School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Harrisburg School District

School Building Name

Downey Elementary

4-Digit School Building Code

8265

School Street Address

1313 Monroe Street, Harrisburg, PA

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Mrs. Lisa Love	Principal	Downey Elementary
Ms. Meg Rusanowsky	Instructional Coach	Downey Elementary
Mr. Matt Kloss	Emotional Support Teacher	Downey Elementary
Ms. Sara Hanford	Learning Support Teacher	Downey Elementary
Mr. Noah Yasinski	kindergaren Teacher	Downey Elementary
Mrs. Shannon Luciani	4th grade Teacher	Downey Elementary
Mrs. Jessica Smith	Reading Specialist	Downey Elementary
Ms. Katy Hohenberger	Community Parnership	Downey Elementary
Ms. Lauren Popeck	2nd Grade Teacher	Downey Elementary
Dr. Lisa Koch	1st Grade Teacher	Downey Elementary
Mrs. Dawn Kaloz	School Counselor	Downey Elementary
Ms. Lorene Badgett	Parent of 2nd grade student	Downey Elementary

| Honorable Sonya McKnight | Community Member | Magisterial District Judge |
| Mrs. Joy MacKenzie | School Improvement Facilitator | CSI State Regional Support Team |

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The principal and school improvement facilitator discussed that the intent of a diverse team was to provide different perspectives and voices throughout the process. The principal created a team of k, 1, 2, 4 grade level teachers, specialists including a reading specialist, learning support teacher, emotional support teacher , instructional coach and school counselor. The team did attempt to involve a 4th grade student originally, but it became apparent that it was a challenging demand for a 10 year old. The team also included a parent, community member and community partner (Messiah/Vista). The Chief Academic Officer and Superintendent participated in the steering team meeting as their schedules allowed.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The team engaged in a cycle of school improvement process that followed various phases. Phase one (set the direction by reviewing the process through meeting with the LEA) and phase two (determine the needs by responses of faculty, parent and student surveys, explorations of the building and classrooms, face to face focus group meetings with faculty and students, review of achievement, growth and attendance data by in- depth discussion and ratings of each evidenced based essential school improvement practice) and phase 3 (developing the plan school improvement plan by choosing two priority goals, developing measurable goals and action steps to achieve each of the goals. The role of the team was to critically analyze the data, translate that data into the priority goals that would leverage improved outcomes for students.

 The steering committee will continue to meet, plan, monitor and adjust the plan as the school year unfolds next year. This group has the deepest understanding of the context as well as the importance of the work at this point (spring of 2019). The steering committee may include other staff members on an "as needed" basis for their expertise and/or input. Additionally, the steering committee will share the plan with the entire building in a formal way and provide updates and focus throughout the year. The team will also monitor the action steps and specified benchmarks.

B. *School Level Vision for Learning*

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	**Measures of Success** *How will you know you are on track to achieving your vision or students?*
Downey Elementary school will provide a culturally responsive learning environment committed to holding high expectations as we equip our students for academic success and support our students' well-being. We will support our students in pursuing their personal goals and	Each year, Downey Elementary will meet or exceed each intermediate target for English Language Arts and Mathematics. These targets have been provided by the PA Department of Education: Targets for ELA: 2018 baseline: 18.4% of students reached target

passions as they grow in the ability to contribute positively to the community and the world.	2022: 38% of students will reach the target 2030- 71.8% of students hit the target Targets for Math: 2018 baseline- 12.3 % of students reached target 2022-30.6 % of students will reach target 2030—71.8% of students will reach target Downey will increase regular attendance rates from 67.1 % to a consistent statewide performance standard of 94.1 % no later than 2030 All staff at Downey Elementary will remain current in evidenced based practices to sustain a culturally responsive environment
	Each student will have access to the academic, social-emotional and well being supports and services designed to meet their needs.
	All staff in Downey Elementary will remain current in evidence based practices to sustain a culturally responsive environment as evidenced by visual symbols throughout the building, attention to equity through high expectations, postive visual, verbal and nonverbal messaging.
	Each student will participate in pre-transistion planning the k-4 building. Students will identify at least one personal strength by the time they complete 4th grade
	Every student will be recognized for at least one contribution that they have made to their classroom or school community each year.

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The committee met from late January through May2019 to hold thorough and crucial conversations on the current state of Downey Elementary. The committee carefully reviewed the "look-for's" for each of the eighteen essential practices which resulted in a very candid rating of each practice. Although the team could check some of the look-for's as evident under each practice, the preponderance of the evidence indicated that all practices were emerging. The only exception was the practice related to positive school climate which the team rated as not yet evident because the root cause had not been addressed in a meaningful way over recent years.

 There were several critical decision making points along the way
1.   Determining that it was most important to select two rather than three priority goals (April 22, 2019) and focus intently on those goals.
2.   Persisting in discussion and decision-making until the crux of each root cause was clearly articulated and (April 22, 2019).

Using the essential practices rubric and look-for's as a guide, the steering committee discussed various contributing factors that resulted in the data –supported challenges. Downey has experienced multiple changes in leadership in recent years, different definitions/foci for positive school climate and little faculty input into building based decisions. Uneven support has been provided for academic and behavioral challenges and staff has expressed low teacher efficacy in holding students to high expectations at this current point. The staff has expressed concern that professional development and growth activities have not afforded in-depth opportunities for application and reflection. The steering committee discussed a need for adjustments to the literacy model to align more fully with current evidenced based practices and ongoing student needs that need to be addressed explicitly and systematically. Trends in the DIBELS summary of effectiveness reports indicate a lack of acquisition of early literacy and math foundational competencies that prevent students from building on those standards in later grades. The team also indicated that students have difficulty connecting to the district mandated curricula because the progression of skills at times seems disjointed (although aligned to standards). Discussion in the steering committee addressed the need to raise expectations beyond behavioral compliance in the core messages of the Positive Behavioral Intervention and Support system (PBIS) to also include high expectations for and recognition of student effort and growth in learning. The steering committee engaged in crucial conversations regarding the need for a reframing of the messaging in the building to focus on the building as a vibrant learning community that values high expectations, and a school community that sends the message "we can and do succeed" with all stakeholders, student, faculty, parents. Positive climate outcomes should be connected to the existing building PBIS manual. These core messages will need to be aligned to the evidence based practices supporting the link between positive climate and student achievement.
The leadership team and steering committee also discussed the importance of consistently seeing the use of and analysis of formative assessment in daily and weekly lessons to adjust instruction and monitor student growth.

The data that was used to identify these concerns was gathered through building achievement and growth outcomes from the PA School Performance Profile measure, also known as the Future Ready PA index, staff, student and parent surveys, feedback from faculty and student focus groups, building and class observations, steering committee reflections and evidence related to the definition on operational "look-for's" under each essential practice for effective school improvement was valued and found to be very instrumental in rating each essential practice.

B.   Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
1. The majority of students in 4th grade feel safe, comfortable and respected by their teachers	1. 4th grade Student survey and focus groups 86 % of students feel safe and comfortable with their teachers at school 87% of students feel that teachers treat them with respect
2. Almost all of the staff has collaborative time to plan	2. Master schedule, staff survey 87% % of teachers indicated that they had collaborative time to plan
3. Downey's acquisition for English language is above the state average.	3. Downey's percentage of English Language Proficiency is 65%, the state average is 35.7%
4. All students (k-4) are benchmarked a minimum 3 times a year on the DIBELS in literacy and (k-2) DIBELS math and (3-4) Star Math	4. District Assessment calendard, data reports from DIBELS and Star Math
5. Instructional coach has the technical knowledge and skills to work with staff members and has developed trust with the staff. 6. Academic Growth is indicated in English Language Arts. 7. Staff feel loyal to the building and would not want to work in another building in the district. 8. Positive changes in leadership have been noted since current principal started in November of 2018	5. Direct feedback comments from instructional staff during the focus groups and steering committee endorsed. 6. Downey met the growth goal target for ELA 7. 64% of the staff would not want to work in another building in the district. 8.Faculty survey and focus group narrative elaborates on the changes that have begun to impact the building in a positive way

C.   Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Practice 1: Align curriculum, assessments and instruction to PA standards	53% of the staff report that they have not had clear expectations in implementing professional development 75% of the staff reported that they have so many different programs in the school that they can't keep track of them. 64% of the staff report that once a new program is begun , there is not follow up to ensure the program is working 87% of the staff report that programs come and go in the school and are not sustained. 40% of the staff report that high expectations are not set for the students DIBELS mid-year report indicates: number of students at core: Percentage of students who reached the core benchmark in December of 2018- kindergarten- 19,8% 1st- 13.5% 2nd--20.9% 3rd-11.1% 4th-20.3%	Yes	There has been a lack of consistency, clear learning progressions and expectations for staff and students that has resulted in low student performance
Practice #11: Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school: socially, emotionally, intellectually and physically	60-64% of fourth grade students worry about crime and violence in this school and agree that students at this school are often teased or threatened. 42% feel most students like to put others down 56% feel that most students don't get along together very well 52 % of the staff feel that half or less of the faculty feel responsible for improving the school	Yes	There has been a lack of a clear focus on the factors that lead to sustained, long term attainment of social, emotional and academic success
Practice #4: Identify and	Faculty reports that there	No	Implementing and

address individual student learning needs	is a lack of mental health resources for students at Downey Elementary who are experiencing mental health concerns.The current mental health services in the building are expected to leave Downey Elementary at the end of the year.		sustaining intensive mental health services is beyond the scope of the steering committee and would be addressed at a district level. The team will consider classroom strategies that can support students with mental health needs. There are some general resources in the PBIS binder.
Practice #15: Implement evidence-based strategies to engage families to support learning	Parent participation in the school has decreased over the past two years. More input is needed from the parents to understand the root cause and subsequent goals and action plan related to this practice.	No	Although a specific overall goal and action steps have not been included in this plan, the team would like to gather more input from parents (only 3 parents completed the survey, so school wide data is currently lacking) The root cause cannot be determined from the limited evidence
Practice #9: Organize programmatic, human and fiscal capital resources aligned with the school improvement plan and needs of the school community	The building has one building substitute; however the district struggles to get additional substitutes in the building. Therefore, when a teacher is absent, classes are split and students attend other classes for the day. This practice is not ideal as students may not receive the instruction based on the goals and objectives planned by their homeroom teacher	No	The steering committee felt they did not have the power to change this practice as it is a district wide substitute teacher shortage. It may be best addressed at a district not a building level.

D. *Established Priorities and Aligned Outcome Categories*

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under "Outcome Category."

Priority Statements	Rationale	Outcome Category

1. Downey Elementary will increase literacy outcomes by prioritizing the attainment of early literacy skills in grades kindergarten through 2nd grade	If the k-2 staff focus on evidenced based literacy instruction with clear progression of skills linked to the standards and with formative assessment to assess progress, then students will learn to read, achievement/academic growth will be positively impacted and they will have the capacity to "read to learn" in the 3rd and 4th grades.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
1. 2. Downey Elementary will build and sustain a positive school climate based on key evidenced based factors for success	If Downey Elementary expands the conceptual framework of the positive behavioral intervention system (PBIS), to include positive climate key factors that focus on proactive, positive messages and staff actions aligned with those key factors, students, faculty and parents will experience an improved sense of safety, security and satisfaction with the learning environment.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
3.		Choose an item.

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: ___Downey Elementary will increase literacy outcomes by prioritizing the attainment of early literacy skills in grades kindergarten through 2nd grade
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Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Throughout the 2019-2020 school year and using a standard protocol for analysis: Teachers will set literacy goals for their class based on the following assessment targets so that all students in k,1,2 will make continual progress in foundational skills towards grade level standards as measured by at least one of the following: 1. Progress towards the DIBELS subtest core benchmarks for each grade level based on grade level target(s) 2. Progress through each step of an evidence based advanced phonological awareness continuum (Kilpatrick/95% group) based on each subtest 3. Progress through each subtest of the Core phonics survey or comparable assessment by meeting each subtest mastery criteria 4. Progress on each respective subtest of the Project Read Mastery Tests based on subtest mastery criteria 5. Progress on the measurable annual goal developed for each student's individualized education plan (IEP) indicated by the criteria for objectives	September 30,2019 Using a standard protocol, Each kindergarten through 2nd grade teachers and reading specialists will set targets for the students in their class. Using progress monitoring data along the way, they will continue to set an interim target goal for month 2, 3, 4	December 30, 2019 Using a standard protocol, Each kindergarten through 2nd grade teachers and reading specialists will analyze student progress; determine the next set of targets for the students in their classroom using a measure of rate of increase, percentage of objectives mastered etc. that align with the type of formative assessment used; teachers will set interim targets for their students for month 5, 6 7	March 30,2020 Using a standard protocol, Each kindergarten through 2nd grade teachers and reading specialists will anlayze student progress; determine the next set of targets for the students in their classroom using a measure of rate of increase, percentage of objectives mastered etc. that align with th e type of formative assessment used; teachers will set end of the year targets for months 8 and 9; Teachers will select the end of year protocol measure that will allow analysis of growth towards grade level standards aligned grade level goals.

Priority Statement #2: _Downey Elementary will build and sustain a positive school climate based on key factors for success_____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, at least 75% of the staff and students will respond to the post-survey with 80% or higher overall satisfaction; the building will see at least a 10% decrease in the number of discipline referrals based on the baseline data from the fall of 2019; 80% or more of the building goals related to increasing the school climate will have been completed successfully as measured by a standard protocol	September 30, 2019

The building will analyze the baseline data for discipline to determine a baseline and target number of reduced discipline referrals

the building will determine area(s) of focus for goals for the 2019-2020 school year and the standard protocol that will be used to measure progress

The building will also analyze the pre-survey climate data | December 30, 2020

The building will analyze the data for discipline to determine at least a 5% increase in the reduction of discipline referrals

the building will analyze the data for the building goals around positive school climate and make any changes to successfully complete the postive climate goals. 50% or more of the building goals will be completed or in process | March 30 ,2020

The building will analyze the data for discipline to determine at least an additional 3% reduction in number of discipline referrals.

the building will analyze the data for the building goals around positive school climate and make any changes needed to successfully complete positive climate goals. 70% or more of the building goals will be completed or in process |
| | | | |

Priority Statement #3: __NA_____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
NA			
NA			

IV. Action Plans

A. *Evidence-Based Strategies*

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: __Downey Elementary will increase literacy outcomes by prioritizing the attainment of early literacy skills in grades kindergarten through 2nd grade
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Measurable Goals	Evidence-Based Strategy
Using a standard protocol, 100% of k-2 Teachers will set literacy goals for their class based on the following assessment targets so that 100% of students in k,1,2 will make continual progress in foundational skills towards grade level standards as measured by at least one of the following: 1. Progress towards the DIBELS subtest core benchmarks for each grade level based on grade level target(s) 2. Progress through each step of an evidence based advanced phonological awareness continuum (Kilpatrick/95% group) based on each subtest	Data informed instruction (Tier 2) Teacher Study Groups (Tier 3) Phonics Enhanced Big book Reading (Tier 3) Systematic Phonological awareness, phonics , fluency, vocabulary, comprehension instruction (Tier 1 as per National Reading Panel) Instructional coaching (Tier 3) Curriculum Based Assessment (Tier 2) Learning progressions aligned with the PA academic standards listed on the SAS website Alignment of instructional objectives to the PA academic standards for each grade level * The tier notation indicated above are based on the quality of evidence as defined within the Every Student Succeeds Act .

3. Progress through each subtest of the Core phonics survey or comparable assessment by meeting each subtest mastery criteria 4. Progress on each respective subtest of the Project Read Mastery Tests based on subtest mastery criteria 5. Progress on the measurable annual goal developed for each student's individualized education plan (IEP) indicated by the criteria for objectives	

Priority Statement #2: __Downey Elementary will build and sustain a positive school climate based on key evidenced based factors for success

Measurable Goals	Evidence-Based Strategy
By the end of the year, at least 75% of the staff and students will respond to the post- survey with 80% or higher overall satisfaction; 80% or more of the building goals related to increasing the school climate will have been completed successfully, and at least a 10% decrease in discipline referrals will be noted.	Positive Behavioral and intervention Systems model (Tier 1,2) Check-in, Check out mentor program (tier 1) Mailings home to parents (tier 1) Direct instruction in social emotional learning (tier 2) SWIS data management system

Priority Statement #3: _NA_____

Measurable Goals	Evidence-Based Strategy

B.   Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals**:**

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: _Downey Elementary will increase literacy outcomes by prioritizing the attainment of early literacy skills in grades kindergarten through 2nd grade

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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Review 2018-19 professional development building needs assessment as related to staff needs in the core components of effective literacy instruction Use that information to focus ongoing professional learning opportunities/outcomes for the 2019-20	Building will develop the needs assessment. Consultation with a state core team member for literacy as needed Permission from Central office to use additional, available Act 48 district professional development opportunies/days to focus on the two priority goals in this CSI plan (permission secured from the Chief Academic Officer on April 23, 2019) Pernission granted with the caveat that a detailed professinal development plan(s) be submitted to the district office not later than August 15, 2019 for review and approval. Dates approved include: Oct.14,November 5, and half days in Jan.,Feb.,March. The steering committee is waiting to hear if they can have one more day prior to the school year from the Chief	Sub group of the CSI steering committee for academics	No later than July15, 2019 or upon state approval of the plan

	Academic Officer before the end of the school year.		
Revise the early literacy model and translate it into visuals and/or written guidance that will assist teachers to: 1.Define the expectations for student performance at each grade level 2.Define the priorities for instruction using building/classroom data 3.Implement strategies and materials to increase student acquisition of literacy 4.Determine the instructional time for each component of the literacy plan.	Internal and external content expertise as needed Revisions to master schedule as needed	School based team of k-2 teachers, Reading Coordinator, Instructional Coach. Other members may be added as needed on a short term basis (reading specialists, reading coordinator)	Draft of the primary pieces of the plan will be developed by school based team over the summer (month of July and August upon plan approval from the state) and with staff input, refined throughout the year.
Implement instruction with evidenced based materials that closely align to the standards and use clear skill progressions.	Professional development for any new evidenced based materials and job embedded coaching by building based colleagues and content experts from any companies of new materials	Instructional coach with assistance of sub-committee (alignment of standards)	NEED DATE-- requested a district Act 48 day in August prior to the start of school
Provide ongoing professional development opportunities (peer observation, lesson study, grade level meetings, PLCs) to solidify the high expectations for students, clear expectations in the delivery of the k-2 model, materials and student performance 1.Selecting and communicating the learning to students 2.Aligning activities with the objective 3.Assess student learning on a frequent basis with formative assessments 4.Assess students using the Dynamic Indicators of Basic Early Learning Skills and additional building approved formative and summative assessments	1.Internal and external content experts to deliver ongoing support for possible instructional materials such "Handwriting Without Tears," Core Knowledge Learning Skills" or others as identified as outgrowth of revision of literacy model. 2.Job embedded coaching and feedback for K, 1, 2 on at least a monthly basis. 3.Decision made as to whether an outside consultant is required	Instructional coach with assistance of sub-committee (alignment of standards)	Contact Professional development companies and Services to gather expenditure data no later than June 15, 2019 secure support once state has approved the plan.

Clear up any misconceptions regarding determination of whether students are making progress on the DIBELS. At each grade level, identify one or more monthly grade level meetings to review student progress via formative assessments, or DIBELs data, problem-solve any instructional or student performance concerns. A standard protocol will be used Align support for teacher efficacy and fidelity of instruction based on a "best match" for success (may include peer observation, instructional rounds, learning walks, lesson study etc.).	Internal and/or external content experts to shore up understanding of DIBELS misconceptions Grade level/Department Chairs will work with the principal and Instructional Coach to place the ongoing topics and dates – grade level meetings and if needed after school meetings Standard protocols/procedures as needed	Grade level coordinators and Department Chairs in coordination with principal and instructional coach Grade level coordinators and Department Chairs in coordination with principal and instructional coach	Decision as to lead content experts will made no later than June 30th,2019 and contact made/participation confirmed once state has approved the plan Dates to be determined by June 30,2019 Ongoing throughout the year from September 2019 through May 2020

Anticipated Outputs:

A revised literacy model based on early literacy research and practice, protocols and guidance documents to define high expectations and fidelity of implementation, feedback from the principal, coach, core team member for ELA regarding implementation of practice, structured self-reflections on instructional practice, increased consistency in instruction, goal setting for students and progress monitoring, increased collegiality through a learning walk, instructional round, or peer observation and debriefing. Specific look-for's for evidence based instruction will be developed.

Teachers will implement evidenced based practices based on specific look-for's that align with ESSA research defined as tier 1, 2, or 3.

Monitoring/Evaluation Plan:

Observation notes and feedack, student performance on formative assessments, sterring committee will meet on a regular basis throughout the school year to assess progress on the plan, protocol/meeting notes from grade level meetings related to the priority goal (data analysis, problem-solving, goal setting, and other team initiated forms as needed)Benchmark reviews will occur in September, December and March .

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Materials (Core knowledge phonics strand and listening comprehension/coreknowledge building strand for k-2) or another evidenced based core program Small group instruction materials for kindergarten and 1st grade teachers or reading specialists (Road to the Code)	CSI grant	$85, 00 for all k-4 classroom kits Road to the Code cost $55 per book for 15 classes = $875 plus shipping
Pilot materials for grades 3 and 4 (Core knowledge phonics strand and listening comprehension/coreknowledge building, or another comparable core program with evidence base) and supportive supplementary materials to address students who have gaps in learning. (ie. Phonics for Reading)	CSI grant	$255 dollars per class for one level of 30 consumable student books and one teacher's manual. There are 3 levels and assessment will need to be given to determine which of 3 levels students will need. There will be four 3rd grade classes and four 4th grade classes that may need materials. Estimating $5000
Compensation of staff time beyond the contract day	CSI grant	estimating $5000
Handwriting w/out tears	CSI grant	TBD-- requested pricing
Professsional development via content experts from Amplify for CKLA (Core Knowledge Language Arts or another evidence based core program	CSI grant	for every $50,000 of product purchase the company provides 1 day of professional development at no cost.
Professsional materials for continuous instruction	CSK grant	Estimating $2000

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: k-2 teachers will align their practice with evidence based literacy model and corresponding instructional materials and strategies.	
Audience	k-2nd grade teachers, specialists and any other support personnel who teach literacy
Topics to be Included	1. Implementing the revised evidenced based literacy model 2. Defining expectations for student learning 3. Defining Clear and consistent implementation of evidenced based model 4. Clear expectations for the instructional materials and approaches with fidelity 5. Linking various formative assessment to learning objectives 6. Benefits and "how-to's" of instructional supports (collegial supports) 7. Using lesson study, learning walk-throughs or instructional rounds and/ or combinations once based on "best match" for professional support Delivered through a combination of opportunities including presentations, professional learning communities, coaching or consultation in the classroom, learning walks, observations of peers etc.)
Evidence of Learning	Identified needs via a needs assessment; action plan as a result of the professional development; observation of targeted instructional practices via feedback loops; examples of formative assessment that align with high expectations and learning goals; consistent progress of foundational skills as measured by the DIBELS/local assessments in each classroom
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Principal, instructional coach, sub-committee of CSI steering committee for Continuous Improvement of Instruction, essential practice of aligning standards

Professional Learning - Describe the Professional Learning Plan to achieve this goal.
Professional Learning Goal 2: Teachers, Principal, Instuctional coach and others who may support literacy, will learn the components, instructional and

assessment practices of new instructional materials	
Audience	k-2 teachers, principal, instructional coach, reading specialists
Topics to be Included	Components of the instructional materials including instructional design, formative assessments, implementation non-negotiables, pacing guides,look-for's etc.
Evidence of Learning	fidelity of implementation as evidenced by observations of "look-for's" of walk-throughs, increased student performance in early learning skills.
Anticipated Timeframe	Enter Start Date:September 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Instructional coach, principal, sub-committee of steering committee for priority goal for standards alignment

Priority #1- Measurable Goal #2:
_NA_____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #1: _By June 2020, at least 75% of the staff and students will respond to a post-suvey with 80% or higher overall satisfaction; there will be a 10% or more decrease in discipline referrals and 80% or more of the building goals will have been completed successfully based on a standard protocol
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Review the climate survey data collected during the 2018-19 school year including a postive climate survey recommended by the IU 15 positive climate TAC.	Permission from central office for Downey Elementary to use additional district professional development time in the 2019-2020 school years to focus on the priority goals set forth in this CSI plan. (granted on April 23), 2019 This permission was granted with the caveat that a detailed professional development plan(s) be submitted to the district office no later than August 15, 2019 for her review and approval.PBIS members and climate sub committee Dates include: October 14, November 5, 1/2 days in January, February and March IU 15 and/or Positive Climate Core Team member will consult	PBIS members and climate sub committee	Review will occur between July 1 and July 30 or upon state approval of the plan

	with steering committee as needed		
Downey will use multiple evidence based methods of collecting data (surveys, observational methods, and behavior systems (such as SWIS) to shape the school climate and link this data to foci in positive school climate key factors.	Develop a standard protocol/ data analysis process to collect, analyze and communicate this information.	PBIS and sub committee of the CSI steering committee	No later than September 15, 2019 and also in December, 2019, March 2020 and May 2020
Climate/PBIS team will work collaboratively to look for trends and building needs in the data and needs assessment. This information will be summarized and shared with the staff in a "user-friendly" way	Compensation for any time beyond the teacher contract if needed	PBIS and sub committee of the CSI steeringcommittee	No later than September 30, 2019 and also in December, 2019, March 2020 and May 2020
With input from the faculty, students and parents, a positive climate framework will be developed to align with the school vision. The features will include consistent messages/expectations/ staff actions that will increase and sustain a positive climate. Stakeholders will collaboratively model these codes of conduct and maintain respectful interactions that are postive, caring and respectful.	Compensation for any time beyond the teacher contract if needed	PBIS and sub committee of the CSI steeringcommittee	Upon approval of the state plan, the steering committee will engage in Summer work to develop a draft, ongoing revisions as needed throughout the year until June 30,2020
Each grade level/ department will review the discipline Flowchart in the	Professional development on the PBIS manual and related strategies	Grade level coordinators and department heads	By September 30, 2019

PBIS manual and address any questions regarding consistent implementation. Any clarifications that the grade level need will be addressed to the PBIS committee			
Faculty will implement the PBIS flowchart for discipline in an uniform way. The positive climate committee will designate markers of evidence offorconsistency (review the referrals to office for consistent practice, etc)	Grade level and specialist review and discussion at a grade level meeting	Joint PBIS and sub-committee of CSI steering committee	Beginning October 2019 and continuing through June 2020
Downey elementary will focus on using intentional, consistent language and messaging to build student relationships and high expectations. This will include verbal, non-verbal, pictorial, graphics messaging in the classroom and throughout the building.	Contract needed with Dr. Shauna King, (content expert) to provide one "key-note" day for entire Downey staff, meeting with principal and teacher leadership for positive climate and job embedded support.This will include tailored support based on a needs assessment , building climate goals, support and feedback for "look-for's" in the classrooms.Additional support from CTM and IU regional TAC will assist in supporting the building goals and coaching . All support persons will have consistent outcomes, coordinated efforts with the end goal of building local capacity.	PBIS and sub-committee of CSI steering commitee	Firm up dates for external consultant upon state approval. Development of positive climate messages, behavior and tools will be ongoing throughout the year until May 2020
Downey Elementary will determine ways to recognize and celebrate staff/ student/ parent successes and/or	Collaboration with content experts such as IU 15 Positive Climate technical assistance consultant,	Climate sub-committee of CSI and PBIS committee	Beginning October 2019 and continuing throughout the year until May,2020

contributions to the school or neighborhood community (Hall of fame, star teachers, gratitude wall, etc.)	CSI core team member and Dr.Shauna King		
Each month, the building will choose a part of the framework or selected parts of the PBIS manual. The intent will be to focus in-depth on ways to implement strategies and consistent messages aligned with the framework. The school community will determine how to reflect and debrief regularly on each monthly focus in a way that will benefit the school community. Celebrations, data collection/ reflection and evidence of success will permeate the building	Collaboration with content experts such as IU 15 Positive Climate technical assistance consultant, CSI core team member and Dr.Shauna King	PBIS/sub-committee of CSI steering committee for positive climate	Beginning September 2019 through May 2020.

Anticipated Outputs:

concrete evidence of learning products that relate to climate building goals and specific" look-for's"; Staff input into process; clear faculty actions that align to the framework, increased satisfaction data on the survey, framework and additional documents added to the PBIS manual, visual evidence displayed throughout the building to capture the messages—posters, student work, public recognition of accomplishments of students and staff, photos of students and staff demonstrating actions, evidence of contributions to Downey school's positive climate.

Monitoring/Evaluation Plan:

Using the prescribed benchmarks, the steering committee will track progress throughout the year. Additionally, related benchmark data will be reviewed for learning growth.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Contract with Dr. Shauna King for expert content support and	CSI funds	3,500 per day for five days

professional development/ job embedded support for Downey Elementary. Work with leadership/positive climate steering sub-committee to build local capacity		of professional development and job embedded support ((17,500)
Compensation for staff beyond the contract day and in the summer to expand the PBIS framework to include components of positive climate framework	CSI funds	Estimating $5000
Materials for PLCs, building professional library	CSI funds	Estimating $2000

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:All staff in Downey Elementary will implement consistent and evidence based practices to build a positive climate

Audience	All building staff
Topics to be Included	Roll out of framework and connected resources in the PBIS binder Strategies aligned with evidenced base for improving school culture Strategies to collect evidence that the strategies have impact on the climate Strategies to problem-solve and adjust approaches along the way
Evidence of Learning	Implementation of proactive positive climate building strategies throughout the building and consistently reinforced by all, consistent use of the discipline flow chart,
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	PBIS team/Steering committee/

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:All staff at Downey Elementary will use consistent verbal and non verbal language, actions and messages (such as student/teacher interactions display of work, student and staff contributions) to build and sustain a

positive school climate	
Audience	faculty
Topics to be Included	Communication with students, staff, parents that convey positive messages around capable learners, growth mindset, positive relationship building, and other evidenced based key factors from the National School Climate standards to build a positive climate
Evidence of Learning	Faculty will demonstrate the postive school climate standards via communication, behaviors and attitudes with all students, faculty and parents. Look-for's will be developed, faculty will be observed through walk-throughs, instructional rounds. peer coaching and also through self-reflection via a standard protocol
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	PBIS committee and sub-committee of the CSI steering committee

Priority #2 – Measurable Goal #2:
NA_____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: N/A	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: N/A	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #1:
___N/A_____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
N/A			
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1: N/A	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #2:
_N/A_____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:N/A	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
The district will post the Comprehensive School Improvement plan for 28 days on the Downey Website	Downey Elementary Community parents, teachers and community members	Downey elementary is seeking input on the comprehensive school improvement plan. Principal is the point person for any questions	May 29, 2019
Downey Elementary School will compose a flyer and/ or robo-call with information regarding the posting of the plan and information to the link	Downey Elementary Community parents, teachers and community members	Ensure that parents have the information that links to the plan	No later than June 15th, 2019
Mrs. Love will present an overview of the plan to the Academic Services board committee	Board members	Provide information regarding the draft plan	June committee board committee, 2019
The comprehensive school improvement team will share the draft plan with Downey Elementary with the caveat that there may be revisions and is not final until the state approves the plan	faculty	Provide opportunities for faculty/comments/suggestions/input	June 2019

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* ____ _____ for the _____-_____ school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

_____   _____   _____

Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

_____
Name (printed)   *Signature*   *Date*

Building Administrator:

_____
Name (printed)   *Signature*   *Date*

School Improvement Facilitator:

_____
Name (printed)   *Signature*   *Date*

Scan and insert the signed Assurances Page: