



Overarching Goal

Over a three year period, 70% of 3rd-5th students will achieve proficiency on RISE Language Arts and 70% of 3rd-5th students will achieve proficiency on RISE Mathematics.

100% of 3rd-5th grade SALTA students will achieve proficient or highly proficient on RISE Language Arts and Mathematics.

School Community Council and Staff Involvement in the TSSP

School Community Councils play an integral part in the development and monitoring of TSSP goals. Please briefly describe the participation of SCC members in the development process of this TSSP:

Peruvian SCC plays an active role in developing, monitoring, and monitoring the CSIP.

- In our August SCC meeting, members discussed the TSSP development and reviewed the data from the previous year. We looked at our previous year's data and made adjustments based upon new spring SAGE data. We reviewed the school climate goal and discussed implementation of morning meetings and social skills lessons.
- In our January and February SCC meetings, members reviewed updated winter benchmark data relative to the current TSSP. We reviewed our social emotional programs and protocols. The SCC recommended that social emotional supports continue to be included in our plans and our behavior assistant position be increased to full time to provide more consistent support. The SCC made draft recommendations for the 2020-21 plan and sent it to the Building Leadership Team for consideration. PTA leadership representatives attended both meetings.
- In our March SCC meeting, members will review the revised plan draft that has been reviewed with input and feedback from Peruvian Park teachers. PTA leadership representatives will attend this meeting.

Enter the dates where the SCC was involved with developing the TSSP

SCC Date 1:

02/11/2020

SCC Date 2:

03/11/2020

Enter the date when school staff was able to provide input for TSSP

Staff Date 1:

03/04/2020

Enter the date when assistant principals were able to provide input for TSSP (If applicable)

AP Date 1:

Not Entered

Academic Goals

Analysis Summary

Based on reading benchmark measures of growth, approximately 84 students are not on track to meet end of year English Language Arts proficiency goals. Trends show that above benchmark students across grades are most likely to not make typical or above typical growth on Reading Composite Score. This pattern is most common in 2nd and 3rd grades. Approximately 40% of neighborhood students are not proficient on RISE English Language Arts. Lower grade SALTA data indicates that students entering the program show a wide range of reading ability and achievement. Item analysis of SALTA RISE/SAGE data over several years indicate lower scores in informational reading and writing |when compared to other language arts concepts. We believe the problem is a result of a need for collaborative problem-solving with specific action plans, rigorous writing skills instruction/practice and appropriate supports for diverse learners. Daily rigorous standards-based engagement tasks must be included in core instruction with checks for understanding, specific feedback, and adjustments to instruction. Specific attention must be given to benchmark and advanced learners to ensure adequate progress. Strategies for improvement include utilizing PLCs to determine targeted team priorities for core and skills-group instruction including increased student ownership strategies. PLCs will identify specific deficiencies/growth patterns and identify targeted strategies weekly to meet the needs of all students, particularly those at borderline benchmark levels and at advanced levels. Teams will purposefully plan explicit standard-based instruction for CORE and skills groups time. Targeted coaching and support will be implemented for individual teachers showing growth levels less than school expectations.

Goal

*80% of students K-3 will achieve typical or above typical growth as measured by grade level fall to spring Acadience Reading Assessment Pathways of Progress

*85% of 1st-2nd SALTA students will achieve advanced level on Reading Inventory

*100% of 3rd-5th SALTA students will achieve proficient or highly proficiency on RISE Language Arts.

*Increase proficiency rates of 3rd - 5th grade students in neighborhood classes by at least 3% on RISE Language Arts Assessment

Is this also a Land Trust Goal?

No



Yes

Academic Areas

Language Arts



Reading



Math



Science



Behavior



Other

Action Plan Summary

- Purchase additional curriculum materials and subscriptions for the SALTA program to increase rigor English

Language Arts. (\$1000)

- Provide substitutes for SALTA teachers to develop vertically aligned implementation of structured classroom discussions and scaffolding complex texts. (\$1500)
- Provide funding for SALTA teacher professional development (\$250)
- Hire one instructional assistant to collaborate with the achievement coach and twice-exceptional specialist to facilitate differentiation and behavioral support in the SALTA Program. (\$7800)
- Hire one 17-hour class size reduction assistant to provide classroom support. (\$7700)
- Provide a stipend and substitute days for a teacher with extensive English Language Learning (ELL) background to analyze current instructional ELL plan, recommend strategies to support English Language Learners, and guide implementation of those instructional strategies. (\$500)
- Provide a stipend and substitute days for a teacher with extensive special education background to align special education-general education , recommend strategies to support students with disabilities (SWD) in general education classrooms, and train/guide implementation of those instructional strategies. (\$500)
- Purchase Reading Plus software to support English/Language Arts goals. (\$6450)

Measurement

Interim progress toward our goals will be measured by Districtwide Standards Based Assessments, Reading Inventory, Acadience Benchmarks and Progress Monitoring, Student Risk Surveys, and anecdotal data from August 2020-May 2021. In spring 2021, final data will be measured using Acadience Pathways of Progress and RISE data.

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

The resource teacher and school psychologist will meet with all teachers within the first two weeks of school to inform a student's new teacher of Individualized Education Program (IEP) goals and service pattern. Closer coordination between resource teacher and classroom teacher on goals, instruction, and progress was begun this year and will be continued next year. The resource teacher will provide additional training and coordination with general education teachers to increase progress of students with disabilities. Co-teaching will be continued in some grades. Individual data will be tracked on differentiated levels.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

All teachers have been trained in structured classroom discussions this year, and a gradual implementation process was completed. in 2020-21, all teachers will use structured classroom discussions to support English learners in making progress. Data will also be disaggregated to monitor English learner progress, A teacher stipend and substitute days will also be provided to a teacher with extensive ELL strategy implementation, to review our current delivery model, recommend improvements and train teachers.

How and when will progress be communicated with stakeholders?

Progress monitoring data and benchmark data will be shared with stakeholders via the school website/newsletters and at faculty/SCC/BLT/PLC meetings. Communications are scheduled in conjunction with district benchmark dates.

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$18,000.00	One class size reduction assistant, substitutes, SALTA assistant, stipends for two teacher coaches (ELL, SWD)	TSSP
Software 670	\$6,450.00	Reading Plus	TSSP
General Supplies 610	\$1,000.00	Supplementary and nonfiction materials and subscriptions	TSSP

Academic Goals

Analysis Summary

Approximately 35% of neighborhood students were not proficient on SAGE Math, although all grades are near 80% proficient on Computation and Concept & Application winter assessments. We believe the problem is a result of a lack of expected rigor in standards-based engagement tasks and backward design that allow teachers to target standards, emphasize math practice standards, check for understanding and adjust instruction. Strategies for improvement include utilizing PLCs to make adjustments to instruction and curriculum to meet the needs of all students (including backward design), purposefully planning explicit standard-based instruction for CORE and skills groups time, Increasing rigor and focus on math practice standards, and to make student learning visible by implementing the most effective engagement tasks that allow for checking understanding and adjusting instruction. Strategies for improvement also include utilizing PLCs to determine very specific deficiencies/growth patterns and identify targeted strategies weekly to meet the needs of all students. Teachers will make student learning visible by implementing the most effective engagement tasks that allow for checking understanding, providing feedback, and adjusting instruction. Targeted coaching and support will be implemented for individual teachers showing growth levels less than school expectations.

Goal

*85% of students K-5th will meet benchmark as measured by grade level spring Mathematics Composite or advance one level toward benchmark.

*100 % of 3rd-5th grade SALTA students will achieve proficient or highly proficient on RISE Mathematics.

*Increase proficiency rates of 3rd - 5th grade students in neighborhood classes by at least 3% on RISE Mathematics Assessment when compared to the previous year.

Is this also a Land Trust Goal?



Academic Areas

- Language Arts
- Reading
- Math
- Science
- Behavior
- Other

Action Plan Summary

- Purchase additional curriculum materials for the SALTA program to increase rigor in Math. (\$500)
- Hire one 17-hour class size reduction assistant to provide classroom support. (\$7800)
- Purchase technology (ipads, Chromebooks, headphones, etc.) to support implementation of math and reading goals. (\$2000)

Measurement

Interim progress toward our goals will be measured by Districtwide Standards Based Assessments, Acadience

Benchmarks and Progress Monitoring, and anecdotal data from August 2020-May 2021. In spring 2021, final data will be measured using Acadience Spring Benchmark and RISE data.

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

The resource teacher and school psychologist will meet with all teachers within the first two weeks of school to inform a student's new teacher of Individualized Education Program (IEP) goals and service pattern. Closer coordination between resource teacher and classroom teacher on goals, instruction, and progress was begun this year and will be continued next year. The resource teacher will provide additional training and coordination with general education teachers to increase progress of students with disabilities. Co-teaching will be continued in some grades. Individual data will be tracked on differentiated levels.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

All teachers have been trained in structured classroom discussions this year, and a gradual implementation process was completed. In 2020-21, all teachers will use structured classroom discussions to support English learners in making progress. Data will also be disaggregated to monitor English learner progress. A teacher stipend and substitute days will also be provided to a teacher with extensive ELL strategy implementation, to review our current delivery model, recommend improvements and train teachers.

How and when will progress be communicated with stakeholders?

Progress monitoring data and benchmark data will be shared with stakeholders via the school website/newsletters and at faculty/SCC/BLT/PLC meetings. Communications are scheduled in conjunction with district benchmark dates.

Budget			
Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$7,800.00	Class size reduction assistant	TSSP
General Supplies 610	\$500.00	Curriculum materials and subscriptions	TSSP
Technology 731	\$2,000.00	Chromebooks, iPads, necessary accessories	TSSP

School Climate Goals

Analysis Summary

22% of students show moderate to high externalizing behaviors and 24% demonstrate moderate to high externalizing behaviors on the Student Risk Screening Survey (SRSS-IE. This pattern is most common in first and third grades. We believe the problem is a result of a student lack of social-emotional skills and coping strategies. A strategy for improvement is to implement Second Steps in all classrooms and provide a trained behavior assistant to assist the school counselor and psychologist in helping students problem-solve and build skills.

Goal

100% of students will participate in Second Steps and identify social emotional strategies with support.
 100% of students will identify the steps in the bullying prevention action plan.
 100% of teachers will consistently implement behavior support plans and restorative practices, track data, and be active participants in supporting students' social emotional goals.

Is this also a Land Trust Goal?

No

Yes

Action Plan Summary

- Maintain the Responsive Services behavior assistant and increase the position to full-time to support the social-emotional needs of students in all classes. (\$26,000)
- Purchase supplementary materials and supplies to implement Second Steps and support social emotional learning (\$250)

Measurement

Student Risk Screening Survey, Office Referral Data, Intervention Data

How and when will progress be communicated with stakeholders?

Progress data and will be shared with stakeholders via newsletters and at faculty/SCC/BLT/PLC meetings. Communications will maintain individual student privacy and be reported in general terms.

Budget

Expenditure	Cost	Description	Source
General Supplies 610	\$250.00	Material for social emotional support and Second Steps	TSSP
Salaries and Employee Benefits 100 and 200	\$26,000.00	Behavior Assistant	TSSP

Summary of Expenditures for all Goals						
Goal Type	Goal	Landtrust	TSSP	Other	Total Cost	
▼ Academic Items:3	<p>*80% of students K-3 will achieve typical or above typical growth as measured by grade level fall to spring Acadience Reading Assessment Pathways of Progress</p> <p>*85% of 1st-2nd SALTA students will achieve advanced level on Reading Inventory</p> <p>*100% of 3rd-5th SALTA students will achieve proficient or highly proficiency on RISE Language Arts.</p> <p>*Increase proficiency rates of 3rd - 5th grade students in neighborhood classes by at least 3% on RISE Language Arts Assessment</p>	\$0	\$25,450	\$0	\$25,450	
▼ Academic Items:3	<p>*85% of students K-5th will meet benchmark as measured by grade level spring Mathematics Composite or advance one level toward benchmark.</p> <p>*100 % of 3rd-5th grade SALTA students will achieve proficient or highly proficient on RISE Mathematics.</p> <p>*Increase proficiency rates of 3rd - 5th grade students in neighborhood classes by at least 3% on RISE Mathematics Assessment when compared to the previous year.</p>	\$0	\$10,300	\$0	\$10,300	

Goal Type	Goal	Landtrust	TSSP	Other	Total Cost
▼ School Climate Items:2	100% of students will participate in Second Steps and identify social emotional strategies with support. 100% of students will identify the steps in the bullying prevention action plan. 100% of teachers will consistently implement behavior support plans and restorative practices, track data, and be active participants in supporting students' social emotional goals.	\$0	\$26,250	\$0	\$26,250
Total		\$0	\$62,000	\$0	\$62,000

There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

Additional funds will be spent on additional instructional assistants and/or hours, iPads and/or Chromebooks, software to support reading and math goals, additional materials to support English Language Learners and students with disabilities, materials to support social emotional learning, professional development, teaching materials, or substitutes for increased grade level collaboration and vertical alignment.