VISION FOR LEARNING

Juniata Park Academy is a School of Excellence. We are a dynamic community of learners empowering one another to become resilient, inquiring, confident members of the global society.

STEERING COMMITTEE

Name	Position	Building/Group
Marisol Rivera Rodriguez	Principal	Juniata Park Academy
Anthony Guidice	Assistant Principal/School Based Climate Representative	Juniata Park Academy
Jade McCray	Math Content Specialist/Lead Teacher	Juniata Park Academy
Jenna Silverman	Literacy Content Specialist/Lead Teacher	Juniata Park Academy
Miriam Berk-Solomon	Science Content Specialist/Lead Teacher	Juniata Park Academy
Joshelyn Martinez	Parent	Juniata Park Academy
Cari Cantor	Planning and Evidence-based Support (PESO) member	Central Office/ School District of Philadelphia
Keisha Hines	Network Attendance Coach	Central Office/ School District of Philadelphia
Diane Rodriguez	Special Education Case Manager	Central Office/ School District of Philadelphia
Luis Rosario	Network Culture and Climate Coach	Central Office/ School District of Philadelphia
Ashley Sobrinski	Central Office Talent Partner	Central Office/ School District of Philadelphia
Antone Okarma	Network Early Literacy/Literacy Director	Central Office/ School District of Philadelphia
Dr. Miulcaeli Batista	Network Professional Learning Specialist	Central Office/ School District of Philadelphia
Tania Leonard	Prevention and Intervention Liaison	Central Office/ School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Additional time is needed to include common planning time, as well as meet the needs of other areas required to drive instruction (assessment/student work/data analysis, professional development).	Early Literacy English Language Arts Career Standards Benchmark
Implement high quality professional development within our school calendar in order to develop teacher's capacity on Tier 2 academic and behavioral interventions, as well as ensure time is set in order to develop and monitor academic and behavior plans.	Mathematics Career Standards Benchmark Career Standards Benchmark
Designate time to plan a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged within our school community.	School climate and culture Regular Attendance Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Common Planning Time/PLC/Grade Group with Focus on Content, Pedagogy, Collaboration, and Reflection

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-3 Aimsweb	At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score.
ELA 4-8	At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
Math 4th-8th Grade	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify Common Planning Time/PLC/Grade Group times within the Master Schedule	2020-06-01 - 2020-06-12	Mira Berk Solomon/Teacher Lead	Master Schedule
Create a year long PD calendar that includes vertical common planning time, across grade levels and differentiation of instruction, pre-planned higher level questions & student discourse	2020-08-03 - 2020-08-17	Marisol Rivera Rodriguez, Principal	SDP Year Long PD Calendar
Create a Common Planning Time/PLC/Grade Group cycle with planning and data protocols that include grade level collaboration to plan lessons aligned to grade level standards,	2020-08-01 - 2020-08-24	Marisol Rivera Rodriguez, Principal	Teacher Leads, Instructional Coaches, SDP Network Protocols

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
including common best instructional practices and pre-planned questions across all grade level classrooms, as well as common grade level assessments.			
Create a plan for Teacher Buy-In for the "why" for planning and implementing grade level standards, including common best instructional practices, as well as pre-planned questions across all grade level classrooms, as well as the use of common grade level assessments.	2020-08-03 - 2020-08-28	Jade McCray, Teacher Leader Mira Berk-Solomon, Teacher Leader Jenna Silverman, Early Literacy Lead Teacher	

Anticipated Outcome

We will see teachers collaboratively plan lessons aligned to Common Core Standards. We will see an increase of teacher effectiveness scores, as well as student outcomes as measured by Benchmarks and iReady diagnostics. We will see that common assessments are provided to students and analyzed in order to inform future instruction and identify student misconceptions.

Monitoring/Evaluation

The plan will be monitored by reviewing Lesson plans ,as well as ensuring that plans are implemented across all classrooms. Common Planning Time/PlC/Grade Group Meeting Notes will be reviewed and monitored. Moreover, informal/formal observations, as well as instructional walkthroughs will be conducted in order to monitor and evaluate the plan.

Evidence-based Strategy

"Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysisFoundational skills to support reading for understanding in K-3)"-

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-3 Aimsweb	At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a year long PD calendar that includes effective strategies for fluency, phonics and guided reading/small group instructional strategies.	2020-08-03 - 2020-08-17	Marisol Rivera Rodriguez/Principal	SDP Year PD Calendar
Review and Revise Good To Great, Phonics Implementation Plan	2020-08-03 - 2020-08-25	Jenna Silverman, Early Literacy Lead Teacher Mira Berk-Solomon, Lead Teacher	Good To Great Plan
Order Good To Great Phonics manipulatives/materials	2020-08-03 - 2020-08-25	Marisol Rivera Rodriguez, Principal	Funds from Grant
Good To Great Phonics Implementation Plan	2020-08-31 - 2021-06-07	Jenna Silverman, Early Literacy Lead Teacher Mira Berk-Solomon, Teacher Leader	
Implement Revised K-3 SDP Framework/Reader's Workshop	2020-08-31 - 2021-06-07	Jenna Silverman, Early Literacy Lead Teacher	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide Content Focused Coaching	2020-09-28 - 2021-06-06	Jenna Silverman, Early Literacy Lead Teacher Mira Berk-Solomon, Lead Teacher	Best Practice Phonics/Fluency Instructional Strategies Effective Instructional Coaching Methods

Anticipated Outcome

We will see students fluently reading independent reading texts. We will see teachers will provide multiple opportunities for students to practice fluency through independent reading, guided reading/small group instruction, and centers. We will see teachers implement, with fidelity, effective daily guided reading/small group instruction. During guided reading, we will see: Teachers engage students before reading by setting the context for the lesson. Teachers will teach a reading skill, strategy, or behavior to the group during guided reading/small group instruction. Teachers will support students by listening to and working with one reader at a time, observing and documenting reader's behaviors and skills to inform future instruction. After reading, teachers will reinforce the guided reading lessons teaching point and engage children in text discussion and literacy activities.

Monitoring/Evaluation

The plan will be monitored by reviewing CPEL data, aimsWeb data, Instructional Coaching trackers, informal observations, walk-through data, and guided reading/small group instruction anecdotal records. The CPEL data will be reviewed by the Instructional Leadership team quarterly in order to note increase of student outcomes specifically aligned to guided reading and phonics instruction. The Instructional Leadership team will review aimsWeb data during Fall, Winter and Spring Assessment benchmarks in order to measure effectiveness of professional development and coaching sessions. During this time, the Instructional Leadership team will adjust plans and strategies in order to improve student outcomes. Instructional coaching trackers, walk through data and guided reading anecdotal records will be reviewed and monitored in order to determine effectiveness of the plan, as well as adjust professional development and coaching strategies in order to improve teacher effectiveness.

Evidence-based Strategy

Small Group Instruction/Cooperative Learning, with Opportunities for Productive Struggle and Risk Taking-Adapt Instruction to Small-Group Needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-3 Aimsweb	At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score.
ELA 4-8	At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
Math 4th-8th Grade	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All students will complete iReady ELA and Math instruction, as part of a learning station, at least 45 minutes per week.	2020-09-28 - 2021-06-07	Anthony Guidice, Assistant Principal	iReady program, chromebooks
Teachers will create and implement math learning stations for math independent practice aligned to standard/skill taught during instruction, as well as analyzing and solving word problems.	2020-09-28 - 2021-06-07	Mira Berk-Solomon, Teacher Lead Jade McCray, Teacher Lead	station materials/resources, word problems, math tasks, pd on designing effective centers
Teachers will plan lessons aligned to grade level standards, with emphasis on depth and mastery of heavily weighted major grade level standards vs grade level minor standards	2020-09-07 - 2021-06-07	Mira Berk-Solomon, Teacher Lead Jade McCray, Teacher Lead	PD aligned to grade level standards, PSSA Weights
Teachers will provide small group instruction 4 times per week aligned to	-	Mira Berk-Solomon, Teacher Lead	PD-use of data to drive instruction

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students' needs for Tier 3 students		Jade McCray, Teacher Lead	
Teachers will provide small group instruction at least 3 times per week for Tier 1 and Tier 2 Students	-	Mira Berk-Solomon, Teacher Lead Jade McCray, Teacher Lead	PD-use of data to drive instruction
Teachers will implement at least two small groups daily based on 1. Reteach lesson based on current lesson's standards & objectives. 2. Strategic lesson planned using iReady and assessment data.	2020-09-07 - 2021-05-28	Mira Berk-Solomon, Teacher Lead Jade McCray, Teacher Lead	PD-use of data to drive instruction
Teachers will receive instructional coaching aligned to Math and ELA small group instruction	2020-09-28 - 2021-05-28	Mira Berk-Solomon, Teacher Lead Jade McCray, Teacher Lead Jenna Silverman, Early Literacy Lead	
Teachers will complete a PD needs assessment survey Teachers will begin data chats and data passports with students in September throughout the year.	2020-10-05 - 2021-06-07	Mira Berk-Solomon, Teacher Lead Jade McCray, Teacher Lead	
	2020-10-05 - 2021-06-07		Data Passports

Anticipated Outcome

We will see teachers provide instruction aligned to grade level standards, as well as use data

analysis to plan and provide data small group instruction aligned to students' needs. We will see students demonstrate standards based progress on iReady. Students will celebrate progress due to iReady data.

Monitoring/Evaluation

The Instructional Leadership team will evaluate the plan through: iReady progress (quarterly), Benchmarks progress (quarterly), informal/formal observations (monthly), as well as instructional walkthroughs (monthly).

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Evidence-based Strategy

Content-Focused Coaching

Measurable Goals

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ELA 4-8	At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
Math 4th-8th Grade	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop (review, revise) framework for content-focused coaching	2020-07-01 - 2020-08-10	Marisol Rivera Rodriguez, Principal	content coaching practices research
Identify cycle content-focused coaching dates for the year	2020-07-01 - 2020-08-10	Marisol Rivera Rodriguez, Principal	SDP Year Calendar
Instructional Coaches Self-Assessment to identify coaching	2020-06-08 - 2021-06-16	Marisol Rivera Rodriguez, Principal	Instructional Coaches Self-Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
professional development needs.			
Plan Instructional Coaches Professional Development for the Year	2020-07-01 - 2020-08-17	Marisol Rivera Rodriguez, Principal	PD Resources Coaching Texts
Revise coaching tracker	2020-08-03 - 2020-08-24	Marisol Rivera Rodriguez, Principal	tracker/sheets
Develop and provide Quarterly Instructional Coaching Support Surveys	2020-08-17 - 2021-06-07	Marisol Rivera Rodriguez, Principal	Coaching Support Surveys

Anticipated Outcome

We will see an increase of teacher effectiveness scores, as well as student outcomes as measured by Benchmarks and iReady diagnostics. We will see teachers implementing small group instruction with fidelity and effectiveness.

Monitoring/Evaluation

The plan will be monitored and evaluated by: Weekly lesson plan reviews by administration and instructional coaches, Ongoing informal and formal observations by administration, Quarterly ELA Benchmark data reports (average % correct) through Schoolnet analysis by leadership team and PLC's, Monthly grade level TDA analysis during PLC by grade level teams, Monthly review of grade level common assessments during PLC by grade level teams. The plan will be evaluated for effectiveness by noting an increase in student outcomes on Benchmarks assessment, iREady diagnostics and TDA student work analysis. In addition, this will be monitored by support surveys completed by teachers.

Evidence-based Strategy

Check in and Check Out

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Decrease Suspension	At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions.
Attendance	At least 63% of Black students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a year long professional development calendar that includes, Tier 2 classroom behavior interventions for teachers, and cultural competency sessions.	2020-08-03 - 2020-08-25	Marisol Rivera Rodriguez, Principal	SDP Year long calendar, PLC/Common Planning Time calendar/cycle
Provide Tier 2 Classroom Behavior Intervention PD/Training to teachers	2020-09-14 - 2020-12-14	Counselors, Deans and SEL	PD Materials Tier 2 Strategies MTSS Specialist Support P and I Specialist Support
Include MTSS behavior in the PLC/Common Planning time cycles throughout the school year	2020-09-07 - 2021-06-07	Mira Berk-Solomon, Teacher Leader Jade McCray, Teacher Leader	PLC/Common Planning Time calendar
Develop MTSS Behavior plans for students at Tier 2 and Tier 3 levels	2020-09-28 - 2021-06-07	Counselors	SIS support
Monitor Tier 2 and Tier 3 Behavior Plans- At least monthly	2020-10-05 - 2021-06-07	Anthony Guidice, Assistant Principal	
Identify and train mentors for Check in and Check Out	2020-09-07 - 2020-09-27	Manon Gordan, Counselor	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students in Tier 2 and Tier 3 for Check in and Check Out	2020-09-28 - 2020-10-05	Manon Gordan, Counselor	
Implement Check in and Check Out (including students in Tier 2, and repeat offenders)	2020-10-05 - 2020-06-07	Manon Gordan, Counselor	
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	2020-08-24 - 2021-06-07	Marisol Rivera Rodriguez, Principal	
Identify data points and processes for monitoring Check in and Check Out	2020-08-24 - 2021-06-07	Manon Gordan, Counselor	
Train all counselors on Check in and Check Out	2020-08-17 - 2020-09-07	Anthony Guidice, Assistant Principal	

Anticipated Outcome

We will see that all of our students will have at least one staff member that they identify as feeling "safe" to speak to and approach regarding internal and external conflicts and concerns. We will see staff build positive relationships by having non-academic one-to-one conversations at least once per week with each student. We will see an increase of students re-engage with the school community after they have been disengaged.

Monitoring/Evaluation

The plan will be monitored by reviewing Tier 2 and Tier 3 progress monitoring data, ODR data, as well as PBIS Behavior Monitoring data.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Decrease Suspension	At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions.
Attendance	At least 63% of Black students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Regular PBIS checks	-	Anthony Guidice, Assistant Principal	
Re-invite staff members to join PBIS Team	-	Anthony Guidice, Assistant Principal	
Trauma Informed Practices Professional Development	2020-08-24 - 2021-06-07	Marisol Rivera Rodriguez, Principal	Neurologic staff/resources/coaching
Staff Wellness Sessions	-	Manon Gordan, Counselor Lisa Dondiego, Counselor	
Plan and Implement School-wide Mindfulness techniques	-	Manon Gordan, Counselor Lisa Dondiego, Counselor	
Restorative Practices Refresher PD	-	Anthony Guidice, Assistant Principal	
Responsive Classroom	-	Mike Reilley,	Responsive Classroom

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Refresher PD		Dean of Students	Materials
Develop year long PBIS calendar of events and incentives	-	Anthony Guidice, Assistant Principal	SDP Year Calendar
All staff will use behavior specific praise that links school-wide expectations (i.e. respectful) to individual student behavior (i.e. listening when others are talking)	2020-09-07 - 2021-06-07	Anthony Guidice, Assistant Principal	
Implement Restorative Practices (Community Circles) weekly and Responsive Classrooms (Morning Meeting) daily.	2020-09-07 - 2021-06-07	Tammy Lind, Dean of Students Mike Reilly, Dean of Students	
Monthly Monitoring of ODR Data	2020-09-28 - 20201-06-07	Anthony Guidice, Assistant Principal	SIS ODR Data
Train teachers on progress monitoring students receiving tier 2 and tier 3 behavior and academic interventions	2020-10-05 - 2020-11-23	Mira Berk-Solomon, Teacher Leader Manon Gordan, Counselor	
Conduct student interest surveys	2020-09-14 - 2020-10-05	Johana Nunez, Counselor	interest surveys
Dean will implement Tier 2 Restorative Circles	2020-09-14 - 2021-06-07	Tammy Lind, Dean	
Anticipated Outcome			

We will see students participate actively and openly during the weekly restorative circles. We will see that all of our students will have at least one staff member that they identify as feeling ""safe"" to speak to and approach regarding internal and external conflicts and concerns. Staff members will listen to students who approach them with concerns and conflicts. We will hear staff members greet our students everyday with a positive attitude and greeting (ex. "have a great day") regardless of past experiences. We will see staff build positive relationships by having non-academic one-to-one conversations at least once per week with each student. We will see staff members attend at least one school or community event per year. We will hear staff members use positive language to reinforce or redirect students. We will see an increase of students attending PBIS events.

Monitoring/Evaluation

The plan will be monitored by: Quarterly Responsive Classroom walkthroughs, monthly review of SIS ODR Reports and PBIS Behavior Monitoring Data. In order to determine the effectiveness of the plan, we will note a decrease of at least 5% classroom ODR referrals from the previous school year in grades 5-8, as well as students in African American subgroup.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (K-3 Aimsweb) At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA 4-8) No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math 4th-8th Grade)	Common Planning Time/PLC/Grade Group with Focus on Content, Pedagogy, Collaboration, and Reflection	Create a year long PD calendar that includes vertical common planning time, across grade levels and differentiation of instruction, pre-planned higher level questions & student discourse	08/03/2020 - 08/17/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (K-3 Aimsweb) At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA 4-8) No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math 4th-8th Grade)	Common Planning Time/PLC/Grade Group with Focus on Content, Pedagogy, Collaboration, and Reflection	Create a Common Planning Time/PLC/Grade Group cycle with planning and data protocols that include grade level collaboration to plan lessons aligned to grade level standards, including common best instructional practices and pre-planned questions across all grade level classrooms, as well as common grade level assessments.	08/01/2020 - 08/24/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (K-3 Aimsweb)	"Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysisFoundational skills to support reading for understanding in K-3)"-	Create a year long PD calendar that includes effective strategies for fluency, phonics and guided reading/small group instructional strategies.	08/03/2020 - 08/17/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (K-3 Aimsweb)	"Holistic Literacy Instruction for all grades (for K-3, include phonics, phonological awareness, fluency, vocabulary, grammar, comprehension, content knowledge, and analysisFoundational skills to support reading for understanding in K-3)"-	Implement Revised K-3 SDP Framework/Reader's Workshop	08/31/2020 - 06/07/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (K-3 Aimsweb) At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA 4-8) No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math 4th-8th Grade)	Small Group Instruction/Cooperative Learning, with Opportunities for Productive Struggle and Risk Taking-Adapt Instruction to Small-Group Needs	Teachers will implement at least two small groups daily based on 1. Reteach lesson based on current lesson's standards & objectives. 2. Strategic lesson planned using iReady and assessment data.	09/07/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score. (K-3 Aimsweb) At least 45% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA 4-8) No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math 4th-8th Grade)	Content-Focused Coaching	Plan Instructional Coaches Professional Development for the Year	07/01/2020 - 08/17/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	Check in and Check Out	Create a year long professional development calendar that includes, Tier 2 classroom behavior interventions for teachers, and cultural competency sessions.	08/03/2020 - 08/25/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	Check in and Check Out	Provide Tier 2 Classroom Behavior Intervention PD/Training to teachers	09/14/2020 - 12/14/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	Check in and Check Out	Train all counselors on Check in and Check Out	08/17/2020 - 09/07/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	PBIS	Trauma Informed Practices Professional Development	08/24/2020 - 06/07/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	PBIS	Staff Wellness Sessions	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	PBIS	Restorative Practices Refresher PD	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	PBIS	Responsive Classroom Refresher PD	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 99% of students, 97% of Black students, and 100% of K-2 will have zero out-of-school suspensions. (Decrease Suspension) At least 63% of Black students will attend school 95% of days or more. (Attendance)	PBIS	Train teachers on progress monitoring students receiving tier 2 and tier 3 behavior and academic interventions	10/05/2020 - 11/23/2020