

MOFFET JOHN SCH

127 W Oxford St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Every child at John Moffet Elementary School will learn to his or her full potential. This is a vision communicated to and shared by all stakeholders, including students, parents, teachers, administrators, and the community. A continuous process that involves ongoing monitoring and assessment and modifications as needed of both student work and instructional practices will be employed to maintain this vision and to make it a tangible reality.

STEERING COMMITTEE

Name	Position	Building/Group
Rodney Johnson	Principal	John Moffet
Susan Titano	Leadership Team Representative	John Moffet
Carly Switaj	Math Content Teacher Leader	John Moffet
Trish Reidy	ELA Content Teacher Leader	John Moffet
Mike Demeno	Science Content Teacher Leader	John Moffet
Stephanie Booth	School-based Climate Representative	John Moffet
Edtya Zielinska	Parent	John Moffet
Shanta Schaachter	Community Member	John Moffet
Leya Hinton	Planning and Evidence-based Support	SDP
Joan Tomazack	Special Education Case Manager	SDP
Molly Ashburn	Network Attendance Coach	SDP
Cynthia Jones	Culture and Climate Coach	SDP
Steven Schafer	Grants Compliance Monitor	SDP
Jackie Polidor	Talent Partner	SDP
Felicia Brown	Literacy Director	SDP
Cathryn Anderson	Professional Learning Specialist	SDP
John Hale	Prevention and Intervention Liaison	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Identify and address individual student learning needs	Mathematics Mathematics Career Standards Benchmark
Identify and address individual student learning needs	Early Literacy Regular Attendance Career Standards Benchmark
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	English Language Arts English Language Arts Career Standards Benchmark
Identify and address individual student learning needs.	Career Standards Benchmark Career Standards Benchmark Career Standards

Priority Statement

Outcome Category

	Benchmark
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Career Standards Benchmark Career Standards Benchmark Career Standards Benchmark
Identify professional learning needs through analysis of a variety of data.	Career Standards Benchmark Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy	
Math Interventionist	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Grade 4-5 PSSA Math	At least 32% of students in grades 4-5 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
Grade 3 PSSA Math	At least 32 % of 3rd grade students will score at Proficient or

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

Advanced on the Math PSSA (includes PASA). (use AIMSweb Plus to monitor)

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Scheduling - Create a master schedule will allow for time for 90 minuets math block and ensure all components of the math block.

2020-08-31 -
2021-06-01

Principal

Daily Schedules Examples

In small group instructions differentiated skills will be giving to tier 2 and tier 3 students to fill in the unfinished learning.

2020-08-31 -
2021-06-01

Math
Interventionist

AIMSweb Math Data
Benchmark data Student work Teacher Lesson Plans
Pre-assessment data
Intentional Lapping data
Achieve the Core assessments

During Common Planning time, teachers will analyze student data to create instructional plans for tier 2 and 3 students.

2020-09-21 -
2020-01-20

Math
Interventionist

Pre-Assessment Data
Instructional Plans Reading growth Assessments

Observation and feedback to monitor implementation of the math framework

2020-08-21 -
2021-06-12

Principal
Johnson

Feedback form

Teacher will receive Professional Development around 3 common core Math shifts

2020-08-31 -
2021-06-12

Principal
Johnson

Achieve the core resources

Anticipated Outcome

Teachers using computer based interventions to meet individual student needs and monitoring progress through the use of blended learning to meet the needs of all students. Coaching is provided to teacher which they will use to strengthen rigorous standards

aligned instruction.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data be disaggregated to identify the impact on specific skills that students are in need to make academic gains.

Evidence-based Strategy

Reader's and Writer's Workshop

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-3 AIMSweb	At least 60% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score
Grade 3 ELA PSSA	At least 32 % of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor)
Grades 4-5 ELA PSSA	At least 32% of students 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
Scheduling- Create a master schedule will allow time for 120 minutes literacy block and ensure all portions of the Workshop Model are implemented.	2020-08-31 - 2021-06-01	Early Literacy Specialist	Units of Study
Students with unfinished learning in tier 2 and tier 3 will partake in small group instruction and	2020-08-31 - 2021-06-01	Early Literacy Specialist	Guided Reading Behaviors Leveled Readers LLI Intervention program Aimsweb data DRA 2 Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
extended independent reading to build stamina, vocabulary, and comprehension.			Conferring data small groups
Instructional coaching - provide teachers with coaching support for workshop. Coaching will occur in 6-8 week cycles during common planning time that will be driven by a teacher and literacy coach.	2020-08-31 - 2021-06-01	Early Literacy Specialist	Literacy Coaching Book Study Lesson Plans Anecdotal notes
Observation and feedback to monitor implementation of Reader's and Writers Workshop .	2020-09-19 - 2021-06-01	Early Literacy Specialist	Observation form Observational data
Teacher will receive Professional Development around Reader's Workshop Implementation	2020-08-31 - 2021-06-30	Principal Johnson	Units of Study materials ELA shifts Book study

Anticipated Outcome

Teachers using computer based interventions to meet individual student needs and monitoring progress through the use of blended learning to meet the needs of all students. Coaching is provided to teacher which they will use to strengthen rigorous standards aligned instruction.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific goals.



Evidence-based Strategy

Early Literacy Aimsweb Data Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-3 AIMSweb	At least 60% 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
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Phonics- Teachers will provide phonics instruction using Units of Phonics program during the literacy block. students will receive small group instruction and guided reading to address their unfinished learning	2020-08-31 - 2021-06-01	SBTL	Aimsweb probes Sight words flash cards anecdotal notes small group instruction Units of Study phonics
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Students will receive small group instruction to address their needs based on AIMSweb data results.	2020-08-31 - 2021-06-01	SBTL	Aimsweb data small group anecdotal notes Progress Monitoring data Attendance Data
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During Common Planning, teachers will analyze data and create plans to support students based on data results.	2020-09-15 - 2021-06-01	Principal	Aimsweb data small group anecdotal notes Progress Monitoring data Attendance Data
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Observation and feedback to monitor implementation of Reader's and Writers Workshop	2020-09-15 - 2021-06-01	Principal Johnson	Observation Form
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Anticipated Outcome

Students attending school regularly with the support of school climate supports. Teachers are able to provide interventions to individual students based on their individual needs.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific goals.

Evidence-based Strategy

Attendance Incentive

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	At least 60% of students will attend school 90% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students who are fall below the 90% attendance, will get supports with contacting parents, and develop plans and implementing attendance initiative .	2020-09-15 - 2021-06-01	Counselor	Attendance Data Incentive gifts Parent contact logs Parent Meetings Parent contract
During MTSS teachers will identify the students who fall below 90% attendance and create an action plan to support.	2020-09-15 - 2021-06-01	Counselor	Student/Parent agreement Attendance Data report Attendance Plan
Parents whose students have 95% or higher attendance are recognized in the school newsletter and with gift cards and parent chat and chew events.	2020-09-15 - 2021-06-01	Counselor	Gift cards

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Progress Monitoring Attendance to support identified students through the analysis of attendance data.	2020-08-31 - 2021-06-15	Counselor	Attendance data
Create an Attendance team to support and monitor students attendance. They will identify resources, contact parents, complete SAIPs and put interventions in place to support students.	2020-08-31 - 2021-09-15	Counselor	SIS Attendance data

Anticipated Outcome

Students attending school regularly with the support of school climate supports. Teachers are able to provide interventions to individual students based on their individual needs.

Monitoring/Evaluation

The data will be closely monitored monthly during team meetings. The data will be disaggregated to identify the impact on specific goals.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 60% 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)</p>	<p>Reader's and Writer's Workshop</p>	<p>Scheduling- Create a master schedule will allow time for 120 minutes literacy block and ensure all portions of the Workshop Model are implemented.</p>	<p>08/31/2020 - 06/01/2021</p>
<p>At least 32 % of 3rd grade students will score at Proficient or Advanced on the ELA PSSA (includes PASA) (use AIMSweb Plus to monitor) (Grade 3 ELA PSSA)</p>			
<p>At least 32% of students in grades 4-5 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (Grades 4-5 ELA PSSA)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 60% 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)	Early Literacy Aimsweb Data Analysis	During Common Planning, teachers will analyze data and create plans to support students based on data results.	09/15/2020 - 06/01/2021