

LOWELL JAMES R SCH

450 W Nedro Ave

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The vision of the Lowell School is to create an educational climate of safety, mutual respect and equity. Lowell School is a community of children, educators and parents working together to create a happy, safe learning environment. Our child-centered approach fosters free thinking, curiosity and risk taking. In order to accomplish this goal, we will mature, strengthen, and expand the existing partnerships of students, staff, parents, and community. Our community's foundation relies on the trust and respect we give one another. Through site selection we attract teachers, largely from our pool of student teachers, who share our vision.

STEERING COMMITTEE

Name	Position	Building/Group
Maureen Skalski	Principal	SDP
Shawnik Rice	Additional Leadership Team Representative	SDP
Kelly Kinzey	Math Content Specialist/Teacher Leader	SDP
Amanda Kerrigan	Literacy Content Specialist/Teacher Leader	SDP
Tiffani Ellis	School-based Climate Representative	SDP
Tameika Oliphant	Parent	Parent
Toby Grubman	Community member	Community member
Ambrose Liu	Business partner	Olney Culture Club
Jami Ortega	Assistant Principal	SDP
Ed Davies	Special Education Case Manager	SDP
Molly Ashburne	Network Attendance Coach	SDP
Shannon Ellis	Network Culture and Climate Coach	SDP
Marie Levine	Grants Compliance Monitor	SDP
Marina Bryne-Folan	Central Office Talent Partner	SDP
Jen Dianna	Network Early Literacy/Literacy Director	SDP
Abbey Gunn	Network Professional Learning Specialist	SDP
Danica Moore	Prevention and Intervention Liaison	SDP
Cathy Cheng	School Counselor	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	English Language Arts Mathematics
Identify and address individual student learning needs	English Language Arts Early Literacy
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Regular Attendance School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy

Positive Behavioral Interventions and Supports (PBIS)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	At least 53% of students will attend school 95% of days or more.
Suspensions	At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Regularly monitor Tier I data	2020-09-01 - 2021-06-30	PBIS Facilitator	SIS Reports and Qlik data
Train all staff on PBIS	2020-08-17 - 2021-06-30	PBIS Facilitator	PBIS resources
Train staff on minor form entry in SIS	-	Climate Manager	SIS

Anticipated Outcome

A 6-hour School Climate Staff Member will work with our parents to improve daily student attendance. A School Climate Manager will oversee and support the implementation of PBIS and the efforts to improve student behavior.

Monitoring/Evaluation

We will work with our PBIS Coach and PESO Person to progress of the fidelity implementation and progress of this approach.

Evidence-based Strategy

*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA	At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
ELA PSSA for Subgroups	At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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<p>Data Informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>2020-09-01 - 2021-06-30</p>	<p>SBTL</p>	
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<p>Data Informed Independent Work Time - Independent work time will focus on specific needs that AimsWeb, benchmarks or progress monitoring brought to the surface.</p>	<p>-</p>	<p>Assistant Principal</p>	
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<p>Departmental Common Planning Time for ESL and SPED Team members The ESL Team will meet monthly and the SPED Team will meet weekly to review the implementation of their grade specific instructional foci as well as grade specific data in order to build their knowledge of schoolwide trends. This will allow them to better support</p>	<p>-</p>	<p>Principal</p>	
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
their grade specific CPT meetings.			
<p>Strategic Rostering of ESL and Sped Students The placement of ESL and SPED students is determined based on data to drive intentional instructional support to be carried out by ESL and SPED teachers/teams. Collaboration between partner teachers is essential to our EL and SPED students.</p>	-	Teacher	
<p>Focus on Productive Language for EL Students ESL teacher/teams will work on intentionally planning for speaking and writing activities that support the working during Shared Reading. Multiple exposure to content presented in Shared Reading via speaking and writing activities giving students opportunities to access the content in different modalities and to apply their learning.</p>	-	Teacher	
<p>During CPT, teachers will review the data and identify specific areas of need and strategies to address them. CPT/PD will incorporate the IPP process that is aligned to</p>	-	SBTL	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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planning using all pieces of the framework. We will continue with our focus on aligning Standards to instruction during CPT and professional development time.

<p>Incorporating a growth goal for all students in every class, as well as, an achievement goal for students at basic and proficient is assessed with a quarterly data review, that provides a cycle goal and measurable steps that are reinforced with coaching, progress monitoring and observation feedback</p>	-	<p>Assistant Principal</p>	
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<p>Alignment of CPT/PD, coaching and observations. CPT/PD focus will be reinforced through coaching and observations for each cycle.</p>	-	<p>Assistant Principal</p>	
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Anticipated Outcome

A fully released SBTL will provide instructional coaching and professional development, focusing on grade level tasks and differentiation. The SBTL will provide coaching and professional development on differentiation. With this change in the work of the SBTL, more of our teachers will be teaching grade level tasks and providing differentiated instruction during every lesson. Our students will be engaged in lessons and focused on the skills they need to work on the most during SGI.

Monitoring/Evaluation

We will work with our PESO person to monitor progress of the approach.

Evidence-based Strategy

*The school will use a continuous improvement cycle based on rich standards aligned tasks and student work analysis. The tasks will drive instructional planning for all tiers.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA	At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Common Planning Time - Teachers will identify a common assessment and then review the student performance which will be used to drive instruction.	2020-09-01 - 2021-06-30	SBTL	
Alignment of CPT/PD, coaching and observations - CPT/PD focus will be reinforced through coaching and observations for each cycle	2020-09-01 - 2021-06-30	Assistant Principal	
Quarterly 1:1 to review data with goals and action steps - Data analysis with focus on progress towards goals, and next steps. Achievement and growth focus	-	Principal	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Collaborative ILT meetings Assess data and set/progress monitor goals	-	Principal	
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<p>Monthly Meetings with Teachers new to Lowell - On a monthly basis, the SBTL will meet with the new Teachers to Lowell to ensure that they have a clear understanding of expectations. This platform will also give the teachers a chance to share and discuss how we can best support their needs</p>	-	SBTL	
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Aligning CPT to include a cycle of SWA that drives math planning and implementation	-	SBTL	
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Anticipated Outcome

A fully released SBTL will provide instructional coaching and professional development, focusing on grade level tasks and differentiation. The SBTL will provide coaching and professional development on differentiation. With this change in the work of the SBTL, more of our teachers will be teaching grade level tasks and providing differentiated instruction during every lesson. Our students will be engaged in lessons and focused on the skills they need to work on the most during SGI.

Monitoring/Evaluation

We will work with our PESO person to monitor progress of the approaches.

Evidence-based Strategy

Teacher teams ensure that skills and content develop student engagement in their own learning, through the use of standards-aligned content, & an aligned task to assess expected outcomes.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA	At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
CPT/PD will incorporate the IPP process that is aligned to planning using all pieces of the framework. We will continue with our focus on aligning Standards to instruction during CPT and professional development time.	2020-09-01 - 2021-06-30	SBTL	

Alignment of CPT/PD, coaching and observations. CPT/PD focus will be reinforced through coaching and observations for each cycle.	2020-09-01 - 2021-06-30	Assistant Principal	
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Incorporating a growth goal for all students in every class, as well as, an achievement goal for students at basic and proficient is assessed with a quarterly data review, that provides a cycle goal and	-	Assistant Principal	
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
measurable steps that are reinforced with coaching, progress monitoring and observation feedback			

Anticipated Outcome
 A fully released SBTL will provide instructional coaching and professional development, focusing on grade level tasks and differentiation. An additional coaching and professional development is on differentiation

Monitoring/Evaluation
 We will work with our PESO person to monitor progress of the approaches.

Evidence-based Strategy
 *Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA	At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
ELA PSSA for Subgroups	At least ____% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
AIMsweb K-3	At least ____% of students in grades K- 3rd 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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Data informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>2020-09-01 - 2021-06-30</p>	<p>SBTL</p>	
<p>Incorporating a growth goal for all students in every class, as well as, an achievement goal for students at basic and proficient is assessed with a quarterly data review, that provides a cycle goal and measurable steps that are reinforced with coaching, progress monitoring and observation feedback</p>	<p>-</p>	<p>Assistant Principal</p>	
<p>Common Planning Time During CPT, teachers will review the data and identify specific areas of need and strategies to address them.</p>	<p>-</p>	<p>SBTL</p>	
<p>Departmental Common Planning for ESL & SPED The ESL Team will meet monthly and the SPED Team will meet weekly to</p>	<p>-</p>	<p>Principal</p>	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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<p>review the implementation of their grade specific instructional foci as well as grade specific data in order to build their knowledge of schoolwide trends. This will allow them to better support their grade specific CPT meetings.</p>			
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<p>Strategic Rostering of ESL and Sped Students The placement of ESL and SPED students is determined based on data to drive intentional instructional support to be carried out by ESL and SPED teachers/teams. Collaboration between partner teachers is essential to our EL and SPED students.</p>	-	Principal	
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<p>Focus on Productive Language for EL Students ESL teacher/teams will work on intentionally plan for speaking and writing activities that support the working during Shared Reading. Multiple exposure to content presented in Shared Reading via speaking and writing activities giving students opportunities to access the content in different modalities and</p>	-	Teacher	
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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to apply their learning.

Anticipated Outcome

A fully released SBTL will provide instructional coaching and professional development, focusing on grade level tasks and differentiation. An additional coaching and professional development is on differentiation.

Monitoring/Evaluation

We will work with our PESO person to monitor progress of the approach.

Evidence-based Strategy

Lesson planning systems, structures, and supports are in place so that clear expectations for teaching and clear assessment of outcomes and goals are evident in instructional practices.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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ELA PSSA	At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
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ELA PSSA for Subgroups	At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Data informed Planning During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other	-	SBTL	
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>			
<p>Incorporating a growth goal for all students in every class, as well as, an achievement goal for students at basic and proficient is assessed with a quarterly data review, that provides a cycle goal and measurable steps that are reinforced with coaching, progress monitoring and observation feedback</p>	-	Assistant Principal	
<p>Common Planning Time During CPT, teachers will review the data and identify specific areas of need and strategies to address them. The instructional focus will be included in the lesson plans.</p>	-	SBTL	
<p>Focus on Productive Language for EL Students ESL teacher/teams will work on intentionally plan for speaking and writing activities that support the working during Shared Reading. Multiple exposure to content</p>	-	Principal	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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<p>presented in Shared Reading via speaking and writing activities giving students opportunities to access the content in different modalities and to apply their learning.</p>			
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<p>Departmental Common Planning for ESL & SPED The ESL Team will meet monthly and the SPED Team will meet weekly to review the implementation of their grade specific instructional foci as well as grade specific data in order to build their knowledge of schoolwide trends. This will allow them to better support their grade specific CPT meetings.</p>	-	Principal	
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<p>Monthly Meetings with Teachers new to Lowell - On a monthly basis, the SBTL will meet with the new Teachers to Lowell to ensure that they have a clear understanding of expectations. This platform will also give the teachers a chance to share and discuss how we can best support their needs.</p>	-	SBTL	
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<p>Anticipated Outcome A fully released SBTL will provide instructional coaching and professional development,</p>

focusing on grade level tasks and differentiation. An additional coaching and professional development is on differentiation.

Monitoring/Evaluation

We will work with our PESO person to monitor progress of the approach.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students will attend school 95% of days or more. (Attendance)	Positive Behavioral Interventions and Supports (PBIS)	Train all staff on PBIS	08/17/2020 - 06/30/2021
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students will attend school 95% of days or more. (Attendance)	Positive Behavioral Interventions and Supports (PBIS)	Train staff on minor form entry in SIS	01/01/0001 - 01/01/0001
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Data Informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>09/01/2020 - 06/30/2021</p>
<p>At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA for Subgroups)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Data Informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>09/01/2020 - 06/30/2021</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)	*Teachers will use data analysis to strategically focus efforts	Alignment of CPT/PD, coaching and observations. CPT/PD focus will be reinforced through coaching and observations for each cycle.	01/01/0001 - 01/01/0001
At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA for Subgroups)	toward moving student groups toward achievement.		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor) (Math PSSA)	Teacher teams ensure that skills and content develop student engagement in their own learning, through the use of standards-aligned content, & an aligned task to assess expected outcomes.	CPT/PD will incorporate the IPP process that is aligned to planning using all pieces of the framework. We will continue with our focus on aligning Standards to instruction during CPT and professional development time.	09/01/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Data informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>09/01/2020 - 06/30/2021</p>
<p>At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA for Subgroups)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Data informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>09/01/2020 - 06/30/2021</p>
<p>At least ___% of students in grades K-3rd will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score (AIMSweb K-3)</p>	<p>*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.</p>	<p>Data informed Planning - During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>09/01/2020 - 06/30/2021</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>	<p>Lesson planning systems, structures, and supports are in place so that clear expectations for teaching and clear assessment of outcomes and goals are evident in instructional practices.</p>	<p>Data informed Planning During individual coaching sessions,AIMSWeb Protocols and progress monitoring MTSS sessions and any other PD times, the focus will support teachers in growing their reading planning process to more carefully incorporate data review to inform selection of specific teaching points.</p>	<p>01/01/0001 - 01/01/0001</p>
<p>At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA for Subgroups)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ___% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA)</p>	<p>Lesson planning systems, structures, and supports are in place so that clear expectations for teaching and clear assessment of outcomes and goals are evident in instructional practices.</p>	<p>Monthly Meetings with Teachers new to Lowell - On a monthly basis, the SBTL will meet with the new Teachers to Lowell to ensure that they have a clear understanding of expectations. This platform will also give the teachers a chance to share and discuss how we can best support their needs.</p>	<p>01/01/0001 - 01/01/0001</p>
<p>At least ___% of Black, Economically Disadvantaged and Students with a Disability in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA PSSA for Subgroups)</p>			