VISION FOR LEARNING

At Steel Elementary School, all students will be empowered with the academic and personal skills needed to pursue their dreams and achieve postsecondary success. Once all of the core items are completed, students will be able to be critical thinkers and achieve academic success.

STEERING COMMITTEE

Name	Position	Building/Group
Angikindslows Senatus	Principal	Edward Steel
Katherine Rutkowski	Assistant Principal	Edward Steel
R. Williams	Math Specialist	Edward Steel
C. Hall	Literacy Specialist	Edward Steel
D. Bolds	Climate Specialist	Edward Steel
Teresa Way	Parent	Edward Steel
Joe Taylor	Planning Support	School District of Philadelphia
N. Wyglendowski	Special Education Case Manger	Steel
Shaniece Boyd	Attendance Coach	School District of Philadelphia
Kenneth Glover	Climate and Culture Coach	School District of Philadelphia
C. Darin	Grants Compliance Monitor	School District of Philadelphia
M. Byrne-Folan	Talent Partner	School District of Philadelphia
D. Mitchell	Early Literacy Director	School District of Philadelphia
James Adams	Prevention and Intervention Specialist	School District of Philadelphia
Ellen Green	School Improvement Facilitator	PDE

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based so that teachers fully understand the skills/concepts students need to master to be successful in math.	Early Literacy English Language Arts Mathematics
We will promote and sustain a positive school environment in an effort to continue boosting our 95% and 90% attendance rates.	School climate and culture Regular Attendance Career Standards Benchmark
We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based so that teachers fully understand the skills/concepts students need to master	Essential Practices 1: Focus on Continuous Improvement of Instruction Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Using Student Achievement Data to Drive Instructional Planning - Tier 3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Goal	At least 30% of Kindergarten Students and 20% of 1st and 2nd grade of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score.
ELA Proficiency Goal	At least 5% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use benchmarks to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Instructional leadership meets and designs PD calendar and common assessment schedule and units, which informs the common planning time schedule; Integrates district/network initiatives into plan and common assessments	2020-08-03 - 2020-08-31	Mr. Senatus / Principal	Instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs); CLI Coaches; Scope and sequence instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs); CLI Coaches; Scope and sequence Instructional Materials Funded Through CSI Funds: $162 Rationale: Purchasing supplementary instructional materials will provide our teachers with more resources to provide on grade level instruction. PD time, instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs) Classroom lessons; regularly scheduled time; software to document class visits; observation/coaching protocols Benchmark/common assessment data; structures & resources to support implementation of both creating common assessments and the usage of formative assessments in instructional planning and practices PD time, instructional personnel, structures, common assessment planning tools, progress monitoring resources, and reflective practice protocols, CCSS and scope and sequence Leadership meeting time, classroom common assessment & benchmark data, technology/software to capture conversation and next steps;
Establish expectations for teachers using data meeting protocols during common planning time as a means of informing instruction.	2020-08-24 - 2021-05-31	Mr. Senatus/ Principal	Instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs); CLI Coaches; Scope and sequence instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs); CLI Coaches; Scope and sequence
Conduct formal and informal observations of classrooms to observe evidence of data-informed instruction & CPT to monitor the usage of protocols and process	2020-08-31 - 20201-05-31	Administrative Team	instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources.

Anticipated Outcome
Environment: Improved relationship quality between all stakeholders; positive academic gains across the school; more structured support and resource allocation; Students: receive more individualized instruction; increased engagement in classroom instruction; more supported to take risks in their learning; become more resourceful learners; increased student academic performance in specific content areas Teachers: Feel increased social and technical support from instructional leadership and collegial relationships; instructional planning will reflect student learning needs; increased focus on student outcomes; 100% of teachers will utilize common planning time with grade-level teams to monitor student learning, as demonstrated common assessments, and make instructional decisions based on student learning needs.

Monitoring/Evaluation
Monthly / Monthly Meeting and Internal Checklist(s)

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Evidence-based Strategy
Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Goal	At least 30% of Kindergarten Students and 20% of 1st and 2nd grade of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level

Goal Nickname	Measurable Goal Statement (Smart Goal)
	composite score.
ELA Proficiency Goal	At least 5% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use benchmarks to monitor).
Math Proficiency Goal	At least 2.5% of students in grades 4-8 will score at Proficient or Advanced on the PSSA (includes PASA). (Use SDP benchmarks to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will receive ongoing training, support, and feedback in leading Guided Reading groups, anecdotal note-taking, and instructional next steps to capture student specific needs and progress.	2020-08-17 - 2021-05-28	Mr. Senatus - Principal Mrs. Rutkowski - Assistant Principal Teachers	instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs); CLI Coaches; Scope and sequence Full-time teachers funded with CSI funds (split funding) (x2.23): $274,067 Rationale: Additional teachers will allow for reduced class sizes and will enable teachers to take part in departmental Common Planning Time meetings, during which they will analyze student data through the use of data analysis protocols and plan for re-teaching (when needed).
Train teachers in being able to identify instructional gaps and remedy academic needs as they lead guided reading groups, taking anecdotal notes.	-	Ms. Hall / ELA ATL	PD time, instructional materials and supplies; technology; instructional personnel; meeting time; platforms for common assessment; network instructional initiatives and resources (e.g. CFUs)
Monitor student data from common assessments and identify teachers who need additional support	2020-09-07 - 2021-05-30	Instructional Leadership Team	benchmark/common assessment data; structures & resources to support the implementation of both creating common assessments and the usage of formative assessments in instructional planning and practices
Cross-check data with network benchmarks and observe any gaps or additional areas of support	2020-09-07 - 2021-05-31	The instructional leadership team and Administrative team	Leadership meeting time, classroom common assessment & benchmark data, technology/software to capture conversation and next steps;
Provide targeted pull-out small group math support for Tier III students.	2020-09-07 - 2021-06-11	Math Specialist	The Math Specialist is funded through CSI: $122,900 Rationale: If we have this position in place, then we will have someone to provide guidance around grade-level math instruction and pullout support for our Tier III students.

Anticipated Outcome

Teachers will lead guided reading groups and taking anecdotal notes. Teachers will analyze data and participate in PD to discuss student progress. Instructional leadership meets and designs PD calendar and common assessment schedule and units; Integrates district/network initiatives into plan and common assessments PD is provided for all teachers around CPT structure, expected outcomes, common assessments and Steel's instructional priorities with ongoing checkpoints and opportunities for feedback.

Monitoring/Evaluation

To evaluate this output the Instructional Leadership team will monitor performance through benchmarks/common assessment, and weekly data meetings.Conduct formal and informal observations of classrooms to observe evidence of data-informed instruction & CPT to monitor usage of protocols and process Monitor student data from common assessments and identify teachers who need additional support Conduct common planning time with data, and clear objectives/outcomes Cross-check data with network benchmarks and observe any gaps or additional areas of support

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Evidence-based Strategy

PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS Goal	At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Initial meeting 1 day to review structures (e.g. referral systems, MTSS) and norms of climate staff meetings and support culture to PBIS team and teachers	2020-07-20 - 2021-06-11	Mr. Bolds / Climate Manager Mr. Senatus / Principal	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student suspension data via SIS.
Provide refresher training to teachers and staff around PBIS around Steel's Ladder of Restorative Practices. The Ladder of RP supports the schools classroom management approach aligned to the Danielson rubric.	2020-08-24 - 2021-06-11	Mr. Bolds / Climate Manager	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student suspension data via SIS.
Set up a monthly rewards system and calendar incentives to reward positive behavior aligned with our school goals. Rewards include dress down, school dance, and other student-generated activities. These activities are developed in conjunction with the student and teacher population throughout the course of the year.	2020-08-24 - 2021-06-11	Mr. Senatus / Principal Climate Liaisons	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student suspension data via SIS. Climate Liaison is funded through CSI, split funds (x1.34): $109,612 Rationale: If we hire for this position, then the school will have more specialists for mediating conflicts and ensuring that our PBIS system is implemented with fidelity.
Roll-out PBIS to students via town hall with administration and via the classroom. Students will spend two weeks with their classroom teacher practicing Steel's school-wide norms and normative culture expectations.	2020-09-08 - 2020-09-30	Mr. Bolds / Climate Manager Climate Liaisons	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; teacher anecdotal information.
Weekly/Bi-weekly meetings to evaluate student climate data -- The team is (examining data 1 week, and other planning events & system implementation).	2020-08-24 - 2021-06-11	Mr. Bolds / Climate Manager Mrs. Rutkowski / Assistant Principal	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student suspension data via SIS.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Work with climate staff to Streamline Tier 2 and Tier 3 referral system and train staff and teachers around whole-school MTSS/referral approach (bi-weekly examination of student data and monitoring structures)	2020-08-24 - 2021-06-11	Mrs. Lajara / Counselor Mrs. Bradley / Counselor	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Conduct initial parent meeting to inform them of PBIS system and expectations throughout the school. Additional updates will be given throughout the year to share progress and needs, and make requests for support	2020-09-08 - 2021-06-11	Mr. Bolds / Climate Manager Mrs. Rutkowski / Assistant Principal	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student attendance data; MTSS data via SIS; student suspension data via SIS.
STEP Team member monitors classroom data and collaborates with teachers to identify behavior strategies and plans for students with tier 2 and tier 3 behaviors	2020-09-08 - 2021-06-11	Mrs. Price / STEP Supervisor	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Teachers and staff will receive trauma-informed training from Lakeside.	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley/ Counselor	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student attendance data; MTSS data via SIS ; student suspension data via SIS. Trauma Informed PD is funded through CSI funds - $20,000 Rationale - If we provide trauma-informed training to our staff, then they will be better prepared to help our students to manage their emotions and interactions in the classroom, which will reduce suspensions.
Select teachers will receive trauma-informed coaching from Lakeside	2020-10-05 - 2020-10-30	Ms. Lajara / Counselor Mrs. Bradley / Counselor	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; PBIS trackers; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Continuously reinforce PBIS norms and expectations in school common areas.	2020-08-31 - 2021-06-11	Climate Support Staff	Staff Deployment Plan Climate Support Staff funded through CSI (x2): $56,400 Rationale: If we hire for this position, then the school will reach its suspension and attendance goals. This position will support the school in all PBIS initiatives.

Anticipated Outcome

By the end of the 2020-2021 year, 75% of teachers will implement the PBIS program and rewards system regularly to cultivate positive behaviors and identify students who exhibit tier 2 and tier 3 behavioral/SEL needs. This includes rewarding points, participating in incentive distribution, and using data to identify tier 2 and 3 students.

Monitoring/Evaluation

To evaluate this output the Climate and admin team will monitor performance through student suspension, PBIS and MTSS data. There will be weekly/bi-weekly meetings to evaluate student data and plan professional development based on needs.

Evidence-based Strategy

Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 https://www.evidenceforpa.org/strategies/1

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance Goal	At least 30% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set meeting schedule for attendance team	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Price/ STEP Coordinator	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Establish clear roles and responsibilities for oversight and implementation of attendance incentives and SAIP process in collaboration with the Community Relations Liaison	2020-08-24 - 2020-09-30	Angikindslows Senatus/Principal Community Relations Relation	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; student attendance data; MTSS data via SIS ; student suspension data via SIS. The Community Relations Liaison is funded through CSI, split funded: $62,901 Rationale: If we have this position in place, then we will be able to reach at least 35% or more students attending at least 95% or more days of school.
Identify and address barriers to consistent implementation of attendance incentives and SAIP process	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Price/ STEP Coordinator	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Train school leaders in attendance incentives and SAIP process	2020-09-08 - 2021-07-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Price/ STEP Coordinator	Support from Network Attendance Coach
Schedule coaching or ongoing implementation support of attendance incentives and SAIP process	2020-08-24 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Price/ STEP Coordinator	Support from Network Attendance Coach
Consistently collect and review key attendance	2020-08-24 -	Ms. Lajara /	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
data	2021-06-11	Counselor Mrs. Bradley / Counselor Mrs. Price/ STEP Coordinator	student attendance data; MTSS data via SIS; student suspension data via SIS.
Train teachers and staff in processes related to attendance	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Grant / CRL	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Create Tier I team to oversee attendance incentives and SAIP process	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Grant / CRL	Instructional materials and supplies; technology; instructional personnel; meeting time; district climate coach; student attendance data; MTSS data via SIS ; student suspension data via SIS.
Students with 3+ unexcused absences have a C-31 letter sent home	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Grant / CRL	C-31 Letter, EWI Report
A meeting is held with the parents of students with 6+ unexcused absences in order to develop an SAIP plan to identify and address barriers to attendance	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Grant / CRL	EWI Report, SAIP Template
Once students reach 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	2020-09-08 - 2021-06-11	Ms. Lajara / Counselor Mrs. Bradley / Counselor Mrs. Grant / CRL	SAIPs, EWI Report, Truancy Paperwork

Anticipated Outcome

Environment: Increase in positive behaviors and shared behavioral expectations across the school; language, signage, and other PBIS reminders throughout the school; improved relationships between all stakeholders; resources and internal structures to support behavior needs and referrals Teachers: feel more supported with challenging behaviors; more accurate data for MTSS process and student referrals; improved relationships with students and caregivers; Students: More personalized attention and social support from teachers; improved relationships with other students; increased frequency of positive behavior; improved social-emotional development; increased instructional time due to less attention placed on misbehavior

Monitoring/Evaluation

The attendance team will review attendance data at the individual and grade-level on a weekly basis. The attendance team will make phone calls home to the parents of students with low attendance based on the district's attendance protocols. The attendance team will schedule and hold meetings with parents of students with low attendance. Attendance plans will be written at these meetings. The attendance team will facilitate a weekly MTSS meeting around attendance data, with a particular focus on students who are chronically absent and reviewing Tier II supports for these students. The attendance team will hold parent workshops around attendance.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of Kindergarten Students and 20% of 1st and 2nd grade of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (AIMSweb Goal) At least 5% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use benchmarks to monitor). (ELA Proficiency Goal) At least 2.5% of students in grades 4-8 will score at Proficient or Advanced on the PSSA (includes PASA). (Use SDP benchmarks to monitor). (Math Proficiency Goal)	Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30	Teachers will receive ongoing training, support, and feedback in leading Guided Reading groups, anecdotal note-taking, and instructional next steps to capture student specific needs and progress.	08/17/2020 - 05/28/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of Kindergarten Students	Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30	Teachers will receive ongoing training, support, and	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of Kindergarten Students and 20% of 1st and 2nd grade of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (AIMSweb Goal) At least 5% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use benchmarks to monitor). (ELA Proficiency Goal) At least 2.5% of students in grades 4-8 will score at Proficient or Advanced on the PSSA (includes PASA). (Use SDP benchmarks to monitor). (Math Proficiency Goal)	Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30	Train teachers in being able to identify instructional gaps and remedy academic needs as they lead guided reading groups, taking anecdotal notes.	01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of Kindergarten Students	Small Group Instruction - Tier 2 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf#page=30	Train teachers in	01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Provide refresher training to teachers and staff around PBIS around Steel's Ladder of Restorative Practices. The Ladder of RP supports the schools classroom management approach aligned to the Danielson rubric.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Work with climate staff to Streamline Tier 2 and Tier 3 referral system and train staff and teachers around whole-school MTSS/referral approach (bi-weekly examination of student data and monitoring structures)	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Teachers and staff will receive trauma-informed training from Lakeside.	09/08/2020 - 06/11/2021

	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Teachers and staff will receive trauma-informed	09/08/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Select teachers will receive trauma-informed coaching from Lakeside	10/05/2020 - 10/30/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1	Select teachers will receive trauma-informed	10/05/2020 - 10/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Continuously reinforce PBIS norms and expectations in school common areas.	08/31/2020 - 06/11/2021

At least 92% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	PBIS - Tier 1 https://www.evidenceforpa.org/strategies/48	Continuously reinforce PBIS norms and expectations in school common areas.	08/31/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 https://www.evidenceforpa.org/strategies/1	Train school leaders in attendance incentives and SAIP process	09/08/2020 - 07/11/2021

At least 30% of students will attend school 95% of days or more. (95% Attendance Goal)

Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 https://www.evidenceforpa.org/strategies/1

Train school leaders in attendance incentives and SAIP process

09/08/2020 - 07/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 https://www.evidenceforpa.org/strategies/1	Schedule coaching or ongoing implementation support of attendance incentives and SAIP process	08/24/2020 - 06/11/2021

At least 30% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 https://www.evidenceforpa.org/strategies/1	Schedule coaching or ongoing implementation support of attendance incentives and SAIP process	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 30% of students will attend school 95% of days or more. (95% Attendance Goal)	Attendance Incentives and Early Warning Indicator Monitoring System - Tier 2 https://www.evidenceforpa.org/strategies/1	Train teachers and staff in processes related to attendance	09/08/2020 - 06/11/2021