Action Plan 2020-2021



Mason-Corinth Elementary School

| | State Required Accounta | ability Targets |
|---|--|---|
| STATE ACCOUNTABILITY AREA | 2023 STATE GOALS | 2020-2021 ANNUAL STATE OBJECTIVES |
| PROFICIENCY (reading, math) | By the end of the 22-23 school year, Reading =76 By the end of the 22-23 school year, Math =80 | By the end of the 19-20 school year, Reading =63 By the end of the 19-20 school year, Math = 66 |
| SEPARATE ACADEMIC INDICATOR (science, social studies, writing) | By the end of the 22-23 school year, = 80 | By the end of the 19-20 school year, = 69 |
| GAP - Students with Disability Reading P and D /Math P and D | By the end of the 22-23 school year, = 75 | By the end of the 19-20 school year, = 69 |
| TRANSITION READINESS | N/A | N/A |
| Graduation Rate | N/A | N/A |
| GROWTH (ES/MS only) | By the end of the 22-23 school year, =75 | By the end of the 19-20 school year, =63 |

| | Meet the learning needs of | |
|---------------|------------------------------|--------------------------|
| Big Idea #1 | students | |
| 2.9 1464 // 1 | otadonte - | |
| | Provide a safe and healthy | |
| D: -: Id #0 | Provide a safe and healthy | |
| Big Idea #2 | culture | |
| | | |
| Big Idea #3 | Provide a high-quality staff | |
| | | |
| | | |
| | C0 | lor Coding Koy |
| | | lor Coding Key |
| Green | Yellow | Strikethrough |
| COMPLETED | IN PROGRESS | ABANDONED |

| Reopening School | | |
|--|--|---|
| Action Item | Progress Notes | Next Steps |
| Update MCE Master Schedule with lunch changes/ 30 | Updated | Communicate with staff schedule changes |
| Designate a space for arrival and dismissal | | |
| Designate person for temp. check | Pillow/Ray | |
| Survey staff for PD needs for 2 TC Days | | Create and send out survey to staff |
| Schedule first 7 days for teacher | Aug. 5-11 (PD) Aug. 17 & 24 (TC) | Communicate with staff dates |
| Kindergarten Orientation (20 min.) | | |
| Communication to parents & staff | video/letter/call | |
| Create Reopening MCE Document | | |
| Facilities To Do List | plexi glass, teacher rooms, tables, water fountain | |
| Create and dissiminate Summer School Survey to far | nilies | |

| Comparison Property Comp | | | | | | | | | | | | | | | | |
|--|------------------------------------|--|---|--|---|--------------------------------------|---|---------------------|---|------------------|---|----------------------|----------------------|----------------------|----------------------|-------------------|
| The control of the Co | Di I -l #4 | Na4i 4l | I N | | 04 | | | | | | | | | | | |
| Comparison Property Comp | nual Goal(s): | weeting the | Learning N | leeas of Eve | ry Student | | | | | | | | | | | |
| Comparison Com | | 020-2021 school ye | ar, = 63; By the en | d of the 2020-21 Sci | hool Year 60% of all | students in grade l | C-5 will perform at o | r above the 60th pe | ercentile in reading a | s measured by MA | .P; By the end of the | e 2020-21 school yea | ar, 75% of all stude | nts in grades k-5 wi | Il meet or exceed th | eir annual growth |
| Content Section Process Proces | ets | | | | | | | | | | | | | | | |
| Comparison Control Process Comparison | | | | | | | | APPR | ROACH | | | | | | | |
| Company Comp | | | | | | | | acy: Every | Class, Every | Day | | | | | | |
| Property | | CORRES | PONDING STATE G | SOAL AREA: Profici | ency, Growth, Sepa | rate Academic Indic | ator, Gap | | | | Key Core | e Work Process Stra | tegies : KCWP #2, | KCWP #4 | | |
| Control Cont | | | | | Measures of Su | ccess: MAP Data | , common assess | | | sessments, RTI d | ata, classroom wa | alk through data | | | | |
| Propose Prop | 30 Day Activities | | | | | | | Funding: ESS | 150 Day Activities | | | | | | | |
| Accordance of the control of the con | 8/26/2020 to 10/8/2020 | Progress Notes | 10/12/2020 to 11/20/2020 | Progress Notes | 11/23/2020 to 1/21/2021 | Progress Notes | 1/22/2021 to 3/5/2021 | Progress Notes | 3/8/2021 to 4/23/2021 | Progress Notes | 4/26/2021 to 6/7/2021 | Progress Notes | | | | |
| And The Control of th | LCs to address eading & writing | discuss their role as | | access to the GCS | and/or utilize | | and/or utilize | | and/or utilize | | Teachers analyze Performance Task | | | | | |
| Security of the Company of the Compa | urriculum work BF | GCES Reading and | | indicate in red the | for Priority Standards | | for Priority Standards | | for Priority Standards | | Standards student | | | | | |
| The control of the co | | Development and Revision Team | | grade level that are | (Glades 3-3) | | (Grades 3-3) | | (Grades 3-5) | | Illastery (Grades 3-3) | | | | | |
| Section 1 and 1 an | | MCE Members GCES RW | | | | | | | | | | | | | | |
| PRODUCTION AND ADMINISTRATION OF THE PARTY O | | | | | | | | | | | | | | | | |
| Description of the control of the co | Cs to discuss SS | | | | | | | | | | | | | | | |
| Received Fragment of the Control of | io illeracy Di | a member of the | meet weekly for | 2nd Grade PLCs | meet weekly for | | meet weekly for | | meet weekly for | | meet weekly for | | | | | |
| A Protect Control Cont | | Curriculum Development and | | 4th & 5th Grade PLCs | | | | | | | | | | | | |
| The control of the co | | MCE Members | | Resource Teachers PLCs | | | | | | | | | | | | |
| Accordance of the control of the con | | Curriculum | | | | | | | | | | | | | | |
| An interest of the company of the co | uctional Protocol | Revision Team Trained teachers on | Read like a | Curriculum Specialist | Monitor | | Monitor | | Monitor | | Monitor | | | | | |
| A register file. Size of the control | Visual Learning PD VTM | August 5th and 6th | with teachers in | to co-develop SS | units and lessons | | units and lessons | | units and lessons | | units and lessons | | | | | |
| March Coope Commentation of the Coope Commentation of Commenta | | Reviewed Instructional Protocol | instruction (including | new SS Kentucky | through lesson plans and IP Walkthroughs | | through lesson plans and IP Walkthroughs | | through lesson plans and IP Walkthroughs | | through lesson plans and IP Walkthroughs | | | | | |
| Monitor contaction of the cont | | attached Google Slides | release time for | and Inquiry Design Model | | | | | | | | | | | | |
| Land Commencation to be used of monthment of the commencation to commencation to be used of monthment of the commencation to the commencation to commencation | | Visible Learning-It Begins With a | curriculum materials). | 2nd Grade SS Unit 1 | | | | | | | | | | | | |
| in growing and and all word in an arm of the commendation and and an arm of the commendation of the commen | | <u>Dream</u> | | 4th & 5th Grade SS Unit 1 | | | | | | | | | | | | |
| to lot used of an interference with a model interference w | earch rvention | | | Completed | | | | | | | | | | | | |
| Complete Read 150 Assessment development and read consideration for the consideration fo | grams to be used erson and | and meeting with individuals of the | and intervention programs with all | | through classroom | | through classroom | | through classroom | | through classroom | | | | | |
| Controllation Committee will meet Controllation Controll | tely | decided to purchase | students | | | | | | | | | | | | | |
| Committee will meet to determine the programs before making a program before making a programs before making a program before making a progra | | (Pathblazers) for all teachers and | | | | | | | | | | | | | | |
| Assessment Commissione will meter defectiveness of the programs before making a making and before making as making a | | Curriculum, | | | | | | | | | | | | | | |
| effectiveness of the programs before consideration for the following school year. Special Spe | | Assessment Committee will meet | | | | | | | | | | | | | | |
| making a consideration for the consideration | | effectiveness of the | | | | | | | | | | | | | | |
| following achool by growing ac | | making a | | | | | | | | | | | | | | |
| has enrolled all blader complete, where the poals in Read #30 (ags and roster complete, where the poals of state parts yet ulder to the tevention of Read #30 and system #4. Suddents where are in the station of Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in for Read #30 and system #4. Suddents where are in Read #30 and system #4. Suddents where a | | following school year. | | | | | | | | | | | | | | |
| Reading Eggs and students who are in need of intervention system 4. Idule to Masse-Continh Carevention Progress On Progress Create MCE Literacy System using District System of Control of the Control of Cont | ading Eggs/Sys / Read 180 | Rachael Boglarsky has enrolled all | Complete Read 180 and System 44 | Students were tested and roster complete. | Reward students who have met goals | place January 25-29 | System 44 students | | Reward students who have met goals | | System 44 students | | | | | |
| need of Intervention for Read 180 and System 44. Idual to System 44. Monitor intervention Elementary School Intervention E | ading interventions | Primary students in Reading Eggs and etudents who are in | based on initial | See MCE Read 180 and System 44 | System 44 for the 1st | students have made | Inventory January | | System 44 for the | | with Reading Inventory April 26-30 | | | | | |
| System 44. Monitor intervention Member Schedul 20. All Schedul 20. All Schedul 20. In progress Create MCE Letteracy System using District System Usin | | need of intervention for Read 180 and | tesung | 2021. | Serilestei | goals. | 23-29 | | Ziiu seillestei | | | | | | | |
| Exementary School March School March | ly schedule to | System 44. | Monitor intervention | Observed teachers | | | | | | | | | | | | |
| In progress Create MCE Literacy System suring District System s | clude intervention | | times to verify MCE RTI plan is taking | providing interventions and | | | | | | | | | | | | |
| Ceate MCE Literacy System using District Sys | | 21 | place | feeback regarding | | | | | | | | | | | | |
| Schema Schema Shared Drive for staff to reference. In progress Create a Reading Strategies Sank for MCE Teachers have writer together the state of the participation. MCE Teachers to writer together to shared and shared share | phasis on nking Strategies | in progress | Create MCE Literacy | MCE Literage | Intro and Model | This will be included in the January | Intro and Model | | Intro and Model | | Teachers reflect on | | | | | |
| Schema Shared Drive for staff to reference. Importance in the participation. MocTe a Reading Strategies Sank for MCE Teachers New Worked together worked toget | g ondogics | | SystemHighlight focus on Thinking | shared with staff, and housed in the | Meaning and Asking | | Inferences and | | FocusSynthesizing Information | | Strategies and their needs for future PD | | | | | |
| l world in progress Create a Reading Statagies Bank for MCE teachers have worked tiggether to worked and implemented by teachers through | | | Strategies: Activating Schema | Shared Drive for staff | Questions | shared with all staff | Determining Importance | | | | | | | | | |
| utilize reading. See tachers through lesson plans and IP lesson pl | e real world | in progress | Create a Reading | MCE Teachers have | | ioi their participation. | Monitor strategies | | Monitor strategies | | Monitor strategies | | | | | |
| Review IP Completed Utilize IP Critical In progress Utilize IP Critical Utilize IP Cri | uments to ance writing | | MCE teachers to | share strategies for | implemented by | | implemented by | | implemented by | | implemented by | | | | | |
| ritical Standards Videos for S | | | | attached MCE Reading Strategies | lesson plans and IP | | lesson plans and IP | | lesson plans and IP | | lesson plans and IP | | | | | |
| rifical Standards Videos for S | cord & Review IP | Completed | Utilize IP Critical | Bank in progress | Utilize IP Critical | | Utilize IP Critical | | Utilize IP Critical | | Utilize IP Critical | | | | | |
| | rough Critical andards Videos | | Standards Videos for | | Standards Videos for | | Standards Videos for | | Standards Videos for | | Standards Videos for | | | | | |

| Continue Phonemic Awareness resource K-2 | implementation | Monitor through Classroom Visits and PLCs | Monitor through Classroom Visits and PLCs | Monitor through Classroom Visits and PLCs | Monitor through Classroom Visits and PLCs | Monitor through Classroom Visits and PLCs | | | | |
|--|----------------|--|---|---|---|---|--|--|--|--|
| Align Learning Target to Standards | | Monitor through lesson plans and IP Walkthroughs | Monitor through lesson plans and IP Walkthroughs | Monitor through lesson plans and IP Walkthroughs | Monitor through lesson plans and IP Walkthroughs | Monitor through lesson plans and IP Walkthrougs | | | | |
| | implementation | Teachers create and use CER tasks to assess Science and SS standards | Teachers create and use CER tasks to assess Science and SS standards | Teachers create and use CER tasks to assess Science and SS standards | Teachers create and use CER tasks to assess Science and SS standards | Teachers create and use CER tasks to assess Science and SS standards | | | | |
| MAP Testing (Fall) | . , | Analyze Fall MAP Data using District Data ToolPlan next steps for student learning | MAP Testing (Winter) Testing Window: January 11- 29 | Analyze Winter MAP Data using District Data Tool—Plan next steps for student learning | MAP Testing (Spring) Testing Window: April 12-30 | Analyze Spring MAP Data using District Data Tool-Plan next steps for student learning | | | | |

Big Idea #1 Meeting the Learning Needs of Every Student

| Annual Goal(s): By the end of the 202-021 school year, Proficiency/Distinguished = 66; By the end 2020-21 year, 65% or more of students in grades k-5 will perform at or above the 60th percentile in mathematics as measured by MAP; By the end of the 2020-21 School year, 75% of all studnets in grades k-5 will meet or exceed their annual goals | | | | | | | | | | | | | -5 will meet or | | |
|---|---|---|---|---|-----------------------------------|---|-------------------|---|-------------------|---|---------------------|-------------------|-----------------|--|--|
| | | | | | | | APPF | ROACH | | | | | | | |
| | | | | | | Math- Co | ncrete, Sen | ni-Concrete, | Abstract | | | | | | |
| | | | | | | | • | ŕ | | | | | | | |
| | | CORRESPON | DING STATE GOAL | AREA: Proficiency | , Growth, Gap | | | | | Key Cor | e Work Process Stra | tonice · KCWP#2 k | CWP #4 | | |
| | | | | Measures of | Success: MAP, c | ommon assessme | nts, formative an | d summative asse | ssments, RTI data | | | tegles . NOW #21 | | | |
| | | | | | | | Funding: ESS | , Title 1, SBDM | | | | | | | |
| 30 Day Activities 8/26/2020 to 10/8/2020 | Progress Notes | 60 Day Activities 10/12/2020 to 11/20/2020 | Progress Notes | 90 Day Activities 11/23/2020 to 1/21/2021 | Progress Notes | 120 Day Activities 1/22/2021 to 3/5/2021 | Progress Notes | 150 Day Activities 3/8/2021 to 4/23/2021 | Progress Notes | 180 Day Activities 4/26/2021 to 6/7/2021 | Progress Notes | | | | |
| Manipulatives available for all students | Used in Live Lessons | Standards SBG Assessement Design | Guides in red. Teachers are aware that these standards are essential in their instruction and should be the focus of PDSA and PLCs. | Teachers create and/or utilize Performance Tasks for Priority Standards (grades 3-5) | | Teachers create and/or utilize Performance Tasks for Priority Standards (grades 3-5) | | Teachers create and/or utilize Performance Tasks for Priority Standards (grades 3-5) | | Teachers create analyze Performance Task data for Student Mastery of Priority Standards (grades 3-5) | | | | | |
| Mathematical discourse every lesson, every day | implementation | Monitor mathematical discourse (IP Walkthroughs) | In progressmonitor implementation | Monitor mathematical discourse (IP Walkthroughs) | | Monitor mathematical discourse (IP Walkthroughs) | | Monitor mathematical discourse (IP Walkthroughs) | | Monitor mathematical discourse (IP Walkthroughs) | | | | | |
| Provide opportunities for concrete, semi- concrete, and abstract for every standard | | Look for student engagement with concrete, semi- concrete, and abstract during Instructional Walkthroughs | In progress-monitor implementation | Monitor use of concrete manipulatives in the math and resource classrooms (lesson plans and IP Walkthroughs) | | Monitor use of concrete manipulatives in the math and resource classrooms (lesson plans and IP Walkthroughs) | | Monitor use of concrete manipulatives in the math and resource classrooms (lesson plans and IP Walkthroughs) | | | | | | | |
| Research intervention programs to be used in person and remotely | | Document progress of intervention programs and student learning | In progress—monitor implementation | Begin implementation of Pathblazers | In progressmonitor implementation | Determine progress made by students with Pathblazers | | Determine progress made by students with Pathblazers | | Determine progress made by students with Pathblazers | | | | | |
| Continue to utilize nath practices as ntroduced by K. Acclure | monitor implementation | Create a Math Strategies Bank for MCE teachers to utilize | MCE Teachers have worked together to share strategies for reading. See attached MCE Math Strategies Bank | Monitor use of the math practices and strategies by teachers (PLCs, lesson plans, and IP Walkthroughs) | | Monitor use of the math practices and strategies by teachers (PLCs, lesson plans, and IP Walkthroughs) | | Monitor use of the math practices and strategies by teachers (PLCs, lesson plans, and IP Walkthroughs) | | | | | | | |
| Schedule includes daily intervention | Mason-Corinth Elementary School Master Schedule 20- 21 | Provide plan for utilizing technology in the building for Zearn implementation | | | | | | | | | | | | | |
| Jtilize Math Talks | Set weekly expectations | Ask-Mefford and- Merris to record a- Math Talk to be- shared with other- teachers | NTI for 4th/5th interupted in person instruction. Will implement when students return on November 30. | Implement Math Talks weekly in classrooms | | Monitor Weekly Math Talks with lesson plans and IP Walkthroughs | | Monitor Weekly Math Talks with lesson plans and IP Walkthroughs | | Monitor Weekly Math Talks with lesson plans and IP Walkthroughs | | | | | |
| Align learning targets o standards | | Monitor LT/SC standards accuracy in IP Walkthroughs | In progress-monitor implementation | Monitor LT/SC standards accuracy in IP Walkthroughs | | Monitor LT/SC standards accuracy in IP Walkthroughs | | Monitor LT/SC standards accuracy in IP Walkthroughs | | Monitor LT/SC standards accuracy in IP Walkthroughs | | | | | |
| Record and Review IP through critical standards videos | completed and uploaded in District Drive | Wildcat Walks Peer- observations for IP- and Student Engagement | NTI and Covid puts this on hold | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

| Annual Goal(s): By the end of the 2 | 020-2021 school ye | ear, = 69; By the end | l of the 2020-21 Sch | nool year 75% of all | k-5 students will me | eet their growth goa | ls. | | | | | | | |
|---|---|---|--|--|----------------------|--|-------------------|---|------------------|--|--------------------|-----------------|----|--|
| | | | | | | | APPROACH | | | | | | | |
| | | | | | 5 | Supplementa | I Resource/ | Co-Teach M | lodel | | | | | |
| | | | | STATE GOAL AREA | 1 | | | | | Key Core Work | Process Strategies | : KCWP #2, KCWP | #4 | |
| | | | | Measures of Suc | cess: MAP, RTI D | ata, common asse | | | assessments, pro | gress/monitoring | data | | | |
| | | | | | | | nding: ESS, Title | | | | | | | |
| 30 Day Activities 8/26/2020 to 10/8/2020 | Progress Notes | 60 Day Activities 10/12/2020 to 11/20/2020 | Progress Notes | 90 Day Activities 11/23/2020 to 1/21/2021 | Progress Notes | 120 Day Activities 1/22/2021 to 3/5/2021 | Progress Notes | 150 Day Activities 3/8/2021 to 4/23/2021 | Progress Notes | 180 Day Activities 4/26/2021 to 6/7/2021 | Progress Notes | | | |
| Implement Schedule based on Special Ed | completed | Book Study "Developing Number Knowledge" to build strategies for Resource/ Collab | Resource and collaborating math teachers each have a copy of the book. Resource teachers are implementing the strategies during resource and collaboration time and the strategies are being discussed in the Resource. | Monitor implementation of strategies from the "Developing Number Knowledge" during Resource/Collab. | in progress | Monitor implementation of strategies from the "Developing Number Knowledge" during Resource/Collab. | | Monitor implementation of strategies from the "Developing Number Knowledge" during Resource/Collab. | | Monitor implementation of strategies from the "Developing Number Knowledge" during Resource/Collab. | | | | |
| Provide for Co- Teaching in Reading 1-5; Math 2-5 | adapted to NTI | Book Study "Reading Strategies" to build strategies for Resource/Collab | Rescource and collaborating reading teachers each have a copy of the book. Resource teachers are implementing the strategis during resource and collaboration time and the strategies are being discussed in the Resource. Teachers PLCS | "Reading Strategies" to build strategies for Resource/Collab | in progress | Monitor implementation of "Reading Strategies that Work" to build strategies for Resource/colllab | | Monitor implementation of "Reading Strategies that Work" to build strategies for Resouce/Collab | | Monitor implementation of "Reading Strategies that Work" to build strategies for Resource/ Collab | | | | |
| Attend Co-Teaching Training with Pilot Team and Admin | On hold | Create a Math/Resource bank with input from teachers | MCE Math Strategies Bank | Observations from BCBA to address strategies when working with students with behavior goals | in progress | Monitor implementation of strategies identified by BCBA | | Monitor implementation of strategies identified by BCBA | | Monitor implementation of strategies identified by BCBA | | | | |
| | Completed Critical Standards Videos ongoing with collaboration | Conduct regular walk throughs of resource lessons and provide feedback using IP tool | Principal and Curriculum Specialist observe at least 5 teachers each and provide feedback using the IP tool Tracking of teachers observed with positive and deltas ins attached Walkthrough Visits 20-21. | Invite students with IEPs to come in person 2X week for 2 hours at a time during NTI | in progress | Train all teachers in co-teaching | | Monitor co-teaching through classroom visits and IP Walkthroughs | | Monitor co-teaching through classroom visits and IP Walkthroughs | | | | |
| Teachers are Special Ed Teachers; Special | Share this vision in PLCs, Staff Meetings, RTI Meetings | Special Ed teachers have dedicated PLCs 2X per Month; Other PLCs assigned to grade levels | Resource Teacher PLCs | Focus on Kagan Strategies in the Resource Room | | Monitor implementation of Kagan Strategies during Resource Room | | Monitor implementation of Kagan Strategies during Resource Room | | Monitor implementation of Kagan Strategies during Resource Room | | | | |
| | | | | Utilize Google Break- out rooms for on-line collab classes during NTI | | | | | | | | | | |
| | | | | | | | | | | | | | | |
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| Annual Goal(s): | | | | | | | | | | | | | |
|---|--------------------------|--|---|--|---|--|----------------|---|--|--|----------------|--|--|
| By the end of the 2 | 2020-2021 school ye | ear, MCE ADA wil b | e 95% or higher | | | | | | | | | | |
| | | | | | | ROACH | | | | | | | |
| | | | | | ealthy at Scl | nool Approa | ch | | | | | | |
| | | CORRESPONDING | STATE GOAL ARE | A | | | KCWI | Key Core Work Pr #1, KCWP #2, KCW | rocess Strategies /P #3. KCWP #4. K | CWP #5 | | | |
| | | | | М | easures of Succe | ss: Attendance Da | | , , | | - | | | |
| | | | | | Funding | g: SBDM | | | | | | | |
| 30 Day Activities 8/26/2020 to | | 60 Day Activities 10/12/2020 to | | 90 Day Activities 11/23/2020 to | | 120 Day Activities 1/22/2021 to | | 150 Day Activities 3/8/2021 to | | 180 Day Activities 4/26/2021 to | | | |
| 10/8/2020 Paint social | Progress Notes Completed | 11/20/2020 Practice mask- | Progress Notes Completed | 1/21/2021 Continue mask- | Progress Notes on going | 3/5/2021 Continue mask- | Progress Notes | 4/23/2021 Continue mask- | Progress Notes | 6/7/2021 Continue mask- | Progress Notes | | |
| distancing markers on hallways | Completed | wearing and routine cleaning of touchpoints | Completed | wearing, and routine cleaning of touchpoints. | on going | wearing, and routine cleaning of touchpoints. | | wearing, and routine cleaning of touchpoints. | | wearing, and routine cleaning of touchpoints. | | | |
| Remove excess furniture/fabric from classrooms | Completed | Report exposures to School Nurse and principal; Quarantine staff and students on a case by case need | | Report exposures to School Nurse and principal; quarantine staff and students as recommened. | on going | Report exposures to School Nurse and principal; quarantine staff and students as recommended | | Report exposures to School Nurse and principal; quarantine staff and students as recommended. | | Report exposures to School Nurse and principal; quarantine staff and students as recommended | | | |
| Develop "Healthy at Work" Team and assign responsibilities | Completed | Teachers maintain seating charts for contact tracing | Completed | Teachers maintain seating charts for contact tracing. | on going | Teachers maintain seating charts for contact tracing. | | Teachers maintain seating charts for contact tracing. | | Teachers maintain seating charts as necessary | | | |
| Request Desks for classrooms that currently have tables | -ordered | Desks assembled and delivered | Completed | Holiday assistance provided to students whose families registered at Community Action. | 57 MCE students received holiday assistance; gifts provided by MCE staff, community members, churches, and St. Elizabeth Hospital nurses. | Dental Health month recognized in February; toothbrushes and toothpaste provided to all MCE students and virtual dental health lessons provided. | | Child abuse prevention activities and resources provided to staff, students, and families. | | | | | |
| Request bottle filler for intermediate hallway water fountain | Completed | Avoid large gatherings of any type | Drive-thru Trunk or Treat on 10-30-2020. Approximately 150 vehciles attended. | Thanksgiving meals provided to MCE families in need. | 22 families received Thanksgiving meals donated by 7 Hills Church, and 2 anonymous donors | Mental health check- ins and mental health awareness information provided to all MCE staff, students and families. | | | | | | | |
| Designate an isolation Room and station for School Nurse | completed | Shift to virtual parent/teacher conferences | completed | Holiday bags with board game, book, craft, hot chocolate, and cookie packet provided to all 205 MCE families. | Holiday gifts provided by MCE/FRC, anonymous donors, and two local churches. | | | | | | | | |
| Communicate Expectations with Families prior to the opening of school | completed | FRC will provide school supplies to all MCE students. | Completed- school supplies distributed to all MCE students to utilize at home, and again for all astudents to utilize in the classroom. | Home visits conducted for students who are not participating in virtual classrooms, or not attending school. | on going | | | | | | | | |
| Review cleaning plan with custodians | completed | | | | | | | | | | | | |
| Develop crisis plan for students with School Counselor/ school nurse and FRC Director | completed | FRC Director will provide weekly food bags to targeted students in need. | on going | Winter coats provided to students in need. | Ongoing. Winter coats provided to 6 MCE students. | | | | | | | | |
| Develop Plan to teach COVID related safety protocols | completed | Red Ribbon and anti- bully Prevention week activities will be provided for staff and students. | | Masks donated are provided to staff and students in need of a mask. | Masks are provided to 100% of staff and students in need. | | | | | | | | |

Annual Goal(s):

| | | | | | | | APPROACH PBIS | | | | | | | | |
|--|------------------------------|---|--|---|----------------|---|-------------------|---|----------------|---|------------------|--------------|--------------|-------|--|
| | | | | | | | PBI2 | | | | | | | | |
| | | ' | CORRESPONDING | STATE GOAL AREA | ı | | | | Key Core Wor | rk Process Strategie | s: KCWP #1, KCWP | #2, KCWP #3, | KCWP #4, KCW | /P #5 | |
| | | | | | | Measure | s of Success: Ref | | | | | | | | |
| | | | | | | | Funding: SBDM | | | | | | | | |
| 30 Day Activities 8/26/2020 to 10/8/2020 | Progress Notes | 60 Day Activities 10/12/2020 to 11/20/2020 | Progress Notes | 90 Day Activities 11/23/2020 to 1/21/2021 | Progress Notes | 120 Day Activities 1/22/2021 to 3/5/2021 | Progress Notes | 150 Day Activities 3/8/2021 to 4/23/2021 | Progress Notes | 180 Day Activities 4/26/2021 to 6/7/2021 | Progress Notes | | | | |
| Review PBIS Recommendations from 19-20 | completed | Develop a plan to connect TICE, PBIS, and SEL | Dsicussed at Nov. counselor meeting. Still in progress. | Identify classrooms needing assistance with PBIS | | Celebrate PBIS achievements monthly | | Celebrate PBIS achievement end of year | | Celebrate PBIS achievement for the year | | | | | |
| PBIS Training During PD/Contract Days | · | Develop a plan to fully implement PBIS schoolwide | in progress | Implement new PBIS approach | | Complete weekly walkthroughs for PBIS | | Complete weekly walkthroughs for PBIS | | Complete weekly walkthroughs for PBIS | | | | | |
| Identify "focus behaviors" and incentives per grade level | shift to online behaviors | Complete weekly walkthroughs for PBIS | completed for month. Switch to virtual | Complete weekly walkthroughs for PBIS | | Meet as a committee to discuss what is working and new ideas | | Celebrate PBIS achievements monthly | | Classroom Lessons, small groups and individual counseling | | | | | |
| Primary will develop class level token economy | on hold | Re-teach and monitor lunchroom expectations | Lunchroom operating smoothly with smaller class sizes | Celebrate PBIS achievements monthly | | Provide PBIS support where necessary | | Meet as a committee to discuss what is working and new ideas | | Meet as a committee to discuss what is working and new ideas | | | | | |
| Posting Lunch room expectations at each table; re-teach and monitor as appropriate | on hold | Monitor student behaviors and develop teacher plans | on going | School Counselor will implement an activity/calmdown room in front waiting room | | Classroom Lessons, small groups and individual counseling | | Provide PBIS support where necessary | | Provide PBIS support where necessary | | | | | |
| Develop School Wide Norms for behavioral responses | in progress | Develop non-tangible rewards for positive behavior | small list developed - surveying students and teachers for more ideas | Reward students for participating in virtual instruction | | | | Classroom Lessons, small groups and individual counseling | | | | | | | |
| Counselor to video and push out Bullying/ harrassment training | Completed | Meet as a committee to discuss what is working and new ideas | Meeting scheduled 12/4 | Meet as a committee to discuss what is working and new ideas | | | | | | | | | | | |
| | | Provide PBIS support where necessary | on going | Provide PBIS support where necessary | | | | | | | | | | | |
| | | | | Small groups, classroom lessons and individual counseling shifted to | | | | | | | | | | | |

Big Idea #2 Provide a Safe and Healthy Annual Goal(s):

| | | | | | | APPF | ROACH | | | | | | | |
|-------------------|---|--|--|---|--|--|---|---|---|---|---|--|--|--|
| | | | | | Z | ones of | Regualtio | n | | | | | | |
| | COR | RESPONDING | STATE GOAL A | REA | | | | | ork Process Stra | tegies: KCWP # | #1, KCWP #2, K | CWP #3, KCWF | P #4, KCWP #5 | |
| | | | | Measures of S | Success: Num | ber or studer | t referrals will | be fewer tha | n 10 per montl | า | | | | |
| | | | | | | Fundin | Ÿ | 1 | | | | | | |
| Progress Notes | 60 Day Activities 10/12/2020 to 11/20/2020 | Progress Notes | 90 Day Activities 11/23/2020 to 1/21/2021 | Progress Notes | 120 Day Activities 1/22/2021 to 3/5/2021 | Progress Notes | 150 Day Activities 3/8/2021 to 4/23/2021 | Progress Notes | 180 Day Activities 4/26/2021 to 6/7/2021 | Progress Notes | | | | |
| completed | School Counselor will follow up on RED and Yellow | In progress | School Counselor will follow up on RED and Yellow | In progress | School Counselor will follow up on RED and Yellow | In progress | School Counselor will follow up on RED and Yellow | In progress | School Counselor will follow up on RED and Yellow | In progress | | | | |
| monitoring | Studentw will complete daily check ins | In progress | Studentw will complete daily check ins | In progress | Studentw will complete daily check ins | In progress | Studentw will complete daily check ins | In progress | Studentw will complete daily check ins | In progress | | | | |
| completed | Monitor student progress with understanding of ZoR curriculum | In progress | Promote ZoR as part of the school climate | | Monitor student progress with understanding of ZoR curriculum | | Monitor student progress with understanding of ZoR curriculum | | Students can accuratly assess their emotions | | | | | |
| Completed | Students can vocalize which zone they are in | In progress | Students recognize their how their bodies feel in the different zones | | | | | | Students can move to and from color zones on their own | | | | | |
| In progress | | | Monitor student progress with understanding of ZoR curriculum | | | | | | Monitor student progress with understanding of ZoR curriculum | | | | | |
| In progress | | | | | | | | | | | | | | |
| In progress | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | Notes completed monitoring completed Completed In progress | Progress Notes 10/12/2020 to 11/20/2020 completed School Counselor will follow up on RED and Yellow monitoring Studentw will complete daily check ins completed Monitor student progress with understanding of ZoR curriculum Completed Students can vocalize which zone they are in | Progress 10/12/2020 to 11/20/2020 to 11/20/2020 to 11/20/2020 to 11/20/2020 Notes Completed School Counselor will follow up on RED and Yellow monitoring Studentw will complete daily check ins Completed Monitor student progress with understanding of ZoR curriculum Completed Students can vocalize which zone they are in In progress In progress | Progress Notes 10/12/2020 to 11/20/2020 to 11/20/2021 completed School Counselor will follow up on RED and Yellow monitoring Studentw will complete daily check ins Completed Monitor student progress with understanding of ZoR curriculum Completed Students can vocalize which zone they are in In progress In progress Monitor student progress part of the school climate Students can vocalize which zone they are in In progress Monitor student progress part of the school climate Monitor student progress with understanding of ZoR curriculum In progress In progress In progress Monitor student progress with understanding of ZoR curriculum | Progress Notes 10/12/2020 to 11/20/2020 to 11/20/2020 to 11/20/2020 to 11/20/2020 to 11/20/2020 to 11/20/2020 to 1/20/2021 Notes 11/20/2020 to Notes 11/20/2021 Notes No | CORRESPONDING STATE GOAL AREA Measures of Success: Num | CORRESPONDING STATE GOAL AREA Measures of Success: Number or studer Fundin | CORRESPONDING STATE GOAL AREA Measures of Success: Number or student referrals will Funding: SBDM | CORRESPONDING STATE GOAL AREA Measures of Success: Number or student referrals will be fewer that Funding: SBDM Funding: SBDM Progress 10/12/2020 to Notes 11/23/2020 to 11/22/2021 to Notes 11/23/2020 to | CORRESPONDING STATE GOAL AREA Measures of Success: Number or student referrals will be fewer than 10 per month Funding: SBDM | Corresponding State Goal Area Section Corresponding State Goal Area Section Competed Competed Monitor student progress with understanding of ZoR curriculum In progress In progress | CORRESPONDING STATE GOAL AREA Measures of Success: Number or student referrals will be fewer than 10 per month Funding: SBDM Finding: SBDM Finding: SBDM Finding: SBDM Finding: SBDM Finding: SBDM Fin | CORRESPONDING STATE GOAL AREA Measures of Success: Number or student referrals will be fewer than 10 per month Funding: SBDM Progress Notes 11/20/2020 to Progress 11/22/0020 to 11/2 | CORRESPONDING STATE GOAL AREA Measures of Success: Number or student referrals will be fewer than 10 per month Funding: SBDM Progress 60 Day Activities 70/12/20/20 to 1/12/20/20 |

Big Idea #3 Provide a High Quality Staff

Annual Goal(s):
By the end of the 2020-2021 school year, all teachers will be able to demonstrate growth for all students
By the end of the 2020-2021 school year,
By the end of the 2020-2021 school year,

| " | | | | | | | | | | | | | | |
|---|--|--|---|--|---|--|--------------------|---|-------------------|--|--------------------|----------|--|--|
| | | | | | | | APPROACH | | | | | | | |
| | | | | | | Profess | sional Deve | lopment | | | | | | |
| | | | CORRESPONDING | STATE GOAL AREA | A | | | | | Key Co | re Work Process St | rategies | | |
| | | | N | Measures of Succe | ess: MAP Data, co | mmon assesseme | nts, formative and | summative asses | ssments, classroo | | | | | |
| | | | | | | | Funding: SBDM | | , | | | | | |
| 30 Day Activities 8/26/2020 to | | 60 Day Activities 10/12/2020 to | | 90 Day Activities 11/23/2020 to | | 120 Day Activities 1/22/2021 to | | 150 Day Activities 3/8/2021 to | | 180 Day Activities 4/26/2021 to | | | | |
| 10/8/2020 to | Progress Notes | 11/20/2020 to | Progress Notes | 1/21/2021 | Progress Notes | 3/5/2021 to | Progress Notes | 4/23/2021 | Progress Notes | 6/7/2021 to | Progress Notes | | | |
| Staff PD based on Visilbe Learning for Teachers-JH TM/BF | and 6th. See attached <u>Visible</u> <u>Learning-It Begins</u> <u>With a Dream</u> | Staff Created Bank of teaching strategies for Reading and Math. | MCE Reading. Strategies Bank MCE Math Strategies Bank | Create Writing Bank of teaching strategies | MCE Writing_ Strategies Bank | Promote teacher use of the Reading, Math, and Writing Strategey Banks and monitor the activities in the classroom. | | Promote teacher use of the Reading, Math, and Writing Strategey Banks and monitor the activities in the classroom. | | Survey staff to determine the effectiveness of the past year's PD and solicit ideas for following year's plan | | | | |
| Staff PD Co-teaching BF/LR/TW | On Hold—Training- rescheduled for- 11/16/20- | | | | | | | | | | | | | |
| Staff PD Instructional Protocol & SBG Reporting BF | Standards Based Grading on August 7th. See attached Visible Learning-It Begins With a Dream | Revisit LT/SC and Activating Schema componets of IP during October and November Staff Meetings & NT Meetings -How to include student engagement in the component? | 2020-2021 Teachers were | Revisit Mini-lesson and Guided Practice components of IP at December and January Staff Meetings & NT Meetings -How to include student engagement in the component? | Teachers were asked to respond to the attached HyperDoc in preparation for the meeting to determine other types of teacher think alouds and reflect on Chapter 3 of the Visible Learning Feedback Book. MCE December Faculty Meeting. | Revisit Independent Practice and Reflection components of IP at February and March Staff Meetings & NT Meetings—How to include student engagement in the component? | | Develop MCE IP System with student engagment included | | | | | | |
| Staff PD Zones of Regulation JB | Zones of Regulation was presented on August 7th. See attached <u>Visible</u> <u>Learning-It Begins</u> <u>With a Dream</u> | | | | | | | | | | | | | |
| Book Study Phenomenal Teaching RB/BF/TM | on hold | | | | | | | | | | | | | |
| Staff Book Study Visible Learning Feedback BF/TM | attached <u>Visible</u> Learning-It Begins With a Dream | Chapter 1 & 2 at the October and November staff meetings | Visible Learning Feedback Chapter 1 Reflections MCE Visible Learning Feedback Chapter 2 Reflections | Read and reflect on Chapter 3 & 4 at the December and January staff meetings | Visible Learning Chapter 3 Reflections | Read and reflect on Chapter 5 and Final Words at the February and March staff meetings | | Develop system for providing feedback to students and families | | | | | | |
| Schedule MCE New Teacher Meetings | New Teacher Meetings will occur on the 2nd Tuesday for Mrs. Campbell and 2nd Wednesday for Ms. White each month. See minutes from September 2020 meeting. New Teacher Meetings | New Teacher Meeting Focus: Instructional Protocol (LT/SC & Activating Schema) | See meeting minutes from October and November 2020 MCE New Teacher Meetings. | New Teacher Meeting Focus: Instructional Protocol (Mini-lesson, Guided Practice) | See meeting minutes from December 2020 MCE New Teacher Meetings | New Teacher Meeting Focus: Instructional Protocol (Independent Practice & Reflection) | | New Teacher Meeting Focus: Reflection and Feedback for MCE Admin. | | | | | | |
| | | | | | | | | | | | | | | |

Big Idea #3 Provide a High Quality Staff

Annual Goal(s):

By the end of the 2020-2021 school year, all teachers will be able to improve feedback to increase efficacy

By the end of the 2020-2021 school year, teachers will be proficient in utilizing Google Classroom and other resources to deliver distance-learning

APPROACH **Professional Growth Plans** CORRESPONDING STATE GOAL AREA **Key Core Work Process Strategies** Measures of Success: MAP Data, common assessements, formative and summative assessments, classroom walk through data Funding: SBDM 30 Dav 60 Day 90 Day 120 Day 150 Dav 180 Day Activities Activities Activities Activities Activities Activities 8/26/2020 to Progress 10/12/2020 to Progress 11/23/2020 to Progress 1/22/2021 to Progress 3/8/2021 to Progress 4/26/2021 to Progress 6/7/2021 10/8/2020 Notes 11/20/2020 Notes 1/21/2021 Notes 3/5/2021 Notes 4/23/2021 Notes Notes "Know Thy Develop PGP Monitor PGP Begin Cycle 2 Complete with teachers progress with of formal formal and Impact"--1st Grade PLCs including MCE evaluations summative Demonstrate weekly impact of 2nd Grade and GCS Goals Instructional evaluations; teaching on (Know Thy Walkthroughs make rd Grade PLCs Impact and student learning recommendatio through PLC BF th & 5th Grade Instructional ns for Protocol) renewal/nonrenewal Teachers PLCs Blended Jennifer Dunn Begin formal Complete Cycle Learning trained teachers evaluations 1 of formal Develop on Google evaluations mastery in Classroom on utilization of August 5th. Google See attached Classroom and available resources to Begins With a prepare and Dream quickly transition to NT Align "Know thy in progress Schedule midimpact" to SBG vear check-ins and IP to discuss growth/needs Record lessons completed for for NTI and in-person and in have daily "live" progress for lessons

Big Idea #3 Provide a High Quality Staff Annual Goal(s): By the end of the 2020-2021 school year, By the end of the 2020-2021 school year, By the end of the 2020-2021 school year,

Identify consistent and accurate vocabulary in teaching the standards to students

Curriculm Specialist and Principal will implementation of monitor learning IXL and Pathblazer

Curriculm Specialist and Principal will monitor learning targets in lesson plans and instructional protocol walkthroughs.

Udate MCE Systems and place in Curriculum Corner

Develop & Share RTI MCE RTI Plan 2020-plan 2021

MCE NTI Expectations

Expectations for Google Classroom even during in-person

APPROACH

| PLCs PLCs | | | | | | | | | | | | | | | | |
|---|---|--|---|--|---|--|----------------|---|---------------------------------------|--|----------------|--|--|--|--|--|
| CORRESPONDING STATE GOAL AREA | | | | | | | | | Key Core Work Process Strategies | | | | | | | |
| Measures of Success:MAP Data, common assessements, formative and | | | | | | | | | · · · · · · · · · · · · · · · · · · · | | | | | | | |
| Funding: SBDM | | | | | | | | | | | | | | | | |
| 30 Day Activities 8/26/2020 to 10/8/2020 | Progress Notes | 60 Day Activities 10/12/2020 to 11/20/2020 | Progress Notes | 90 Day Activities 11/23/2020 to 1/21/2021 | Progress Notes | 120 Day Activities 1/22/2021 to 3/5/2021 | Progress Notes | 150 Day Activities 3/8/2021 to 4/23/2021 | Progress Notes | 180 Day Activities 4/26/2021 to 6/7/2021 | Progress Notes | | | | | |
| Revisit PLC System and expectations (Questions 3 & 4) BF | Revisited the MCE PLC System with teachers on August 6th through The Value and Purpose of PLCs. See attached system MCE PLC System | Share IP component of learning through the lens of student engagement | Principal and Curriculum Specialist have begun instructional Walkthroughs with feedbac specific to student engagement. | Kindergarten and 3rd grade team to develop teacher led PLCs that impact | Administration from both schools have met and created a timeline for implementation. The first meeting to discuss the MCEPSES PLC. Guidelines took place on December 14. The kindergarten and 3rd grade teachers from both schools will begin their weekly PLCs together beginning in January 2021. | | | Evaluate Kindergarten and 3rd Grade Collaborative model with SES | | | | | | | | |
| PDSA for PLCs | Teachers are implementing their own PDSA Cycles in their classrooms. The progress and data from their cycles are discussed in weekly PLCs. | Connect SBG with measuring impact through perfromance assessments and IC records | | Begin gradual release of PLC process to teacher led model | | Continue release of PLC process to teacher led model | | Fully implement Teacher led PLC Process | | | | | | | | |
| Review Critical Standards videos for District—standards & IP | | Reiterate the importance of knowing the grade level standards in all subjects —depth and rigor | PLCs are used weekly to discuss standards and lessons being laught. In November, teachers gave the District Learning Checks for math and reading. After analyzing the data, the teachers described their celebrations and concerns with next steps. Teachers will be using planning sessions and PLCs to continue to address pacing issues with Lucy Calkins for reading and Eureka for math. | Studies to design assessments that reflect SBG Reports | | | | Make predictions for Spring MAP and KPREP based on data | | Evaluate Spring MAP data; identify trends | | | | | | |
| | | | | | | | | | | | | | | | | |

Review and define

Compare IXL and Pathblazer progress to MAP progress

Provide opportunities for vertical opportunities to collaborate