

VARE-WASHINGTON EL SCH

1198 S 5th St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Vare-Washington Elementary is a thriving, diverse public school that fosters our students' innate curiosity, individuality, and ambition, supporting them to become critical thinkers, leaders, and change agents in their chosen disciplines.

STEERING COMMITTEE

Name	Position	Building/Group
Gretchen Stewart	Principal	Vare-Washington
Bea Keehfuss	Additional Leadership Team Representative	Vare-Washington
Renee Schofield	Math Content Specialist/Teacher Leader	Vare-Washington
Jenna Beck	Literacy Content Specialist/Teacher Leader	Vare-Washington
Kristine Quain	Science Content Specialist/Teacher Leader	Vare-Washington
Eric Young	School-based Climate Representative	Vare-Washington
Diane Harrison	Community member	Vare-Washington
Sunny Cutler	Parent	Vare-Washington
Leya Egea Hinton	Planning and Evidence-based Support (PESO) member	School District of Philadelphia
Marie Capitolo	Special Education Case Manager	School District of Philadelphia
Molly Ashburn	Network Attendance Coach	School District of Philadelphia
Cynthia Jones	Network Culture and Climate Coach	School District of Philadelphia
Darrin Kall	Grants Compliance Monitor	School District of Philadelphia
Jacalyn Polidor	Central Office Talent Partner	School District of Philadelphia
Felicia Brown	Network Early Literacy/Literacy Director	School District of Philadelphia
Cathryn Anderson	Network Professional Learning Specialist	School District of Philadelphia

Name	Position	Building/Group
John Hale	Prevention and Intervention Liaison	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
x	Other
	Other
	Other
We will allocate the following resources... K-4 supplemental science teacher K-4 science curriculum and consumables K-4 science materials	Other
	Other
	Other
We will implement a system for progress monitoring grade level standards mastery in 3rd-8th grade in ELA and Math to identify student needs with fidelity. The Math Interventionist will lead the implementation for 3-8 teachers of math. The Literacy Lead will lead the implementation for 3-8 teachers of literacy. Common planning time will be used as the primary structure for supporting teachers to complete this work.	Other
	Other
	Other
We will develop an effective scope and sequence of MTSS meetings. We will develop and implement a system for monitoring the impact of MTSS. We will collaborate with central office climate supports on how to effectively implement and monitor MTSS.	Other
	Other
	Other
Implement a multi-tiered system of supports for academics and behavior.	Mathematics
	Regular
	Attendance
	Career
	Standards
	Benchmark
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices.	English
	Language
	Arts
	Early
	Literacy

Priority Statement**Outcome Category**

	Other
Identify and address individual student learning needs.	English Language Arts Mathematics Career Standards Benchmark
Implement a multi-tiered system of supports for behavior and academics.	Career Standards Benchmark Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS**Evidence-based Strategy**

Small Group Interventions

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**Math PSSA (Proficiency)
Goal 4-8

At least 40% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

95% Attendance

At least 65% of students will attend school 95% of days or more.

ELA PSSA (Proficiency) 4-8

At least 55% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to

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

monitor).

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

Establish clear roles and responsibilities for oversight and implementation of after-school and in-school small group interventions.

2020-09-01 -
2020-09-30

Principal

Roles and responsibility matrix

Leverage external partnerships to implement small group after-school interventions

2020-09-01 -
2021-06-11

Principal, After-School Program Director

Partnership Agreement

Leverage counselor and climate staff to implement small group in-school interventions, based on common student need (i.e. grief, housing instability)

2020-09-01 -
2021-06-11

Climate Manager/Counselor

PD Plan

Identify key data and process for monitoring implementation and impact of after-school and in-school small groups

2020-09-01 -
2020-09-30

Principal

Data tracking system
Progress monitoring system

Assign students to Tier II interventions based on data.

2020-10-01 -
2021-06-03

Principal/Climate Manager

System for Interventions
Intervention Matrix

Anticipated Outcome

By implementing small group interventions, students will have additional supports to address barriers for attending school and/or demonstrating mastery with the content.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.

Evidence-based Strategy

Check-in Check-out

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance	At least 65% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish team with clear roles and responsibilities to oversee, implement, and monitor the impact of Check in, Check out	2020-09-01 - 2020-09-30	Principal	Schedule
Identify students for participation based on data analysis and anecdotal observations	2020-09-01 - 2021-06-11	Climate Manager	Roles and responsibilities matrix
Train teachers in their role in identified approach	2020-09-01 - 2020-09-30	Climate Manager	PD Plan
Identify key data and process for monitoring implementation of identified approach	2020-09-01 - 2020-09-30	Principal	Data tracking system Progress monitoring system
Identify student goal and	2020-10-01 -	Climate	Student Goal-Setting

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
success indicators for each goal in collaboration with students and teachers	2021-06-03	Manager	Template

Anticipated Outcome

By implementing Check in, Check out with fidelity, students will have additional supports to address barriers for attending school and/or demonstrating mastery with the content.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.

Evidence-based Strategy

Reader's and Writer's Workshop

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

K-3 AIMSweb on Target	At least 60% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
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3rd Grade PSSA ELA	At least 43% of all students in 3rd grade will score at Proficient or Advanced 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
Scheduling - Create a master schedule will allow for time for 120 minute literacy block and ensure all portions of the	2020-08-03 - 2020-09-03	Principal	Daily Schedule Examples

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Workshop Model are implemented.			
Establishing Annual Targets - Review 19-20SY data (including course grades, AIMSweb, DRA2) in order to establish rigorous learning targets for 2020-2021 and identify students needing additional supports.	2020-08-03 - 2020-09-03	Principal	Goal setting documents Student data
Phonics - Teachers provide phonics instruction using the Saxon Phonics program during 120-minute literacy block.	2020-08-31 - 2021-06-11	Teachers	Saxon phonics materials for instruction
Professional Development - Provide professional development for teachers related to the implementation of the Workshop Model. This includes initial PD and ongoing PD throughout the year.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Workshop Model Literature for teachers PD modules
Observation and Feedback - Perform regular, frequent walkthroughs of the literacy block to monitor implementation of the workshop model. Provide actionable feedback following every visit.	2020-08-31 - 2021-06-11	Principal	Walkthrough tool
Progress Monitoring -	2020-08-31 -	Classroom	Assessments Data trackers

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers use classroom assessment data, as well as data from district-mandated assessments, to monitor student progress and identify what teachers should reteach and/or accelerate during small group instruction/conferring.	2021-06-11	Teachers	Reteach plans Conferring schedule
Data Tracking - Teachers will be supported and responsible for maintaining and monitoring a school-based data tracker that provides a comprehensive view of student progress (including attendance, course grades, reading levels, etc...)	2020-08-31 - 2021-06-11	Classroom Teachers	School-based data trackers
Parent Communication - Teachers meet with parents/families during report card conferences to discuss information related to student progress. Teachers also communicate initial baseline literacy scores at the start of the year, following data collection.	2020-10-01 - 2021-06-11	Classroom Teachers	Parent conference schedule Student data
Classroom Environment - Teachers will organize the spaces in the classroom to support the implementation of the Workshop Model, and	2020-08-24 - 2021-06-11	Early Literacy Specialist	Classroom environment materials Guide to organizing classroom

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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they will maintain and/or update these spaces throughout the year. They will receive specific feedback related to the various areas of the classroom.

Support Staff Professional Development - Provide professional development for support staff around mini-lessons for intervening on Aimsweb data (specifically kindergarten)	2020-08-24 - 2021-06-11	Early Literacy Specialist	Professional development modules
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Blended Learning - Provide professional development and training on blended learning software and the Blended Learning Rotation Model to new teachers and as needed.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Professional development modules
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Instructional Coaching - Provide teachers with coaching support for Workshop Model. Coaching will occur in 6-8 week cycles that will be driven by a teacher practice goal.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Teacher goal-setting resources
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Anticipated Outcome
 By implementing Reader's and Writer's Workshop in grades K-3, students will develop the necessary foundational literacy skills upon which all future literacy knowledge will be built.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.

Evidence-based Strategy

Comprehensive Literacy Framework

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA (Proficiency) 4-8	At least 55% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Scheduling - Create a master schedule will allow for time for 90-120 minute literacy block.	2020-08-03 - 2020-08-31	Principal	Daily schedule examples
Establishing Annual Targets - Review 19-20SY data (including course grades, AIMSweb, DRA2, benchmark scores) in order to establish rigorous learning targets for 2020-2021 and identify students needing additional supports.	2020-08-03 - 2020-09-03	Principal	Goal setting documents Student data
Observation and Feedback - Perform regular, frequent walkthroughs of the	2020-08-31 - 2021-06-11	Principal	Walkthrough tool

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>literacy block to monitor implementation of the workshop model. Provide actionable feedback following every visit.</p>			
<p>Progress Monitoring - Teachers use classroom assessment data, as well as data from district-mandated assessments, to monitor student progress and identify what teachers should reteach and/or accelerate during small group instruction/conferring.</p>	<p>2020-08-31 - 2021-06-11</p>	<p>Classroom Teachers</p>	<p>Assessments Data trackers Reteach plans</p>
<p>Data Tracking - Teachers will be supported and responsible for maintaining and monitoring a school-based data tracker that provides a comprehensive view of student progress (including attendance, course grades, reading levels, etc...)</p>	<p>2020-08-31 - 2021-06-11</p>	<p>Classroom Teachers</p>	<p>School-based data trackers</p>
<p>Parent Communication - Teachers meet with parents/families during report card conferences to discuss information related to</p>	<p>2020-10-01 - 2021-06-11</p>	<p>Classroom Teachers</p>	<p>Parent conference schedule Student data</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>student progress. Teachers also communicate initial baseline literacy scores at the start of the year, following data collection.</p>			
<p>Instructional Coaching - Provide teachers with coaching support for implementing a comprehensive literacy framework. Coaching will occur in 6-8 week cycles that will be driven by a teacher practice goal.</p>	2020-08-31 - 2021-06-11	Principal	Teacher goal-setting resources
<p>Text Study - As required components of the 90 minute literacy block, teachers will include text study, blended learning, and writing that will be implemented with fidelity.</p>	2020-08-31 - 2021-06-11	Principal/Literacy Lead	Lesson planning resources
<p>Professional Development - Develop a professional development scope and sequence around the essential components of the balanced literacy block to be rolled out during half day PD days or weekly grade group.</p>	-	Principal/Literacy Lead	Professional development modules

Anticipated Outcome

By implementing a Common Literacy Framework in grades 4-8, students will develop and strengthen their literacy skills to become proficient readers and writers.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.

Evidence-based Strategy

90 Minute Math Block

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA (Proficiency) Goal 4-8	At least 40% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
3rd Grade PSSA Math	At least 32% of all students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule - The 90 minute math block will be included in the master schedule.	2020-08-03 - 2020-08-31	Principal	Schedule example
Observation and Feedback - Perform regular, frequent walkthroughs of the math block to monitor implementation of the different components. Provide actionable	2020-08-31 - 2021-06-11	Principal	Observation tool

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
feedback following every visit.			
Ongoing Professional Development - Teachers will receive targeted professional development related to the shifts reflected in Common Core and time to apply new learnings to components of the 90-minute math block in upcoming lessons.	2020-08-31 - 2021-06-11	Principal/Math Lead	PD Modules
Instructional Coaching (Grades 3-5) - Math specialist provides focused professional development, and classroom observations as a peer coach to implement school-wide instructional best practices for math instruction.	2020-08-24 - 2021-06-11	Math Lead	Teacher goal-setting resources
Instructional Coaching (Grades 6-8) - External math coach (from non-profit Partners in School Innovation) provides focused professional development and real-time coaching for middle school math teachers	2020-08-24 - 2021-06-11	External Coach Support	School-wide vision for math teaching and learning
Support for Tier 2 Students - Math specialist provides focused math intervention for students needing additional	2020-08-31 - 2021-06-11	Math Lead	Intervention plan

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

Anticipated Outcome

By implementing an intentional 90 minute math block, students will have the opportunity to develop the conceptual understanding and procedural skills and fluency of grade level appropriate skills and concepts.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA (Proficiency) Goal 4-8	At least 40% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
95% Attendance	At least 65% of students will attend school 95% of days or more.
ELA PSSA (Proficiency) 4-8	At least 55% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
K-3 AIMSweb on Target	At least 60% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
3rd Grade PSSA ELA	At least 43% of all students in 3rd grade will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor)
3rd Grade PSSA Math	At least 32% of all students in 3rd grade will score at Proficient

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

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

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

MTSS Design - MTSS System will be designed for pull-out/push-in classes to ensure that all students' needs are being met.

2020-08-03 -
2020-08-31

Principal

Intervention plan
Intervention matrix

MTSS Interventions - Interventions will be put in place at the various levels and monitored monthly to ensure that students are making progress toward learning goals and grade level standards.

2020-08-03 -
2021-06-11

Principal

Intervention matrix

Establishing Annual Goals - Review 19-20SY data (including PSSA scores, course grades) in order to 1) establish rigorous learning targets for 2020-21SY, 2) roster students for appropriate courses, and 3) identify students needing additional supports.

2020-08-03 -
2020-08-31

Principal

Goal setting template

Naviance - School will provide parent communication and student support related to the high school selection process. School will provide Naviance for 6-

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Counselor

Naviance resources Parent Meetings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
8th grade, an online software for students to determine career goals and trajectory.			
High School Selection - Counselor meets with 8th grade students to introduce, explain, and guide the high school application.	2020-08-31 - 2020-11-02	Counselor	High school publications Interest inventory
Progress Monitoring - Teachers will be supported and responsible for maintaining and monitoring a school-based data tracker that provides a comprehensive view of student progress (including attendance, course grades, etc...)	2020-08-31 - 2021-06-11	Principal	School-based data trackers
Parent Engagement - Teachers meet with parents/families during report card conferences and as needed to discuss information related to student progress.	2020-08-31 - 2021-06-11	Principal	Conference schedule System for scheduling parent meetings
After-School Programming - After School All Stars & United Communities - after school program providers - will be utilized five days a week to support students in need of additional support.	2020-08-31 - 2021-06-11	External Program Providers	After-school tutoring

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

By implementing a multi-tiered system of support, teachers will... 1) be supported to systematically monitor student conduct (in terms of attendance, suspensions, behavior) and address concerns 2) be supported to systematically monitor student achievement (literacy and math) and address concerns

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.

Evidence-based Strategy

Common Planning Time/Data Review Meetings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA (Proficiency) Goal 4-8	At least 40% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
95% Attendance	At least 65% of students will attend school 95% of days or more.
K-3 AIMSweb on Target	At least 60% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.
3rd Grade PSSA ELA	At least 43% of all students in 3rd grade will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor)
3rd Grade PSSA Math	At least 32% of all students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Scheduling - Common planning time will be included in the master schedule. K-2 teachers will have a weekly 45-minute grade group meeting where they will focus on literacy and math instruction. 3-8 teachers will have a weekly 45-minute content meeting where they will focus on their specific content.	2020-08-31 - 2021-06-11	Principal	Master schedule
Lesson Planning Agenda - The weekly grade group agenda will include a facilitated opportunity for teachers to 1) look back at student work and reflect, 2) identify adjustments for upcoming instruction, and 3) plan for upcoming instruction, with a clear deliverable for the next grade group. There will also be space for professional development that would be beneficial for the whole team.	2020-08-31 - 2021-06-11	Principal/Literacy Lead/Math Lead/Early Literacy Specialist	Agenda template
Data Analysis - Teachers will be supported and responsible for maintaining and	2020-08-24 - 2021-06-11	Principal/Literacy Lead/Math Lead/Early Literacy Specialist	Agenda template School-wide data tracker

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>monitoring a school-based data tracker that provides a comprehensive view of student progress (including attendance, course grades, reading levels, etc...) Teachers will be supported to analyze this data regularly and following the administration of district-wide assessments (i.e. benchmarks, AIMSweb, etc...)</p>			

Anticipated Outcome

By using a collaborative planning process with common assessments, teachers will... 1) more systematically monitor student progress towards standards mastery 2) calibrate on measures of proficiency to ensure that everyone is working towards a common high level of rigor

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific populations and grade levels, with the team making any necessary adjustments to increase the impact.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 65% of students will attend school 95% of days or more. (95% Attendance)	Check-in Check-out	Train teachers in their role in identified approach	09/01/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (K-3 AIMSweb on Target)</p> <p>At least 43% of all students in 3rd grade will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade PSSA ELA)</p>	Reader's and Writer's Workshop	Professional Development - Provide professional development for teachers related to the implementation of the Workshop Model. This includes initial PD and ongoing PD throughout the year.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (K-3 AIMSweb on Target)</p>	<p>Reader's and Writer's Workshop</p>	<p>Support Staff Professional Development - Provide professional development for support staff around mini-lessons for intervening on Aimsweb data (specifically kindergarten)</p>	<p>08/24/2020 - 06/11/2021</p>
<p>At least 43% of all students in 3rd grade will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade PSSA ELA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 60% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (K-3 AIMSweb on Target)	Reader's and Writer's Workshop	Blended Learning - Provide professional development and training on blended learning software and the Blended Learning Rotation Model to new teachers and as needed.	08/24/2020 - 06/11/2021
At least 43% of all students in 3rd grade will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use AIMSweb Plus to monitor) (3rd Grade PSSA ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 55% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA (Proficiency) 4-8)	Comprehensive Literacy Framework	Professional Development - Develop a professional development scope and sequence around the essential components of the balanced literacy block to be rolled out during half day PD days or weekly grade group.	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 40% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA (Proficiency) Goal 4-8)</p>	<p>90 Minute Math Block</p>	<p>Ongoing Professional Development - Teachers will receive targeted professional development related to the shifts reflected in Common Core and time to apply new learnings to components of the 90-minute math block in upcoming lessons.</p>	<p>08/31/2020 - 06/11/2021</p>
<p>At least 32% of all students in 3rd grade will score at Proficient or Advanced on the Math PSSA (includes PASA). (use AIMsweb Plus to monitor) (3rd Grade PSSA Math)</p>			