

# ERCSD 2020 – 2021 Comprehensive School Plan



## Our Mission:

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

## Vision:

We will become proficient in all that we do.

<b>School:</b>	<b>Chestnut Ridge Middle School</b>	<b>Principal</b>	<b>Holly Zuber-Banks</b>
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<b>School Leadership Team</b>	
<b>Name</b>	<b>Title/Organization</b>
Bernidette Grant	Assistant Principal
Howard Buchman	Academic Standards Facilitator
Monifa Tippitt	Assistant Principal
Jennifer Piliere-Gutzeit	Reading/ Testing Specialist
Erica Moses	ENL
Donnette Darling	English
Jeffrey Schoenfeld	Math
Yolanda Gardner	Special Education
Grace Wright	Parent
Jonathan Cid-Hernandez	Student

## Priorities

To allow for more flexibility, ERCSD will have schools organize their comprehensive plans around school-identified “Priorities.” These Priorities may connect closely to the Strategic Academic Plan, specific subgroups and/or accountability indicators, or they may cover broader initiatives the district has identified as necessary to implement to promote success during the 2020-21 school year.

First, the school should reflect on its review of data, practices, and resources to identify Priorities that the school will focus on in the 2020-21 comprehensive plan.

Looking at the NYS accountability indicators, CRMS must focus on student achievement and student growth, particularly in the areas of Language and Literature and Mathematics. Therefore, teacher practice became a priority in regard to impacting student achievement. Consequently, we focused on...

### Pillar 1:

- Professional Learning- includes improving the capacity for Remote Learning by engaging staff in digital learning and a plan for professional learning with consultants focused on technology and tools to meet individual teacher needs. This also includes extending the knowledge of content and pedagogy-subject area expertise by:
  - Professional Learning focused on the functionality of technology used for remote and hybrid

learning.

- Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five, including a specific focus on Student Ownership of Learning and Student Engagement.
- The school is entering its first full year as an International Baccalaureate World School, as a result, the school and its professional staff needs to align and articulate the Global Contexts within daily lesson plans across each department and content area. This approach will lead the school to developing a systematic approach for curriculum planning.
- Review grade level progressions and prerequisite skills in order to understand the demands of grade-level materials and content. This includes an integration of connecting the learning to each of the IB Global Context.

#### Pillar 2:

- Focus on improving and building upon current actions and events that foster Parent/Family Engagement and Empowerment. This includes using an effective communication system for parent and community information sharing and engagement:
  - Strengthen the home-school connection, including training (instructional and social emotional), engagement, and communication opportunities for families. Providing social emotional supports to students and families.
  - Use multiple means of communication as well as positive communication with parents and community members. Make sure the school is using all available communication means to reach families.
  - Make sure families are provided guidance and support on how remote learning works and the expectations for it when students are learning remotely.

#### Pillar 3:

The outlined approach below will lead the school to developing a systematic approach for curriculum planning.

- Continue to build a Data-Driven Culture that leads to improved instruction and student achievement. Use a continuous assessment process (common summative/interim and formative) (assessments are built within Schoology aligned to standards). Use data consistently with progress recorded in and informed by the Vital Scorecard.
- Continue to provide professional learning focused on professional learning communities and data driven instruction.
- Identify power standards. This will include identifying and planning for the use of key strategies and the most critical prerequisite skills and content knowledge students will need in order to access grade level content when they encounter it throughout the year.
- Review grade level progressions and prerequisite skills in order to understand the demands of grade-level materials and content.
- Use assessment and other forms of data at least weekly to strategize, plan and deliver targeted instructional interventions for all students, including remediation and enrichment.

#### Pillar 4:

- Use the cycle of inquiry during professional learning community sessions to establish best practices throughout the school.
- The review and analyzation of various data sets to inform proficiency of our cycle of inquiry system.
- Strengthen our use of student data to inform targeted instruction (*including STAR and Module data, whether virtual or brick-and-mortar*) that leads to the school developing a systemic approach for

curriculum planning.

## Strategic Academic Plan: Pillar 1

Pillar 1	District Statement of Practice
High Expectations for Teaching and Learning	*Align and articulate standards-based unit and lesson plans across all grades. *Increase student engagement and ownership of learning.

### DTSDE Tenet Alignment (please check)

1		2		3	x	4	x	5		6	
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
G#1: By June 2021, 100% of teachers will consistently utilize effective instructional practices, such as unpacking learning targets, higher order thinking skills, engagement strategies, and differentiation in their daily instructional practices.
G#2: By June 2021, 100% of teachers will have aligned and articulated the Global Contexts within daily lesson plans across each department and content area.

### Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other: 90% Attendance at PD offerings  70% of teachers proficiently using effective instructional practices and Global Contexts as measured by Learning Walk Tool	Other: 95% Attendance at PD offerings  80% of teachers proficiently using effective instructional practices and Global Contexts as measured by Learning Walk Tool	Other: 100% Attendance at PD offerings  90% of teachers proficiently using effective instructional practices and Global Contexts as measured by Learning Walk Tool	Other: 100% Attendance at PD offerings  100% of teachers proficiently using effective instructional practices and Global Contexts as measured by Learning Walk Tool

#### Action Plans:

Date:	Action Plan:
August - December	
July - August 2020  G2	<p><b>Action 1:</b> Identify and create a framework of expectation that includes how teachers plan for Global Contexts and are ensuring that Learning Targets, Statement of Inquiry (SoI) and Approaches to Learning (ATL's) are communicated daily (both teacher and student).</p> <p><b>Responsible:</b> School Leadership Team (SLT), IB Leadership Team</p> <p><b>Participants:</b> School Leadership Team (SLT), IB Leadership Team</p> <p><b>Frequency:</b> One time per week until completed and reviewed</p> <p><b>Impact:</b> To ensure all teachers use common language and format which translates to both teachers and students having a common understanding of the expectations and structures for Global Context as they relate to instruction and learning.</p>
August 2020  G2	<p><b>Action 2:</b> Update school-level learning walk tool that reflects and includes elements of Global Contexts.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> SLT</p> <p><b>Frequency:</b> One time</p> <p><b>Impact:</b> The learning walk tool will assess the level of implementation of the Global Context framework of expectation.</p>
August - September 2020  G1	<p><b>Action 3:</b> Design overview and plan for student expectations and structures for remote and hybrid learning.</p> <p><b>Responsible:</b> SLT, teacher leaders, support staff</p> <p><b>Participants:</b> SLT, teacher leaders, support staff</p> <p><b>Frequency:</b> Initial build (August) and then review with faculty to finalize (September 8 and 9).</p> <p><b>Intended Impact:</b> To ensure all students have a common understanding of the</p>

	expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.
Day #1 September 2020 Professional Learning Day G1	<p><b>Action 4:</b> Present to staff at the opening meeting expectations and structures for remote and hybrid learning.</p> <p><b>Responsible:</b> SLT, IB Leadership Team</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> One time, but record session for reinforcement and review.</p> <p><b>Intended Impact:</b> To ensure all teachers and staff have a common understanding of the expectations and structures of remote and hybrid learning to maintain consistency throughout each of the grade levels during daily instruction and learning.</p>
Day #2 September 2020 Professional Learning Day G1 & G2	<p><b>Action 5:</b> Review the Learning Walk Tool with teachers.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> Teachers will have a deeper understanding of the Walk-Through Tool and the effective instructional practices “look-fors,” such as unpacking learning targets, higher-order thinking skills, engagement strategies, differentiation, Efficacy Principles and International Baccalaureate that includes reference to Global Contexts, Statements of Inquiry and Approaches to Learning.</p>
Day #2 September 2020 Professional Learning Day G2	<p><b>Action 6:</b> Review the framework of expectation with teachers that includes how teachers plan for Global Contexts and are ensuring that Learning Targets, Statement of Inquiry (Sol) and Approaches to Learning (ATL’s) are communicated daily (both teacher and student).</p> <p><b>Responsible:</b> School Leadership Team (SLT), IB Leadership Team</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> One time</p> <p><b>Impact:</b> To ensure all teachers use common language and format which translates to both teachers and students having a common understanding of the expectations and structures for Global Context as they relate to instruction and learning.</p>
September 2020 G2	<p><b>Action 7:</b> Professional learning on how to explicitly plan for Global Contexts by using the updated lesson planning tool.</p> <p><b>Responsible:</b> School Leadership Team (SLT), IB Leadership Team</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> One time per week until all departments have received training.</p> <p><b>Intended Impact:</b> To ensure all teachers use a common tool which translates to both teachers and students having a common understanding of the expectations and structures for Global Context as they relate to instruction and learning.</p>
September – October 2020 G1	<p><b>Action 8:</b> Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p><b>Responsible:</b> SLT, teaching faculty, support staff</p> <p><b>Participants:</b> Students</p> <p><b>Frequency:</b> Daily in September and October</p> <p><b>Intended Impact:</b> To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
September -	<b>Action 9:</b> Explicitly plan for within lesson plans and embed within instruction and

December 2020 G2	<p>learning the IB Global Contexts supported by Learning Targets, Statement of Inquiry (Sol) and Approaches to Learning (ATL's). These are communicated daily (both teacher and student).</p> <p><b>Responsible:</b> All faculty and staff</p> <p><b>Participants:</b> Students</p> <p><b>Frequency:</b> Daily</p> <p><b>Intended Impact:</b> To ensure all teachers and students have a common understanding of the expectations and structures for Global Context as they relate to instruction and learning.</p>
September - December 2020 G1	<p><b>Action 10:</b> Professional Learning focused on the functionality of technology used for remote and hybrid learning. (Supported by ERCSD Instructional Technology Plan and PLC Associates Transforming Learning series.)</p> <p><b>Responsible:</b> SLT, PLC Associates, district Instructional Technology Coach</p> <p><b>Participants:</b> SLT, faculty, and staff</p> <p><b>Frequency:</b> September through November bi-weekly, one time in December</p> <p><b>Intended Impact:</b> To deepen the understanding of how each digital tool works and supports remote and hybrid learning.</p>
September - December 2020 G1	<p><b>Action 11:</b> Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five - High Quality, Student-Centered Learning for every student. (Supported by PLC Associates Foundational Five series and Transforming Learning series and Drill Down sessions.)</p> <p><b>Responsible:</b> SLT, PLC Associates</p> <p><b>Participants:</b> SLT, faculty, and staff</p> <p><b>Frequency:</b> September through November bi-weekly, one time in December</p> <p><b>Intended Impact:</b> To deepen faculty understanding of how technology tools support high-quality, student-centered remote instruction.</p>
September - November 2020 G1	<p><b>Action 12:</b> Professional Learning specifically focused on remote and hybrid feedback from teacher to student, student to student, plus student reflection that informs their learning and teacher reflection that informs their instruction. (Supported by- PLC Associates: Transforming Learning series and Drill Down sessions.)</p> <p><b>Responsible:</b> SLT, PLC Associates</p> <p><b>Participants:</b> SLT, faculty, and staff</p> <p><b>Frequency:</b> Three times, one per month</p> <p><b>Intended Impact:</b> To provide teachers an understanding and successful implementation of virtual feedback and reflection strategies resulting in high student engagement and student ownership for their learning.</p>
November – December 2020 G1	<p><b>Action 13:</b> Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p><b>Responsible:</b> SLT, teaching faculty, support staff</p> <p><b>Participants:</b> Students</p> <p><b>Frequency:</b> Ongoing as noted from learning walks</p> <p><b>Intended Impact:</b> To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
September – December 2020	<p><b>Action 14:</b> Professional learning about conducting learning walks in a virtual and hybrid school environment. (Supported by PLC Associates Leveraged Leadership series.)</p>

G1 & G2	<p><b>Responsible:</b> District leadership, PLC Associates</p> <p><b>Participants:</b> SLT</p> <p><b>Frequency:</b> Per calendar with PLC Associates (Leveraged Leadership)</p> <p><b>Intended Impact:</b> Improve principal and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.</p>
September - December 2020 G1	<p><b>Action 15:</b> Teaching staff will implement the effective instructional practices (Foundational Five) in their daily practice.</p> <p><b>Responsible:</b> Teaching staff</p> <p><b>Participants:</b> Teaching staff</p> <p><b>Frequency:</b> Daily</p> <p><b>Intended Impact:</b> Students are engaged in rigorous learning which allow them to have a clear understanding of their learning expectations.</p>
September – December 2020 G1	<p><b>Action 16:</b> Teaching staff will implement the effective instructional technology practices and expectations for Remote Learning in their daily practice. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p><b>Responsible:</b> Teaching staff</p> <p><b>Participants:</b> Teaching staff</p> <p><b>Frequency:</b> Daily</p> <p><b>Intended Impact:</b> Teachers will include the effective instructional practices and expectations for Remote Learning which will allow students to have a clear understanding of their learning expectations and the ability to successfully use their device both in school and during remote learning.</p>
September – December 2020 G1	<p><b>Action 17:</b> Use the learning walk tool to monitor the implementation of instructional strategies that support The Foundational Five and remote and hybrid instruction and learning, and provide immediate feedback to teachers.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> SLT and teaching staff</p> <p><b>Frequency:</b> Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p><b>Intended Impact:</b> To help monitor the use of specific strategies and practices, and provide feedback that supports teacher ownership of practice, and deepens the proficiency and understanding of the "look-fors," including the implementation of effective instructional technology practices for remote and hybrid instruction and learning.</p>
September – December 2020 G2	<p><b>Action 18:</b> Use the learning walk tool to monitor the implementation of Global Contexts within instruction and provide immediate feedback to teachers.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> SLT and teaching staff</p> <p><b>Frequency:</b> Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p><b>Intended Impact:</b> To help monitor the use of specific Global Contexts and provide feedback that supports teacher understanding and implementation, and deepens the proficiency and understanding of the "look-fors."</p>
September – December 2020 G1 & G2	<p><b>Action 19:</b> Share learning walk data with staff to celebrate successes and determine future needs.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> Monthly at faculty meetings</p>



	<b>Intended Impact:</b> Improve teacher practices in the "look-fors," as evidenced by the learning walk tool that leads to higher student engagement in the classroom, improve student achievement, and improve student success when using their device both in school and during remote learning.
<b>Dates:</b> January - June	<b>Action Plan:</b>
January – June 2021 G1	<b>Action 20:</b> Professional Learning focused on the functionality of technology used for remote and hybrid learning. (Supported by ERCSD Instructional Technology Plan and PLC Associates Transforming Learning series.) <b>Responsible:</b> SLT, PLC Associates, district Instructional Technology Coach <b>Participants:</b> SLT, faculty, and staff <b>Frequency:</b> One time monthly <b>Intended Impact:</b> To deepen the understanding of how each digital tool works and supports remote and hybrid learning.
January – June 2021 G1	<b>Action 21:</b> Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five - High Quality, Student-Centered Learning for every student. (Supported by PLC Associates Foundational Five series, Transforming Learning series and Drill Down sessions.) <b>Responsible:</b> SLT, PLC Associates <b>Participants:</b> SLT, faculty, and staff <b>Frequency:</b> One time monthly <b>Intended Impact:</b> To deepen faculty understanding of how technology tools support high-quality, student-centered remote instruction.
January – June 2021 G2	<b>Action 22:</b> Professional Learning focused on Global Contexts based on results collected from learning walks. <b>Responsible:</b> School Leadership Team (SLT), IB Leadership Team <b>Participants:</b> All faculty and staff <b>Frequency:</b> One time monthly <b>Intended Impact:</b> To focus on specific areas of need that deepen the understanding of how each Global Context is adapted to instruction and learning.
January – June 2021 G1	<b>Action 23:</b> Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. <b>Responsible:</b> SLT, teaching faculty, support staff <b>Participants:</b> Students <b>Frequency:</b> Ongoing as noted from learning walks <b>Intended Impact:</b> To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.
January – June 2021 G2	<b>Action 24:</b> Explicitly plan for within lesson plans and embed within instruction and learning the IB Global Contexts supported by Learning Targets, Statement of Inquiry (Sol) and Approaches to Learning (ATL's). These are communicated daily (both teacher and student). <b>Responsible:</b> All faculty and staff <b>Participants:</b> Students <b>Frequency:</b> Daily <b>Intended Impact:</b> To ensure all teachers and students have a common understanding of the expectations and structures for Global Context as they relate to instruction and

	learning.
January – June 2021 G1 & G2	<p><b>Action 25:</b> Professional learning about conducting learning walks in a virtual and hybrid school environment. (Supported by PLC Associates Leveraged Leadership series.)</p> <p><b>Responsible:</b> District leadership, PLC Associates</p> <p><b>Participants:</b> SLT</p> <p><b>Frequency:</b> Per calendar with PLC Associates (Leveraged Leadership)</p> <p><b>Intended Impact:</b> Improve principal and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.</p>
January – June 2021 G1	<p><b>Action 26:</b> Teaching staff will implement the effective instructional practices (Foundational Five) in their daily practice.</p> <p><b>Responsible:</b> Teaching staff</p> <p><b>Participants:</b> Teaching staff</p> <p><b>Frequency:</b> Daily</p> <p><b>Intended Impact:</b> Students are engaged in rigorous learning which allow them to have a clear understanding of their learning expectations.</p>
January – June 2021 G1	<p><b>Action 27:</b> Teaching staff will implement the effective instructional technology practices and expectations for Remote Learning in their daily practice. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p><b>Responsible:</b> Teaching staff</p> <p><b>Participants:</b> Teaching staff</p> <p><b>Frequency:</b> Daily</p> <p><b>Intended Impact:</b> Teachers will include the effective instructional practices and expectations for Remote Learning which will allow students to have a clear understanding of their learning expectations and the ability to successfully use their device both in school and during remote learning.</p>
January – June 2021 G1	<p><b>Action 28:</b> Use the learning walk tool to monitor the implementation of instructional strategies that support The Foundational Five and remote and hybrid instruction and learning, and provide immediate feedback to teachers.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> SLT and teaching staff</p> <p><b>Frequency:</b> Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p><b>Intended Impact:</b> To help monitor the use of specific strategies and practices, and provide feedback that supports teacher ownership of practice, and deepens the proficiency and understanding of the "look-fors," including the implementation of effective instructional technology practices for remote and hybrid instruction and learning.</p>
January – June 2021 G2	<p><b>Action 29:</b> Use the learning walk tool to monitor the implementation of Global Contexts within instruction and provide immediate feedback to teachers.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> SLT and teaching staff</p> <p><b>Frequency:</b> Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p><b>Intended Impact:</b> To help monitor the use of specific Global Contexts and provide feedback that supports teacher understanding and implementation, and deepens the proficiency and understanding of the "look-fors."</p>
January – June 2021	<p><b>Action 30:</b> Share learning walk data with staff to celebrate successes and determine future needs.</p>

G1 & G2	<p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> Monthly at faculty meetings</p> <p><b>Intended Impact:</b> Improve teacher practices in the "look-fors" as evidenced by the learning walk tool that leads to higher student engagement in the classroom, improve student achievement, and improve student success when using their device both in school and during remote learning.</p>
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**Progress Monitoring: Plan Implementation**

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	
2	
3	
4	

## Strategic Academic Plan: Pillar 2

Pillar 2	District Statement of Practice
Culture of Safety and Strong Relationships with Families and Community	*Encourage and empower families through sharing data, promoting dialogue, centered on student learning, success, and needs.

### DTSDE Tenet Alignment (please check)

1		2		3		4		5	x	6	x
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, 100% of teachers will use multiple communication strategies and tools to improve family communication in order to increase student achievement and the home-school (social-emotional) connections.

### Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other:  75% of families are engaged in communication with school staff on a weekly basis about their child’s progress. <i>(Data from Remind Communication Tool and Schoology) (Purple Chronicles are communicated 2x per month.)</i>  Parent Attendance at Virtual Workshops and Parent University Events (includes PTA Meetings) establishes baseline %.	Other:  80% of families are engaged in communication with school staff on a weekly basis about their child’s progress. <i>(Data from Remind Communication Tool; and Schoology)(Purple Chronicles are communicated 2x per month.)</i>  Parent Attendance at Virtual Workshops and Parent University Events (includes PTA Meetings) will increase by 10% from the prior Quarter.	Other:  90% of families are engaged in communication with school staff on a weekly basis about their child’s progress. <i>(Data from Remind Communication Tool; and Schoology)(Purple Chronicles are communicated 2x per month.)</i>  Parent Attendance at Virtual Workshops and Parent University Events (includes PTA Meetings) will increase by 10% from the prior Quarter.	Other:  100% of families are engaged in communication with school staff on a weekly basis about their child’s progress. <i>(Data from Remind Communication Tool; and Schoology)(Purple Chronicles are communicated 2x per month.)</i>  Parent Attendance at Virtual Workshops and Parent University Events (includes PTA Meetings) will increase by 10% from the prior Quarter.

**Action Plans:**

<b>Dates:</b> August - December	<b>Action Plan:</b>
July – August 2020	<p><b>Action 1:</b> Design “Family Guidance and Support” for Parent University Learning Sessions for Remote Learning.</p> <p><b>Responsible:</b> SLT, media specialist, web mistress, FRC</p> <p><b>Participants:</b> SLT, media specialist, web mistress, FRC</p> <p><b>Frequency:</b> One time per week until completed and reviewed</p> <p><b>Intended Impact:</b> To develop a plan to help ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
August 2020	<p><b>Action 2:</b> Update the Family and School Communication and Engagement Survey</p> <p><b>Responsible:</b> SLT, IB Leadership Team, Cabinet team, parent/PTA Rep</p> <p><b>Participants:</b> SLT, IB Leadership Team, Cabinet team, parent/PTA Rep, interpreter</p> <p><b>Frequency:</b> One time per week until completed and reviewed</p> <p><b>Intended Impact:</b> To collect data that will inform a data-driven plan to provide ongoing</p>

	training and events to parents and caregivers regarding effective strategies to support student achievement, collaboration and communication.
August - December 2020	<p><b>Action 3:</b> Ensure that all activities and communications are designed and delivered in multiple languages and formats.</p> <p><b>Responsible:</b> SLT, FRC, interpreters</p> <p><b>Participants:</b> All staff, families, students</p> <p><b>Frequency:</b> As needed</p> <p><b>Intended Impact:</b> To ensure all families and students are able to navigate the platforms and participate in sessions for remote learning and hybrid learning in their home language (Spanish, French, Creole).</p>
August 2020	<p><b>Action 4:</b> Create and deliver a norming process for virtual meeting protocol when working with families/parents and embed within the “Family Guidance and Support Sessions.”</p> <p><b>Responsible:</b> SLT, teacher Leader, FRC</p> <p><b>Participants:</b> All faculty/staff, families, students</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To ensure all families have an understanding of virtual meeting protocols for remote and hybrid learning.</p>
August - December 2020	<p><b>Action 5:</b> School leaders will send eNewsletters (Parent Purple Chronicles) to inform parents and caregivers of the school and recent news, including, but not limited to instruction, learning and assignments, school culture and safety, expectations for learning, and updates on the IB program.</p> <p><b>Responsible:</b> Assistant Principal (of Guidance) and ASF</p> <p><b>Participants:</b> Public Relations Committee (PRC)- (SLT, Web Mistress, library media specialist, teacher leaders, IB Leadership Team, FRC)</p> <p><b>Frequency:</b> eNewsletters are sent at the beginning of the school year and at the beginning of each month.</p> <p><b>Intended Impact:</b> To inform parents and students of the school, events and how the school supports learning and social-emotional development.</p>
September 2020	<p><b>Action 6:</b> Conduct the Family Guidance and Support Baseline Survey</p> <p><b>Responsible:</b> SLT, FRC</p> <p><b>Participants:</b> Parents/caretakers</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To collect data that will inform a data-driven plan to provide ongoing training and events to parents and caregivers regarding effective strategies to support student achievement, collaboration and communication.</p>
September 2020	<p><b>Action 7:</b> Presentation to staff at the opening meeting to highlight “Family Guidance and Support” Learning Sessions for Remote Learning with a focus on communication.</p> <p><b>Responsible:</b> SLT, media specialist, web mistress, FRC</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> On time</p> <p><b>Intended Impact:</b> To educate teachers on the different platforms and how they lend themselves to communication with parents and students. To begin conversations on what items warrant communication with families and how teachers will track it month to month. Make communication with parents succinct, pertinent and informative, with actionable feedback.</p>
August – December 2020	<p><b>Action 8:</b> Create and conduct virtual sessions including Back-to-School Night, Parent Workshops &amp; Universities, PTA meetings, Parent-Teacher Conferences.</p>

	<p><b>Responsible:</b> SLT, support staff, Cabinet</p> <p><b>Participants:</b> All staff, families, students</p> <p><b>Frequency:</b> Per school and district calendars. Per introduction of each digital tool.</p> <p><b>Intended Impact:</b> To ensure all families have opportunities to participate in sessions for remote and hybrid learning.</p>
September 2020	<p><b>Action 9:</b> Deliver “Family Guidance and Support” Learning Sessions for Remote Learning</p> <p><b>Responsible:</b> SLT, media specialist, web mistress, FRC, interpreter</p> <p><b>Participants:</b> Parents and families</p> <p><b>Frequency:</b> One time per week throughout the month of September</p> <p><b>Intended Impact:</b> To ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
September - October 2020	<p><b>Action 10:</b> Collect baseline data on attendance during Family University sessions and the family communication with teachers and school staff.</p> <p><b>Responsible:</b> SLT, FRC, teacher depts/teams, Guidance department</p> <p><b>Participants:</b> Family/parents/caregivers, SLT, FRC, teacher depts/teams, Guidance department</p> <p><b>Frequency:</b> During each Family University Session.</p> <p><b>Intended Impact:</b> To ensure all families understand how to effectively communicate with school staff, how to join PTA meetings and Parent University sessions to receive information about the school and ask questions. To assess the need of different PTA and University options (venues, times, languages).</p>
September – December 2020	<p><b>Action 11:</b> Create and conduct Parent University virtual sessions to teach the various digital tools to parents and families.</p> <p><b>Responsible:</b> SLT, library media specialist, web mistress, district Instructional Technology Coach</p> <p><b>Participants:</b> All staff, families, students</p> <p><b>Frequency:</b> Per introduction of each digital tool and follow-up sessions</p> <p><b>Intended Impact:</b> To ensure all families have opportunities to engage in school events and learning tools their children use.</p>
September – December 2020	<p><b>Action 12:</b> Parents will provide feedback through the completion of digital surveys after live/digital workshops and Universities.</p> <p><b>Responsible:</b> SLT, FRC, teacher depts/teams, Guidance department</p> <p><b>Participants:</b> Family/parents/caregivers</p> <p><b>Frequency:</b> After each live/digital workshop</p> <p><b>Intended Impact:</b> Collect data that can lead to improving family communication in order to increase student achievement and the home-school connection as measured by data sets obtained from the various tools.</p>
September – December 2020	<p><b>Action 13:</b> Create and provide a bank of resources to support parent access to various remote learning platforms.</p> <p><b>Responsible:</b> FRC, library media specialist, web mistress, district Instructional Technology Coach</p> <p><b>Participants:</b> Family/parents/caregivers</p> <p><b>Frequency:</b> Updated one time per month</p> <p><b>Intended Impact:</b> Improve family communication in order to increase student achievement and the home-school connection as measured by data sets obtained from the various tools.</p>
September –	<p><b>Action 14:</b> Parents will be informed of school-provided programs and University events</p>

December 2020	<p>using the district allocated communication systems and school calendar.</p> <p><b>Responsible:</b> SLT, FRC, Guidance Counselor, teacher teams, office Secretary (interpreter)</p> <p><b>Participants:</b> Family/parents/caregivers</p> <p><b>Frequency:</b> Monthly, per school and district calendars.</p> <p><b>Intended Impact:</b> To increase parents' awareness of school events and programs.</p>
October – December 2020	<p><b>Action 15:</b> Monitor, assess, and reevaluate the frequency and content of communication happening between families and teaching staff through data collection in Remind and other communication platforms.</p> <p><b>Responsible:</b> SLT, FRC</p> <p><b>Participants:</b> SLT, FRC, support staff, Cabinet team</p> <p><b>Frequency:</b> Once monthly</p> <p><b>Intended Impact:</b> Compare and address changes needed to communicate with families. To give teachers specific feedback on the quality of communication with families. To ensure all families are informed of and have opportunities to participate in sessions for remote and hybrid meetings and workshops.</p>
<b>Dates:</b> January - June	<b>Action Plan:</b>
January – June 2021	<p><b>Action 16:</b> Ensure that all activities and communications are designed and delivered in multiple languages and formats.</p> <p><b>Responsible:</b> SLT, FRC, interpreters</p> <p><b>Participants:</b> All staff, families, students</p> <p><b>Frequency:</b> As needed</p> <p><b>Intended Impact:</b> To ensure all families and students are able to navigate the platforms and participate in sessions for remote learning and hybrid learning in their home language (Spanish, French, Creole).</p>
January – June 2021	<p><b>Action 17:</b> School leaders will send eNewsletters (Parent Purple Chronicles) to inform parents and caregivers of the school and recent news, including, but not limited to instruction, learning and assignments, school culture and safety, expectations for learning, and updates on the IB program.</p> <p><b>Responsible:</b> Assistant Principal (of Guidance) and ASF</p> <p><b>Participants:</b> Public Relations Committee (PRC)- (SLT, web mistress, Library Media Specialist, teacher leaders, IB Leadership Team, FRC)</p> <p><b>Frequency:</b> eNewsletters are sent at the beginning of the school year and at the beginning of each month.</p> <p><b>Intended Impact:</b> To inform parents and students of the school, events and how the school supports learning and social-emotional development.</p>
January 2021	<p><b>Action 18:</b> Conduct the Family Guidance and Support Midyear Survey</p> <p><b>Responsible:</b> SLT, FRC</p> <p><b>Participants:</b> Parents/caretakers</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To collect data that will inform a data-driven plan to provide ongoing training and events to parents and caregivers regarding effective strategies to support student achievement, collaboration, and communication.</p>
January 2021	<p><b>Action 19:</b> Review the Family Guidance and Support Mid-year Survey</p> <p><b>Responsible:</b> SLT, FRC</p> <p><b>Participants:</b> SLT, FRC, faculty</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To develop a data-driven plan to provide ongoing training to parents</p>



	and caregivers regarding effective strategies to support student achievement.
January – June 2021	<p><b>Action 20:</b> Create and conduct virtual sessions including Back-to-School Night, Parent Workshops &amp; Universities, PTA meetings, Parent-Teacher Conferences.</p> <p><b>Responsible:</b> SLT, support staff, Cabinet</p> <p><b>Participants:</b> All staff, families, students</p> <p><b>Frequency:</b> Per school and district calendars. Per introduction of each digital tool.</p> <p><b>Intended Impact:</b> To ensure all families have opportunities to participate in sessions for remote and hybrid learning.</p>
January – June 2021	<p><b>Action 21:</b> Create and conduct Parent University virtual sessions to teach the various digital tools to parents and families.</p> <p><b>Responsible:</b> SLT, library media specialist, web mistress, district Instructional Technology Coach</p> <p><b>Participants:</b> All staff, families, students</p> <p><b>Frequency:</b> Per introduction of each digital tool and follow-up sessions.</p> <p><b>Intended Impact:</b> To ensure all families have opportunities to engage in school events and learning tools their children use.</p>
January – June 2021	<p><b>Action 22:</b> Parents will provide feedback through the completion of digital surveys after live/digital workshops and Universities.</p> <p><b>Responsible:</b> SLT, FRC, teacher depts/teams, Guidance department</p> <p><b>Participants:</b> Family/parents/caregivers</p> <p><b>Frequency:</b> After each live/digital workshop</p> <p><b>Intended Impact:</b> Collect data that can lead to improving family communication in order to increase student achievement and the home-school connection as measured by data sets obtained from the various tools.</p>
January – June 2021	<p><b>Action 23:</b> Create and maintain a bank of resources to support parent access to various remote learning platforms.</p> <p><b>Responsible:</b> FRC, library media specialist, web mistress, district Instructional Technology Coach</p> <p><b>Participants:</b> Family/parents/caregivers</p> <p><b>Frequency:</b> Updated one time per month</p> <p><b>Intended Impact:</b> Improve family communication in order to increase student achievement and the home-school connection as measured by data sets obtained from the various tools.</p>
January – June 2021	<p><b>Action 24:</b> Review parent involvement data to improve the home-school connection.</p> <p><b>Responsible:</b> SLT, FRC, teacher depts/teams, Guidance department</p> <p><b>Participants:</b> SLT, FRC, teacher depts/teams, Guidance department, faculty</p> <p><b>Frequency:</b> Once monthly</p> <p><b>Intended Impact:</b> To deepen the understanding of, and increase the use of, technology tools used to support high-quality, student-centered hybrid remote instruction. The greater family understanding and connection, the greater support for students.</p>
January – June 2021	<p><b>Action 25:</b> Parents will be informed of school-provided programs and University events using the district allocated communication systems and school calendar.</p> <p><b>Responsible:</b> SLT, FRC, Guidance Counselor, teacher teams, office Secretary (interpreter)</p> <p><b>Participants:</b> Family/parents/caregivers</p> <p><b>Frequency:</b> Monthly, per school and district calendars.</p> <p><b>Intended Impact:</b> To increase parents' awareness of school events and programs.</p>
January – June 2021	<p><b>Action 26:</b> Monitor, assess, and reevaluate the frequency and content of communication happening between families and teaching staff through data collection in</p>

	<p>Remind and other communication platforms.</p> <p><b>Responsible:</b> SLT, FRC</p> <p><b>Participants:</b> SLT, FRC, support staff, Cabinet team</p> <p><b>Frequency:</b> Once monthly</p> <p><b>Intended Impact:</b> Compare and address changes needed to communicate with families. To give teachers specific feedback on the quality of communication with families. To ensure all families are informed of and have opportunities to participate in sessions for remote and hybrid meetings and workshops.</p>
January – June 2021	<p><b>Action 27:</b> Reevaluate- Continue discussions during PTA meetings and Parent Universities around the three major components (structure, assistance, &amp; communication). Facilitate discussions around specific parent scenarios with which they need assistance.</p> <p><b>Responsible:</b> SLT, FRC, support staff, Cabinet team</p> <p><b>Participants:</b> SLT, FRC, support staff, Cabinet team and PTA members</p> <p><b>Frequency:</b> PTA meeting calendar, monthly</p> <p><b>Intended Impact:</b> To help ensure all families understand how to facilitate home learning (structure), how to assist their child during flexible home learning (assistance), and how to effectively communicate with school staff (communication). To assess the need of different PTA options (venues, times, languages).</p>
January – March 2021	<p><b>Action 28:</b> Restructure and Set Goals using a variety of specific feedback from stakeholders with a view towards the 2021-2022 school year.</p> <p><b>Responsible:</b> SLT, FRC, support staff, Cabinet team</p> <p><b>Participants:</b> SLT, FRC, support staff, Cabinet team</p> <p><b>Frequency:</b> One time per month</p> <p><b>Intended Impact:</b> To ensure that communication with families is succinct, pertinent and informative, with actionable feedback. To improve the ongoing communication between families using specific feedback from all stakeholders.</p>
May 2021	<p><b>Action 29:</b> Conduct the Family Guidance and Support Exit Survey</p> <p><b>Responsible:</b> SLT, FRC</p> <p><b>Participants:</b> Parents/caretakers</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To collect data that will inform the effectiveness of the training and events provided to parents and caregivers regarding effective strategies to support student achievement, collaboration, and communication.</p>

### Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
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### Strategic Academic Plan: Pillar 3

Pillar 3	District Statement of Practice
Results-focused Professional Learning and Collaboration	*Provide robust pedagogical professional development and materials, aligned to curricular and instructional expectations for individual and subgroups of students.

#### DTSDE Tenet Alignment (please check)

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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, 100% of teachers will meet in their assigned PLC's which include Language and Literature, Mathematics, Individuals in Society, and The Sciences departments to implement common methods of Data-Driven Instruction to provide timely and authentic feedback about student growth, instructional practices, and interventions with the intended result of increased student achievement for 90% of all 7th and 8th grade students, specifically students with disabilities and ELL/MLL student subgroups.

#### Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other:	Other:	Other:	Other:
90% Attendance at PD offerings	95% Attendance at PD offerings	100% Attendance at PD offerings	100% Attendance at PD offerings
80% of PLC Teams use the Agenda Minutes Tool (Google Doc)	85% of PLC Teams use the Agenda Minutes Tool (Google Doc)	90% of PLC Teams use the Agenda Minutes Tool (Google Doc)	100% of PLC Teams use the Agenda Minutes Tool (Google Doc)
45% of faculty conduct one Intervisitation	55% of faculty conduct one Intervisitation	65% of faculty conduct one Intervisitation	75% of faculty conduct one Intervisitation

**Action Plans:**

<b>Dates:</b> August - December	<b>Action Plan:</b>
September 9, 2020	<p><b>Action 1:</b> Review the Professional Learning Communities (PLC) Planning and Data Tool Note Catcher and determine the norms of each team.</p> <p><b>Responsible:</b> SLT, teacher leaders for each PLC Team</p> <p><b>Participants:</b> All faculty staff</p> <p><b>Frequency:</b> Once</p> <p><b>Intended Impact:</b> To ensure that teachers follow their norms and utilize the Tool and Note Catcher as per the Data-Cycle Protocols.</p>
September – December 2020	<p><b>Action 2:</b> Staff development provided on the process of Data-Driven Instruction and differentiated instruction; supports the school’s Professional Learning Community (PLC) process.</p> <p><b>Responsible:</b> SLT, PLC Associates (consultant)</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> One time per month</p> <p><b>Intended Impact:</b> To deepen the understanding of how to differentiate instruction and successfully use data to meet the needs, interests, and abilities of all students and sub groups.</p>
September – December 2020	<p><b>Action 3:</b> Grade-level teams will be provided with professional development on how to identify power standards and adjust curriculum and pacing guides accordingly. This will include identifying and planning for the use of key strategies that were implemented with students the previous year in each content area.</p> <p><b>Responsible:</b> SLT, consultant</p> <p><b>Participants:</b> PLC Teams</p>

	<p><b>Frequency:</b> One time per month</p> <p><b>Intended Impact:</b> To create a clear and concise narrative that addresses how teachers identify primary need(s) to be addressed in each content area and is updated and demonstrated within curriculum and pacing/unit guides using Rubicon ATLAS.</p>
September – December 2020	<p><b>Action 4:</b> Schedule and conduct intervisitations amongst teachers to observe implementation of established school goals.</p> <p><b>Responsible:</b> SLT then assistant principal</p> <p><b>Participants:</b> Teaching faculty</p> <p><b>Frequency:</b> Quarterly</p> <p><b>Intended Impact:</b> To strengthen staff achievement of school goals and improve instructional practices and academic achievement.</p>
September – December 2020	<p><b>Action 5:</b> Grade-level teams will collaborate to discuss power standards, unfinished learning, and key strategies that were implemented with students the previous year in each content area.</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per week, for each six-week cycle</p> <p><b>Intended Impact:</b> To realign curriculum and pacing/unit guides using Rubicon ATLAS that includes essential learning and key strategies to support and address the results of regression and need for acceleration.</p>
September – December 2020	<p><b>Action 6:</b> PLC teams meet, use data protocols, and report out data-informed interventions using PLC Agenda/Planning and Data Tool Note Catcher.</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To use the PLC Process (Plan, Do, Check, Respond), data protocols and interventions that address remediation and enrichment to support student success.</p>
September – December 2020	<p><b>Action 7:</b> Analyze data to determine skills-based interventions for identified level 1 and 2 students as well as students receiving intervention services with support staff. ****</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Bi-weekly</p> <p><b>Intended Impact:</b> Address remediation and enrichment needs of every student that result in achievement gains they need to be successful in their current grade (improvement of academic achievement).</p>
September – December 2020	<p><b>Action 8:</b> Building leaders meet with individual teachers to review implementation of how the identified primary need(s) have been addressed in their content area and within curriculum and pacing/unit guides, and implementation of instructional strategies as identified from PLC process.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty, staff</p> <p><b>Frequency:</b> Once per trimester</p> <p><b>Intended Impact:</b> To respond to needs by student and student groups both for remediation and enrichment and to identify trends that inform individual teacher practices and next steps for instructional planning.</p>
September –	<p><b>Action 9:</b> PLC teams meet with the school leaders to review progress of the team and its goals as part of the PLC process and the team’s use of PLC Agenda/Planning and Data Tool Note Catcher.</p>

December 2020	<p><b>Responsible:</b> SLT (assistant principal and ASF)</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per cycle</p> <p><b>Intended Impact:</b> To ensure that protocols and processes are being used effectively.</p>
<p><b>Dates:</b> January - June</p>	<p><b>Action Plan:</b></p>
January 2021	<p><b>Action 10:</b> Create a Mid-year PLC Survey (also used at End-of-Year)</p> <p><b>Responsible:</b> SLT, teacher leaders for each PLC team</p> <p><b>Participants:</b> SLT, teacher leaders for each PLC team</p> <p><b>Frequency:</b> Once</p> <p><b>Intended Impact:</b> To have a tool that allows building leadership and faculty to have collegial and collaborative conversation about the PLC process and share improvement considerations.</p>
January 2021	<p><b>Action 11:</b> Conduct PLC Survey</p> <p><b>Responsible:</b> SLT, teacher leaders for each PLC team</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Once</p> <p><b>Intended Impact:</b> To provide faculty the opportunity to share their perceptions of the PLC process.</p>
January 2021	<p><b>Action 12:</b> Review PLC Survey</p> <p><b>Responsible:</b> SLT, teacher leaders for each PLC team</p> <p><b>Participants:</b> SLT, teacher leaders for each PLC team with faculty</p> <p><b>Frequency:</b> Once</p> <p><b>Intended Impact:</b> To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.</p>
January – June 2021	<p><b>Action 13:</b> Schedule and conduct intervisitations amongst teachers to observe implementation of established school goals.</p> <p><b>Responsible:</b> SLT then assistant principal</p> <p><b>Participants:</b> Teaching faculty</p> <p><b>Frequency:</b> Quarterly</p> <p><b>Intended Impact:</b> To strengthen staff achievement of school goals and improve instructional practices and academic achievement.</p>
January – June 2021	<p><b>Action 14:</b> PLC teams will collaborate to discuss results of first-half of year on power standards, unfinished learning, and key strategies that were implemented with students from September to December 2020.</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per week, for each six-week cycle</p> <p><b>Intended Impact:</b> To realign curriculum and pacing/unit guides using Rubicon ATLAS from January to June, that includes essential learning and key strategies to support and address the results of regression, intervention/enrichment and need for acceleration.</p>
January – June 2021	<p><b>Action 15:</b> PLC teams meet, use data protocols, and report out data-informed interventions using PLC Agenda Minutes and Data Tool Note Catcher.</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To use the PLC Process (Plan, Do, Check, Respond), data protocols and interventions that address remediation and enrichment to support student success.</p>

January – June 2021	<p><b>Action 16:</b> Analyze data to determine skills-based interventions for identified level 1 and 2 students as well as students receiving intervention services with support staff.</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Bi-weekly</p> <p><b>Intended Impact:</b> To build reading foundational skills to address needs of struggling readers to make the gains they need to be successful in their current grade (improvement of academic achievement).</p>
January – June 2021	<p><b>Action 17:</b> Building leaders meet with individual teachers to review implementation of how the identified primary need(s) have been addressed in their content area and within curriculum and pacing/unit guides, and implementation of instructional strategies as identified from PLC process.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty, staff</p> <p><b>Frequency:</b> One per trimester</p> <p><b>Intended Impact:</b> To respond to needs by student and student groups both for remediation and enrichment and to identify trends that inform individual teacher practices and next steps for instructional planning.</p>
January – June 2021	<p><b>Action 18:</b> PLC teams meet with the school leaders to review progress of the team and its goals as part of the PLC process and the team’s use of PLC Agenda/Planning and Data Tool Note Catcher.</p> <p><b>Responsible:</b> SLT (assistant principal and ASF)</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per cycle</p> <p><b>Intended Impact:</b> To ensure that protocols and processes are being used effectively.</p>
May 2021	<p><b>Action 19:</b> Conduct End-of-Year PLC Survey</p> <p><b>Responsible:</b> SLT, teacher leaders for each PLC team</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Once</p> <p><b>Intended Impact:</b> To provide faculty the opportunity to share their perceptions of the PLC process.</p>
May 2021	<p><b>Action 20:</b> Review End-of-Year PLC Survey</p> <p><b>Responsible:</b> SLT, teacher leaders for each PLC team</p> <p><b>Participants:</b> SLT, teacher leaders for each PLC team with faculty</p> <p><b>Frequency:</b> Once</p> <p><b>Intended Impact:</b> To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.</p>

**Progress Monitoring: Plan Implementation**

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
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**Strategic Academic Plan: Pillar 4**

Pillar 4	District Statement of Practice
Data-informed Efficient and Effective Systems	*Implement a comprehensive system for using multiple data sets to strategically plan to meet the needs of the school (students, staff, and families) for the purpose of improvement and academic achievement.

**DTSDE Tenet Alignment (please check)**

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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
G#1: By June 2021, 100% of professional staff will strategically use the cycle of inquiry to leverage the use of assessments to gain multiple data sets that lead to modifying instructional delivery practices.
G#2: By June 2021, 90% of students will demonstrate growth in all content areas including Language and Literature, Mathematics, Individuals in Society, and The Sciences as measured by the creation and completion of curriculum aligned common formative and interim summative assessments.

**Quarterly Measures of Success:**

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other:	Other:	Other:	Other:
Department PLC DDI Cycle #1 complete	Department PLC DDI Cycle #2 complete	Department PLC DDI Cycle #3 complete	Department PLC DDI Cycle #4 complete

### Action Plans:

<b>Dates:</b> August - December	<b>Action Plan:</b>
September 9, 2020 G1	<p><b>Action 1:</b> Staff development provided on the process of Data-Driven Instruction with assessments; supports the school's Professional Learning Community (PLC) process.</p> <p><b>Responsible:</b> SLT, PLC Associates (consultant)</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> One time per month</p> <p><b>Intended Impact:</b> To deepen the understanding of how successfully use assessment data to meet the needs, interests, and abilities of all students and sub groups.</p>
September – December 2020	<p><b>Action 2:</b> Grade-level teams will be provided with professional development on how to use power standards and adjusted curriculum to create common grade-level formative and interim assessments.</p> <p><b>Responsible:</b> SLT, consultant</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> One time per month</p> <p><b>Intended Impact:</b> To create a clear and concise narrative that addresses how teachers work together to create common assessments and the use of the resulting data.</p>
September – November 2020 G1 & G2	<p><b>Action 3:</b> Grade-level teams will collaborate to use power standards and adjusted curriculum to create common grade-level formative and interim assessments in each content area.</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per week, for each six-week cycle</p> <p><b>Intended Impact:</b> To align assessment practices &amp; processes, assessments and use of data to support and address the results of regression, intervention and enrichment and need for acceleration.</p>
September – December 2020 G1	<p><b>Action 4:</b> Deliver common grade-level formative and interim assessments.</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To assess student performance across grade levels in all content areas.</p>

September – December 2020 G1 & G2	<p><b>Action 5:</b> Analyze common grade-level assessments in department PLCs.</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> During PLC cycle</p> <p><b>Intended Impact:</b> To determine student areas of need and next steps for instruction.</p>
September – December 2020 G1 & G2	<p><b>Action 6:</b> PLC teams meet, use data protocols, and report out data-informed interventions using PLC Planning and Data Tool Note Catcher.</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To use the PLC Process (Plan, Do, Check, Respond), data protocols and interventions that address remediation and enrichment to support student success.</p>
September – December 2020 G1 & G2	<p><b>Action 7:</b> Analyze assessment data to determine skills-based interventions for identified level 1 and 2 students as well as students receiving intervention services with support staff. ***</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Bi-weekly</p> <p><b>Intended Impact:</b> Address remediation and enrichment needs of every student that result in achievement gains they need to be successful in their current grade (improvement of academic achievement).</p>
September – December 2020 G1 & G2	<p><b>Action 8:</b> Building leaders meet with individual teachers to review how assessment data (STAR, formative, interim) has been addressed in their content area and within curriculum and pacing/unit guides, and implementation of instructional strategies as identified from PLC process.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty, staff</p> <p><b>Frequency:</b> One per trimester</p> <p><b>Intended Impact:</b> To respond to needs by student and student groups both for remediation and enrichment and to identify trends from assessment data that inform individual teacher practices and next steps for instructional planning.</p>
September – December 2020 G1	<p><b>Action 9:</b> PLC teams meet with the school leaders to review progress of the team and its goals as part of the PLC process and the team’s use of PLC Agenda/Planning and Data Tool Note Catcher.</p> <p><b>Responsible:</b> SLT (assistant principal and ASF)</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per cycle</p> <p><b>Intended Impact:</b> To ensure that protocols and processes are being used effectively.</p>
<b>Dates:</b> January - June	<b>Action Plan:</b>
January 2021  G1	<p><b>Action 10:</b> PLC teams will collaborate to discuss results of first-half of year assessment data and key strategies that were implemented with students from September to December 2020.</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per week, for each six-week cycle</p> <p><b>Intended Impact:</b> To realign curriculum and pacing/unit guides plus identify next steps in creating next series of formative and interim assessments.</p>

January - June 2021 G1	<p><b>Action 11:</b> Create common grade-level formative and interim assessments</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Two times per week, for each six-week cycle</p> <p><b>Intended Impact:</b> To assess student performance across grade levels in all content areas.</p>
January - June 2021 G1	<p><b>Action 12:</b> Deliver common grade-level formative and interim assessments</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC Teams</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To assess student performance across grade levels in all content areas.</p>
January - June 2021 G1 & G2	<p><b>Action 13:</b> Analyze common grade-level assessments in department PLCs</p> <p><b>Responsible:</b> SLT, PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> During PLC cycle</p> <p><b>Intended Impact:</b> To determine student areas of need and next steps for instruction.</p>
January - June 2021 G1 & G2	<p><b>Action 14:</b> PLC teams meet, use data protocols, and report out data-informed interventions using PLC Planning and Data Tool Note Catcher.</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC Teams</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To use the PLC Process (Plan, Do, Check, Respond), data protocols and interventions that address remediation and enrichment to support student success.</p>
January - June 2021 G1 & G2	<p><b>Action 15:</b> Analyze assessment data to determine skills-based interventions for identified level 1 and 2 students as well as students receiving intervention services with support staff. ***</p> <p><b>Responsible:</b> PLC teams</p> <p><b>Participants:</b> PLC teams</p> <p><b>Frequency:</b> Bi-weekly</p> <p><b>Intended Impact:</b> Address remediation and enrichment needs of every student that result in achievement gains they need to be successful in their current grade (improvement of academic achievement).</p>
January - June 2021 G1 & G2	<p><b>Action 16:</b> Building leaders meet with individual teachers to review how assessment data (STAR, formative, interim) has been addressed in their content area and within curriculum and pacing/unit guides, and implementation of instructional strategies as identified from PLC process.</p> <p><b>Responsible:</b> SLT</p> <p><b>Participants:</b> All faculty, staff</p> <p><b>Frequency:</b> Once per trimester</p> <p><b>Intended Impact:</b> To respond to needs by student and student groups both for remediation and enrichment and to identify trends from assessment data that inform individual teacher practices and next steps for instructional planning.</p>
January - June 2021 G1	<p><b>Action 17:</b> PLC teams meet with the school leaders to review progress of the team and its goals as part of the PLC process and the team's use of PLC Agenda/Planning and Data Tool Note Catcher.</p> <p><b>Responsible:</b> SLT (assistant principal and ASF)</p> <p><b>Participants:</b> PLC teams</p>

	<b>Frequency:</b> Two times per cycle <b>Intended Impact:</b> To ensure that protocols and processes are being used effectively.
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**Progress Monitoring: Plan Implementation**

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	
2	
3	
4	