

**CARNELL LAURA H SCH**

1100 Devereaux St

TSI Title 1 School Plan | 2020 - 2021

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## **VISION FOR LEARNING**

It is our goal that every student achieve academic growth and engage in an inspiring, challenging, and personalized learning environment that prepares students for success.

## STEERING COMMITTEE

Name	Position	Building/Group
Hilderbrand Pelzer	Principal	LH Carnell
Kia Johnson	AP	LH Carnell
Tameron Dancy	AP	LH Carnell
Nancy Hawe	SBTL	LH Carnell
Aja Hunter	School-based Climate Representative	LH Carnell
Jen Leaman	Parent	LH Carnell
Pearl Wang- Herrera	Community member	Oxford Circle Christian Community Development Association
Nina Fonseca	Planning and Evidence-based Support (PESO) member	SDP
Thomas Miller	Special Education Case Manager	SDP
Molly Ashburn	Network Attendance Coach	SDP
Shannon Ellis	Network Culture and Climate Coach	SDP
Kelly Ann McCarthy	Grants Compliance Monitor	SDP
Marina Byrne-Folan	Central Office Talent Partner	SDP
Jen Dianna	Network Early Literacy/Literacy Director	SDP
Abbey	Network Professional Learning	SDP

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Gunn	Specialist	
Danica Moore	Prevention and Intervention Liaison	SDP
Angela Pelosi	ESOL Coordinator	LH Carnell
Nolita Pettus	Special Education Liaison	LH Carnell

## ESTABLISHED PRIORITIES

Priority Statement

Outcome  
Category

Identify and address individual student learning needs

Early  
Literacy  
  
Mathematics

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

School  
climate and  
culture  
  
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)

PBIS Implementation

At least \_\_\_\_% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

PBIS Implementation for Tier 2 students

At least \_\_\_\_% of tier 2 students in grades 3 & 5 in grades will have zero out-of-school suspensions.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Train all staff on PBIS

2020-09-01 - 2021-06-30

PBIS Facilitator

PD Calendar

Establish TIPS team

2020-09-01 - 2021-06-30

PBIS Facilitator & Climate Manager

Monthly Date Review Meeting Time

Train staff on behavior flowchart

2020-09-01 - 2021-06-30

PBIS Facilitator & Climate Manager

PD Calendar

Train staff on minor form entry in SIS

2020-09-01 - 2021-09-29

PBIS Facilitator & Climate Manager

Meeting Time for Drop-In Sessions

Make a calendar of PBIS related incentives

2020-09-01 - 2021-06-30

Climate Manager & Dean

Budget for Incentives and Incentives Calendar

Implement regular PBIS fidelity checks

2020-09-01 - 2021-06-30

PBIS Facilitator, Climate Manager, Dean, Teachers

PBIS Coach and Walkthrough/Fidelity Check Protocol

Create TIPS meeting schedule

2020-09-01 - 2021-06-30

PBIS Facilitator & Climate Manager

Meeting Schedule

## Anticipated Outcome

Teachers and staff implementing PBIS with fidelity including verbal praise and rewards. Students understanding and showing the positive behavior expectations daily.

## Monitoring/Evaluation

We will work with our PBIS Coach to conduct fidelity checks to evaluate the effectiveness of PBIS implementation

### 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)
Early Literacy Achievement	At least ____% of English Learner and Hispanic students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. At least ____% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a CPT schedule where teachers get dedicated time each month to analyze student work, analyze data and action plan (MTSS), plan for instruction and develop tasks aligned to standards, and reflect on effectiveness of instructional practices	2020-09-01 - 2021-06-30	SBTL/APs	Schedule and Common Planning Time
Strategic Rostering (ESL & SPED); Deliver evidence-based reading instruction to LS students for up to 450 minutes weekly.	2020-09-01 - 2021-06-30	Principal/ESOL Coord/SEL	Schedule/Instructional Model
Utilize student work analysis protocol to help teachers and school	2020-09-01 - 2021-06-30	SBTL/APs	Common Planning Time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
leaders analyze student work, understand student thinking, and identify gaps in skills and knowledge			

Train and use SSAs to target higher achieving students so that teachers can spend more time working with students who are not mastering the standards	2020-09-01 - 2021-06-30	Principal	PD Calendar
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**Anticipated Outcome**

Teachers and families clear about the school's TSI expectations and instructional plan.  
Improvement in instructional practice of our teachers from the coaching received.  
Improvements in student engagement. Students engaging in productive struggle when working both independently and in small groups.

**Monitoring/Evaluation**

We will work with our PESO partner to quarterly checks to evaluate the effectiveness of early literacy implementation

**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)
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Provide teachers with PD every marking period to collaboratively plan outcomes, map instruction for the upcoming marking period, and use data sources to ensure that instruction is aligned to standards and students are reaching at target levels	2020-09-01 - 2021-06-30	Principal	PD Calendar
Create and use a standards-based rubric/tracker to monitor progress towards meeting the standards	2020-09-01 - 2021-06-30	APs and Teachers	Standards based Rubric/Tracker tool
Teachers, students, and parents will monitor the progress towards mastery of letter naming, identifying sounds, oral reading fluency, and reading for comprehension through monitoring activities at school and home	2020-09-01 - 2021-06-30	Teachers	Progress Monitoring Schedule
Use professional development, common planning time, and content focused coaching cycles to increase teachers' content knowledge in phonics. Provide appropriate supports to teachers in order to implement best practices in phonics instruction by modeling and co-	2020-09-01 - 2021-06-30	CLI Coaches	CLI Coaches



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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teaching lessons from a structured phonics program. Ensure teachers are providing children with many opportunities to apply their sound/symbol knowledge through a variety of modalities (ex: decodable readers, games, songs, grade-level texts, etc.)

**Anticipated Outcome**

Teachers and families clear about the school's TSI expectations and instructional plan. Improvement in instructional practice of our teachers from the coaching received. Improvements in student engagement. Students engaging in productive struggle when working both independently and in small groups.

**Monitoring/Evaluation**

We will work with our PESO partner to quarterly checks to evaluate the effectiveness of early literacy implementation

**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)
Math Achievement	At least ____% of students 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
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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Leverage the math framework training to drive and support grades 4 and 5 toward achievement	2020-09-01 - 2021-06-30	SBTL	Math Framework, Common Planning Time, Coaching Tool
Train 4th and 5th grade teachers in STAR to be used for common assessment, the use of reteaching and assignments, and monitoring progress in math instru	2020-09-01 - 2021-06-30	Principal/SBTL	STAR Math
Develop a CPT schedule where teachers get dedicated time quarterly to review and analyze STAR to evaluate the progress of 4th and 5th grade student progress	2020-09-01 - 2021-06-30	Principal	Common Planning Time Schedule

### **Anticipated Outcome**

Teachers and families clear about the school's TSI expectations and instructional plan. Improvement in instructional practice of our teachers from the coaching received. Improvements in student engagement. Students engaging in productive struggle when working both independently and in small groups.

### **Monitoring/Evaluation**

We will work with our PESO partner to quarterly checks to evaluate the effectiveness of Math framework implementation

### **Evidence-based Strategy**

Teacher teams create equitable access and support the learning of the content that includes tending to and reflecting on the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of all students.

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math Achievement

At least \_\_\_\_% of students 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

Creation of a master schedule with embedded research-based intervention periods for all special education students without interruption to Tier 1 instruction.

2020-09-01 -  
2021-06-30

SEL

Pull-out schedule for intervention delivery

ESL team members meeting monthly to review instructional best practices, data specific to their ELs (and compliance tasks)

2020-09-01 -  
2021-06-30

ESOL  
Coordinator

Schedule

Consistently scheduled meeting time to discuss MTSS and Special Education student needs.

2020-09-01 -  
2021-06-30

SEL

MTSS Tier 2/3 Schedule

## Anticipated Outcome

Teachers and families clear about the school's TSI expectations and instructional plan. Improvement in instructional practice of our teachers from the coaching received. Improvements in student engagement. Students engaging in productive struggle when working both independently and in small groups.

## Monitoring/Evaluation

We will work with our PESO partner and Multilingual Manager to to evaluate the effectiveness of TSI plan.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (PBIS Implementation)	Positive Behavioral Interventions and Supports (PBIS)	Train all staff on PBIS	09/01/2020 - 06/30/2021
At least ____% of tier 2 students in grades 3 & 5 in grades will have zero out-of-school suspensions. (PBIS Implementation for Tier 2 students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (PBIS Implementation)	Positive Behavioral Interventions and Supports (PBIS)	Train staff on behavior flowchart	09/01/2020 - 06/30/2021
At least ____% of tier 2 students in grades 3 & 5 in grades will have zero out-of-school suspensions. (PBIS Implementation for Tier 2 students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of English Learner and Hispanic students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. At least ____% of students in grades K-3 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Early Literacy Achievement)</p>	<p>*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.</p>	<p>Train and use SSAs to target higher achieving students so that teachers can spend more time working with students who are not mastering the standards</p>	<p>09/01/2020 - 06/30/2021</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
- (-)	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.	Provide teachers with PD every marking period to collaboratively plan outcomes, map instruction for the upcoming marking period, and use data sources to ensure that instruction is aligned to standards and students are reaching at target levels	09/01/2020 - 06/30/2021



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
- (-)	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.	Use professional development, common planning time, and content focused coaching cycles to increase teachers' content knowledge in phonics. Provide appropriate supports to teachers in order to implement best practices in phonics instruction by modeling and co-teaching lessons from a structured phonics program. Ensure teachers are providing children with many opportunities to apply their sound/symbol knowledge through a variety of modalities (ex: decodable readers, games, songs, grade-level texts, etc.)	09/01/2020 - 06/30/2021

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At least ____% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math Achievement)	*Teachers will use data analysis to strategically focus efforts toward moving student groups toward achievement.	Train 4th and 5th grade teachers in STAR to be used for common assessment, the use of reteaching and assignments, and monitoring progress in math instru	09/01/2020 - 06/30/2021