

### **VISION FOR LEARNING**

The Kindergarten Center will provide a nurturing, constructive, and productive environment for our young learners to reach their full potential. This will support the students in growing academically, socially, and emotionally.

## STEERING COMMITTEE

Name	Position	Building/Group
Colleen Burke	Principal	Kindergarten Center
April Kessler	School Counselor	Kindergarten Center
Nicole Barrella	Reading Interventionist	Kindergarten Center
Kelly Schuman	Regular Education Teacher	Kindergarten Center
Suzanne Stratton	Special Education Teacher	Kindergarten Center
Tina Williams	Parent	Kindergarten Center

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
PLCs and collaborative planning meetings will occur on a weekly basis and be made a priority for all the teachers.	Essential Practices 1: Focus on Continuous Improvement of Instruction
The planning of regular meetings with the special education supervisor and prioritizing the needs of students early in the year and consistently throughout the process.	Essential Practices 3: Provide Student-Centered Support Systems  Social emotional learning
The school counselor, regular education teacher, and special education teacher will have an open communication with families of students with disabilities.	Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

Evidence-based Strategy			
Attendance			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Attendance	Students with disabilities attendance rate will increase from 46% in the 2019-2020 academic year to 48.3% increase in the 2020-2021 academic year.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teacher and counselor will regularly communicate with	2020-09-14 - 2020-06-11	Counselor/ Attendance Clerk	Students will receive recognition through monthly tags that are

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
parents and students about the importance of attendance and document this through Class Dojo and communication logs.			distributed to the students in a class recognition presentation.
Incentive program and recognition	2020-09-14 - 2021-06-11	Counselor	Incentives

### Anticipated Outcome

Increase in attendance compared to 19-20 school year, specifically for students with disabilities

### Monitoring/Evaluation

Powerschool Attendance Program

### Evidence-based Strategy

Professional Learning Community

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Learning Communities	PLC meetings will be conducted on a bi-weekly basis to focus on improvement of instruction, and behavioral interventions. The data will be analyzed by quarter.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will meet on a bi-weekly basis to discuss academic and behavioral concerns and develop strategies.	2020-09-14 - 2021-06-07	Reading Interventionist/PBIS coach/MTSS team/Principals	Research based materials/ lesson plans/curriculum/ MTSS spreadsheet

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**Anticipated Outcome**

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**Monitoring/Evaluation**

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Power School discipline data/PBIS student behavior reports/lesson plans/MTSS documentation/walk throughs

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**Evidence-based Strategy**

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Special Education

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**Measurable Goals**

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Goal Nickname	Measurable Goal Statement (Smart Goal)
special education	The meetings will be conducted bi-weekly with the principal and staff and then monthly with the principal, special education teacher and department chair.

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement regular meetings to discuss needs and develop strategies for improving achievement of students with disabilities	2020-09-14 - 2021-06-11	Administration/Department Chairs	research based materials/PLC meetings/faculty meetings/lesson plans

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**Anticipated Outcome**

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Academic growth for all students

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**Monitoring/Evaluation**

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Lesson plans, meeting notes, documentation



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The meetings will be conducted bi-weekly with the principal and staff and then monthly with the principal, special education teacher and department chair. (special education)	Special Education	Implement regular meetings to discuss needs and develop strategies for improving achievement of students with disabilities	09/14/2020 - 06/11/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with disabilities attendance rate will increase from 46% in the 2019-2020 academic year to 48.3% increase in the 2020-2021 academic year. (Attendance)	Attendance	Teacher and counselor will regularly communicate with parents and students about the importance of attendance and document this through Class Dojo and communication logs.	09/14/2020 - 06/11/2020



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with disabilities attendance rate will increase from 46% in the 2019-2020 academic year to 48.3% increase in the 2020-2021 academic year. (Attendance)	Attendance	Incentive program and recognition	09/14/2020 - 06/11/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
PLC meetings will be conducted on a bi-weekly basis to focus on improvement of instruction, and behavioral interventions. The data will be analyzed by quarter. (Professional Learning Communities)	Professional Learning Community	Teachers will meet on a bi-weekly basis to discuss academic and behavioral concerns and develop strategies.	09/14/2020 - 06/07/2021

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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 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 the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Regular school attendance by the overall population

Small group instruction with best practices supported by the reading interventionist.

A slightly higher percentage of students started the year with readiness skills.

Development of Tier II and Tier III groups to support math skills

A slightly higher percentage of students started the year with math number sense skills.

The implementation of hands on activities

Additional support of a behavior therapist

Psychologist in the K Center two days a week

Professional development training on self regulation skills

Aligned curricular materials and lessons to PA standards

Implementation an evidence-based system of school-wide behavior interventions and supports

Implementation of a multi-tiered system of supports for academic and behavior

Identifies and addresses individual student learning

### Challenges

Significantly lower school attendance by the sub group of students with disabilities

A significantly higher number of students coming from Early Intervention with academic and behavioral needs.

Social and emotional needs of students interfering with instructional time

The number of students not identified and the lack of support and appropriate placement of special education students.

Kindergarten does not track this data

The rate of regular attendance of special education students affects student learning opportunities

One special education teacher for a caseload of over 30 students

Lack of human resources to support students that needed one on one support

Using systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence based

Collectively shaping the vision for continuous improvement of teaching and learning

Identifying professional learning needs through analysis of a variety of data

Using multiple professional learning designs to support the learning needs of

## Challenges

staff

## Most Notable Observations/Patterns

The significant number of students that enter the Kindergarten Center with academic and emotional needs continues to rise each year. These needs raise the level of more instructional planning time and collaboration to support these children.

Challenges	Discussion Point	Priority for Planning
Significantly lower school attendance by the sub group of students with disabilities	Parents of students with disabilities often have high anxiety about the school setting. Also, if the child is expressing those concerns at a young age,they frequently let them stay home.	✓
A significantly higher number of students coming from Early Intervention with academic and behavioral needs.	The level of need continues to rise each year. This may be based on the limited number of resources these students receive based on economic challenges.	✓
Using systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence based	These meetings are not always a priority because the administration frequently needs to react to other pressing concerns.	✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Attendance

Action Steps	Anticipated Start/Completion Date
Teacher and counselor will regularly communicate with parents and students about the importance of attendance and document this through Class Dojo and communication logs.	09/14/2020 - 06/11/2020

Monitoring/Evaluation	Anticipated Output
Powerschool Attendance Program	Increase in attendance compared to 19-20 school year, specifically for students with disabilities

Material/Resources/Supports Needed	PD Step
Students will receive recognition through monthly tags that are distributed to the students in a class recognition presentation.	yes

Action Steps	Anticipated Start/Completion Date
Incentive program and recognition	09/14/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Powerschool Attendance Program	Increase in attendance compared to 19-20 school year, specifically for students with disabilities

Material/Resources/Supports Needed	PD Step
Incentives	yes

## Action Plan: Professional Learning Community

Action Steps	Anticipated Start/Completion Date
Teachers will meet on a bi-weekly basis to discuss academic and behavioral concerns and develop strategies.	09/14/2020 - 06/07/2021
Monitoring/Evaluation	Anticipated Output
Power School discipline data/PBIS student behavior reports/lesson plans/MTSS documentation/walk throughs	
Material/Resources/Supports Needed	PD Step
Research based materials/ lesson plans/curriculum/ MTSS spreadsheet	yes

## Action Plan: Special Education

Action Steps	Anticipated Start/Completion Date
Implement regular meetings to discuss needs and develop strategies for improving achievement of students with disabilities	09/14/2020 - 06/11/2021
Monitoring/Evaluation	Anticipated Output
Lesson plans, meeting notes, documentation	Academic growth for all students
Material/Resources/Supports Needed	PD Step
research based materials/PLC meetings/faculty meetings/lesson plans	yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The meetings will be conducted bi-weekly with the principal and staff and then monthly with the principal, special education teacher and department chair. (special education)	Special Education	Implement regular meetings to discuss needs and develop strategies for improving achievement of students with disabilities	09/14/2020 - 06/11/2021
Students with disabilities attendance rate will increase from 46% in the 2019-2020 academic year to 48.3% increase in the 2020-2021 academic year. (Attendance)	Attendance	Teacher and counselor will regularly communicate with parents and students about the importance of attendance and document this through Class Dojo and communication logs.	09/14/2020 - 06/11/2020
Students with disabilities attendance rate will increase from 46% in the 2019-2020 academic year to 48.3% increase in the 2020-2021 academic year. (Attendance)	Attendance	Incentive program and recognition	09/14/2020 - 06/11/2021
PLC meetings will be conducted on a bi-weekly basis to focus on improvement of instruction, and behavioral interventions. The data will be analyzed by quarter. (Professional Learning Communities)	Professional Learning Community	Teachers will meet on a bi-weekly basis to discuss academic and behavioral concerns and develop strategies.	09/14/2020 - 06/07/2021

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Kick off of the importance of attendance to staff and families	Staff and families	Video that will be shown at PD in September and Back to School Night

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation	08/27/2020 - 01/25/2020	Administration

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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Professional Development Step	Audience	Topics of Prof. Dev
Professional Development sessions to support best practices	Teachers	PLC meetings will focus on best practices, interventions, and differentiation techniques.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Documentation/notes	09/10/2020 - 06/01/2020	Reading Interventionist/Administration

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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Professional Development Step	Audience	Topics of Prof. Dev
PBIS meetings to support the Tier 2 and Tier 3 students	Teachers	Methods to support teachers in building relationships and meeting academic and emotional needs of students. MTSS documentation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Documenation/notes /turn around training	09/10/2020 - 06/01/2020	Administration

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Professional Training on virtual platforms	Teachers	Google,Class Dojo, etc.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation/traning	08/31/2020 - 06/01/2021	Lead technology teachers

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

# ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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