Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared

Material/Resources/Supports Needed	PD Step
Grade level RC original six action plans	no

Action Steps**Anticipated Start/Completion Date**

Introduce professional staff to the remaining seven components of Responsive Classroom.

09/04/2020 - 09/25/2020

Monitoring/Evaluation**Anticipated Output**

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions

Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared

Material/Resources/Supports Needed**PD Step**

Responsive Classroom support materials and resources

yes

Action Steps**Anticipated Start/Completion Date**

Grade level action plans for the remaining seven Responsive Classroom components will be developed

09/25/2020 - 10/13/2020

Monitoring/Evaluation**Anticipated Output**

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions

Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared

Material/Resources/Supports Needed**PD Step**

Responsive Classroom support materials and resources

no

Action Plan: Increase communication with parents regarding student strengths, weaknesses,

interventions, and achievement.

Action Steps	Anticipated Start/Completion Date
Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.	05/01/2020 - 06/09/2020

Monitoring/Evaluation	Anticipated Output
surveys after each program, end-of-year evaluation parent survey	Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed	PD Step
Parent and staff needs assessment	no

Action Steps	Anticipated Start/Completion Date
Communicate workshops, programs, and trainings to parents using a variety of mediums.	08/27/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
surveys after each program, end-of-year evaluation parent survey	Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed	PD Step
Blackboard connect, School website, Title I website, Early Childhood Education website, electronic sign, mailings, Twitter	no

Action Steps

Anticipated Start/Completion Date

Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop

08/27/2020 - 05/31/2021

Monitoring/Evaluation

Anticipated Output

surveys after each program, end-of-year evaluation
parent survey

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed

PD Step

Professional Staff, Parent Advisory Committee, local pediatrician's office,

yes

Action Plan: Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.

Action Steps**Anticipated Start/Completion Date**

Review of Four Lenses of Learning with professional staff; discuss implementation thus far.

08/24/2020 - 09/04/2020

Monitoring/Evaluation**Anticipated Output**

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed**PD Step**

Four Lenses of Learning instructional resources

no

Action Steps**Anticipated Start/Completion Date**

Classroom embedded professional development

08/24/2020 - 04/30/2021

Monitoring/Evaluation**Anticipated Output**

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed**PD Step**

Four Lenses of Learning instructional resources

yes

Action Steps**Anticipated Start/Completion Date**

Continued development of instructional strategies to embed all four lenses of learning in instructional plans and delivery.

08/24/2020 - 05/31/2021

Monitoring/Evaluation**Anticipated Output**

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed**PD Step**

Four Lenses of Learning instructional resources

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by PVAAS. (PVAAS growth)	Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Building principal will lead the teachers in a review of data	08/24/2020 - 09/04/2020
Responsive Classroom will be 100% implemented with all 13 components by each teacher in the building, and will serve as the foundation of Tier I in the adopted RtII behavioral/ SEL model. (Responsive Classroom)	Establishment of a school-wide SEL system to to serve as the foundation of the RtII Tier I program to promote all students' social-emotional wellness.	Introduce professional staff to the remaining seven components of Responsive Classroom.	09/04/2020 - 09/25/2020
Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning. (Family Engagement)	Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.	Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition	08/27/2020 - 05/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop	

Established four lenses of learning program, which has been fully implemented, and the responsive classroom program, which will be fully implemented this school year, will be monitored for fidelity, and evaluated for effectiveness during the 20-21 school year. (Four Lenses of Learning)	Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.	Classroom embedded professional development	08/24/2020 - 04/30/2021
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Review of student growth data	Grade level classroom teachers	Understanding PVAAS data reports, using reports to design instructional interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discussion points, summary of learning reports, developed instructional intervention plans	08/24/2020 - 09/25/2020	Jeffrey Lesko, Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Exploring the seven remaining Responsive Classroom components	Professional instructional staff	Review of the remaining seven components of Responsive Classroom, development of action plan for said components

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discussion points, summary of learning reports, initial development of grade level action plans	08/24/2020 - 09/30/2020	Jeffrey Lesko, Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:



Professional Development Step	Audience	Topics of Prof. Dev
Developing effective parent communication	Professional Instructional staff, parents	Designing effective parent programs to assist their children at home, improvement of parent-school communication and partnerships, parent-led professional development of teachers

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey results, discussion point, reflection summaries	10/30/2020 - 01/01/0001	Jeffrey Lesko, Principal; Parent Advisory Committee

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Classroom embedded professional development - four lenses of learning	Professional instructional staff	Development of instructional strategies that support the 4 lenses of learning model

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
observed instructional practices in the classroom	08/27/2020 - 05/31/2021	Jeffrey Lesko, Principal; Stacie Isenberg, Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting of plan on school website and Title I website	Schoolwide Plan for 20-21	School and Title I website	Parents and Community Members	Posted as soon as plan is accepted and approved by PDE
Announcement of Plan via Blackboard connect and Twitter	Schoolwide Plan for 20-21	Email and Twitter	Parents and Community Members	Announced as soon as plan is accepted and approved by PDE and posted on websites
Review of Plan to SB faculty	Review of Schoolwide plan for instructional staff	Faculty meeting	Professional Instructional staff	August 2020
Review of Schoolwide Plan with Parents	Review of Schoolwide Plan for 20-21	Annual Title I Parent Meeting	Parents	September 2020
