

TURTLE CREEK EL STEAM ACADEMY

126 Monroeville Ave

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Turtle Creek Elementary STEAM Academy makes the students academics and health and well being its main priority. Each student is provided with individualized instruction that is driven by data and each student is expected to attend school regularly and adhere to the the high expectations that have been established. The staff at Turtle Creek STEAM Academy provides a safe environment with a challenging curriculum, builds relationships with parents and community members and provides interventions and enrichment to ensure quality instruction for the students.

STEERING COMMITTEE

Name	Position	Building/Group
Jean Marie Livingston	Principal	Turtle Creek Elementary STEAM Academy
Walt Gaida	Assistant Principal	Turtle Creek Elementary STEAM Academy
Katherine Armstrong	Behavior Interventionist	Turtle Creek Elementary STEAM Academy
Brittany Miller	Home School Visitor	Turtle Creek Elementary STEAM Academy
Albert Willson	Director of Curriculum	Woodland Hills School District
Lisa Kristian	Reading Specialist/Parent	Turtle Creek Elementary STEAM Academy

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students who are chronically absent, based on the 2019-20 data will be identified and a mentor buddy will be assigned	Regular Attendance
Data will be gathered through MAP and iReady and used to determine individual instructional needs for students with a disability in the subjects of math and ELA	Mathematics English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Early warning system

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal	Reduce chronic absenteeism by 5% by June 30,2021

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Communicate with parents/guardians about the goal to reduce chronic absenteeism	2020-08-24 - 2020-10-02	Jean Marie Livingston, Principal	Robo call system, Power School, Facebook, District website, parent meetings
Review information from Early Warning System to identify the students in need of the intervention	2020-08-24 - 2020-10-02	Brittany Miller, Social Worker	Power School reports:Chronic absenteeism
Train and assign attendance buddy mentors	2020-08-24 - 2020-10-02	Brittany Miller, Social Worker	United Way resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor and follow up with families regarding attendance	2020-08-24 - 2021-06-04	Brittany Miller, Social Worker	phone calls, email, postcards

Anticipated Outcome

Live data from the Early Warning System that would provide evidence of chronic absenteeism and monitor the success of the intervention. Students will be linked to intervention based on data.

Monitoring/Evaluation

Weekly review of EWS data by the social worker and classroom teacher and monthly review by the principal to both identify and evaluate the progress of individual students' attendance. Fidelity checks for intervention implementation will occur two times per year.

Evidence-based Strategy

Collaborative instructional planning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math goal	Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021
ELA goal	Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify staff who have been trained in the co-teaching model and identify staff who would like to be trained	2020-08-17 - 2020-09-04	Jean Marie Livingston, principal	survey
Ensure all special	2020-08-17 -	Walt Gaida,	survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
education teachers have access to the general education curriculum and materials	2020-08-21	assistant principal	
Review use of data to determine student strengths and areas of concern	2020-08-24 - 2020-09-04	Jean Marie Livingston, principal	iReady data samples
Review the SAP and MTSS process to ensure students are not being unnecessarily referred to higher levels of support	2020-08-17 - 2020-10-02	SAP team	Consultation with the Director of Special Education and Director of Pupil Personnel
Each week, staff will review data to include attendance, iReady, MAP and progress monitoring to identify student areas of strength and concern and plan accordingly	2020-09-08 - 2021-05-31	Classroom teachers	Common planning time in the building schedule

Anticipated Outcome

Increase in inclusionary practices will result in increased student achievement on state and local assessments. Students will not be sent to the MDE process prematurely and all students will have access to the general education curriculum. Teacher collaboration and use of data will result in individual student needs being met.

Monitoring/Evaluation

There will be a review of formative benchmark and curriculum assessments will inform instructional decision and planning. Formative assessments will be used by the classroom teachers and reflected in weekly lesson plans.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reduce chronic absenteeism by 5% by June 30,2021 (Attendance Goal)	Early warning system	Train and assign attendance buddy mentors	08/24/2020 - 10/02/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021 (Math goal)	Collaborative instructional planning	Review use of data to determine student strengths and areas of concern	08/24/2020 - 09/04/2020
Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021 (ELA goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021 (Math goal)	Collaborative instructional planning	Review the SAP and MTSS process to ensure students are not being unnecessarily referred to higher levels of support	08/17/2020 - 10/02/2020
Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021 (ELA goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021 (Math goal)	Collaborative instructional planning	Each week, staff will review data to include attendance, iReady, MAP and progress monitoring to identify student areas of strength and concern and plan accordingly	09/08/2020 - 05/31/2021
Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021 (ELA goal)			

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.

School Board Minutes or Affirmation Statement

2020-08-19;

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

Superintendent/Chief Executive Officer

James Harris

2020-08-26

School Improvement
Facilitator Signature

Jean Marie Livingston

2020-08-27

Building Principal Signature

Jean Marie Livingston

2020-08-24

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

85.5% were in attendance regularly

The introduction of Heggerty has assisted with strengthening phonic skills in grades K-2

Super Kids and Wonders are evidence based resources

The students and staff have access to two reading specialists.

Professional development from Ready Math aided in our efforts to increase differentiation and accountable talk in math

iReady Math module allowed for differentiation in school and at home

The career readiness goals are being addressed in collaboration with the teacher and with the assistance of the librarian/media specialist.

iReady ELA module allowed for differentiation in school and at home.

The staff and students have a access to a math coach and there was a co-teaching model being used in one of the 5th grade classes

Turtle Creek utilizes evidence based materials for both ELA and Math

Turtle Creek has a strong parent organization that works with administration and teaching staff

Challenges

38.6% were advanced or proficient of African American students were advanced or proficient in ELA on the 2018-2019 PSSA

A reduction in the number of students who are chronically absent will impact progress.

There is a population of students that are transient which makes it a challenge to ensure 100% of the student population meet the career standard goal.

Ensuring all K-2 teachers are properly trained with the Heggerty model and using with fidelity

The use of data to ensure instruction is individualized based on need

Feedback for instruction needs to be timely and intentional

17% were advanced or proficient of students with disabilities were advanced or proficient in ELA on the 2018-2019 PSSA

26.8% were advanced or proficient of African American students were advanced or proficient in Math on the 2018-2019 PSSA

12.8% were advanced or proficient of students with disabilities were advanced or proficient in Math on the 2018-2019 PSSA

The staff needs to continue to develop their understanding and use of data as it pertains to student academic needs

Strengths

Turtle Creek utilizes assessments and the results to develop lessons based on student need

Turtle Creek utilizes the SAP process and MTSS to identify student areas of need for academics and behavior

Turtle Creek partners with organizations that provide support and intervention to the staff and students

Ready Math is an evidence based resource

The students with disabilities have access to the regular education curriculum and receive instruction from highly qualified staff

A co-teaching model was used in 5th grade

The career and readiness goals are warehoused in the Naviance program.

Challenges

The Turtle Creek staff needs to continue to implement parent involvement strategies to increase participation from parents

The staff at Turtle Creek needs to continue to individualize instruction for students in the area of math and reading

At the mid way point in the school year not all students were on track to be proficient in necessary reading skills

At the mid way point in the school year not all students were on track to be proficient in necessary reading skills

MTSS and SAP need to provide additional interventions prior to the MDE process

PBIS needs to continue to be implemented with fidelity

The number of students who are chronically absent needs to decrease

The number of chronically absent students needs to decrease in order for student achievement to increase

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
A reduction in the number of students who are chronically absent will impact progress.	There are students in grades K-5 who are chronically absent. If you are not in school you do not have access to instruction.	✓
The use of data to ensure instruction is individualized based on need	Teachers will need to rely on iReady and MAPS during the 2020-2021 school year to determine baseline data and the use of progress monitoring will be vital.	✓
26.8% were advanced or proficient of African American students were advanced or proficient in Math on the 2018-2019 PSSA	A co-teaching model needs to be utilized when possible	
12.8% were advanced or proficient of students with disabilities were advanced or proficient in Math on the 2018-2019 PSSA	A co-teaching model needs to be utilized when possible	

ADDENDUM B: ACTION PLAN

Action Plan: Early warning system

Action Steps	Anticipated Start/Completion Date
Communicate with parents/guardians about the goal to reduce chronic absenteeism	08/24/2020 - 10/02/2020

Monitoring/Evaluation	Anticipated Output
Weekly review of EWS data by the social worker and classroom teacher and monthly review by the principal to both identify and evaluate the progress of individual students' attendance. Fidelity checks for intervention implementation will occur two times per year.	Live data from the Early Warning System that would provide evidence of chronic absenteeism and monitor the success of the intervention. Students will be linked to intervention based on data.

Material/Resources/Supports Needed	PD Step
Robo call system, Power School, Facebook, District website, parent meetings	no

Action Steps	Anticipated Start/Completion Date
Review information from Early Warning System to identify the students in need of the intervention	08/24/2020 - 10/02/2020
Monitoring/Evaluation	Anticipated Output
Weekly review of EWS data by the social worker and classroom teacher and monthly review by the principal to both identify and evaluate the progress of individual students' attendance. Fidelity checks for intervention implementation will occur two times per year.	Live data from the Early Warning System that would provide evidence of chronic absenteeism and monitor the success of the intervention. Students will be linked to intervention based on data.
Material/Resources/Supports Needed	PD Step
Power School reports:Chronic absenteeism	no

Action Steps	Anticipated Start/Completion Date
Train and assign attendance buddy mentors	08/24/2020 - 10/02/2020
Monitoring/Evaluation	Anticipated Output
Weekly review of EWS data by the social worker and classroom teacher and monthly review by the principal to both identify and evaluate the progress of individual students' attendance. Fidelity checks for intervention implementation will occur two times per year.	Live data from the Early Warning System that would provide evidence of chronic absenteeism and monitor the success of the intervention. Students will be linked to intervention based on data.
Material/Resources/Supports Needed	PD Step
United Way resources	yes

Action Steps	Anticipated Start/Completion Date
Monitor and follow up with families regarding attendance	08/24/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Weekly review of EWS data by the social worker and classroom teacher and monthly review by the principal to both identify and evaluate the progress of individual students' attendance. Fidelity checks for intervention implementation will occur two times per year.	Live data from the Early Warning System that would provide evidence of chronic absenteeism and monitor the success of the intervention. Students will be linked to intervention based on data.

Material/Resources/Supports Needed	PD Step
phone calls, email, postcards	no

Action Plan: Collaborative instructional planning

Action Steps	Anticipated Start/Completion Date
Identify staff who have been trained in the co-teaching model and identify staff who would like to be trained	08/17/2020 - 09/04/2020
Monitoring/Evaluation	Anticipated Output
There will be a review of formative benchmark and curriculum assessments will inform instructional decision and planning. Formative assessments will be used by the classroom teachers and reflected in weekly lesson plans.	Increase in inclusionary practices will result in increased student achievement on state and local assessments. Students will not be sent to the MDE process prematurely and all students will have access to the general education curriculum. Teacher collaboration and use of data will result in individual student needs being met.
Material/Resources/Supports Needed	PD Step
survey	no

Action Steps	Anticipated Start/Completion Date
Ensure all special education teachers have access to the general education curriculum and materials	08/17/2020 - 08/21/2020
Monitoring/Evaluation	Anticipated Output
There will be a review of formative benchmark and curriculum assessments will inform instructional decision and planning. Formative assessments will be used by the classroom teachers and reflected in weekly lesson plans.	Increase in inclusionary practices will result in increased student achievement on state and local assessments. Students will not be sent to the MDE process prematurely and all students will have access to the general education curriculum. Teacher collaboration and use of data will result in individual student needs being met.
Material/Resources/Supports Needed	PD Step
survey	no

Action Steps	Anticipated Start/Completion Date
Review use of data to determine student strengths and areas of concern	08/24/2020 - 09/04/2020
Monitoring/Evaluation	Anticipated Output
There will be a review of formative benchmark and curriculum assessments will inform instructional decision and planning. Formative assessments will be used by the classroom teachers and reflected in weekly lesson plans.	Increase in inclusionary practices will result in increased student achievement on state and local assessments. Students will not be sent to the MDE process prematurely and all students will have access to the general education curriculum. Teacher collaboration and use of data will result in individual student needs being met.
Material/Resources/Supports Needed	PD Step
iReady data samples	yes

Action Steps	Anticipated Start/Completion Date
Review the SAP and MTSS process to ensure students are not being unnecessarily referred to higher levels of support	08/17/2020 - 10/02/2020
Monitoring/Evaluation	Anticipated Output
There will be a review of formative benchmark and curriculum assessments will inform instructional decision and planning. Formative assessments will be used by the classroom teachers and reflected in weekly lesson plans.	Increase in inclusionary practices will result in increased student achievement on state and local assessments. Students will not be sent to the MDE process prematurely and all students will have access to the general education curriculum. Teacher collaboration and use of data will result in individual student needs being met.
Material/Resources/Supports Needed	PD Step
Consultation with the Director of Special Education and Director of Pupil Personnel	yes

Action Steps	Anticipated Start/Completion Date
Each week, staff will review data to include attendance, iReady, MAP and progress monitoring to identify student areas of strength and concern and plan accordingly	09/08/2020 - 05/31/2021

Monitoring/Evaluation	Anticipated Output
There will be a review of formative benchmark and curriculum assessments will inform instructional decision and planning. Formative assessments will be used by the classroom teachers and reflected in weekly lesson plans.	Increase in inclusionary practices will result in increased student achievement on state and local assessments. Students will not be sent to the MDE process prematurely and all students will have access to the general education curriculum. Teacher collaboration and use of data will result in individual student needs being met.

Material/Resources/Supports Needed	PD Step
Common planning time in the building schedule	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reduce chronic absenteeism by 5% by June 30, 2021 (Attendance Goal)	Early warning system	Train and assign attendance buddy mentors	08/24/2020 - 10/02/2020
Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021 (Math goal)	Collaborative instructional planning	Review use of data to determine student strengths and areas of concern	08/24/2020 -
Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021 (ELA goal)			09/04/2020
Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021 (Math goal)	Collaborative instructional planning	Review the SAP and MTSS process to ensure students are not being unnecessarily referred to higher levels of support	08/17/2020 -
Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021 (ELA goal)			10/02/2020
Students with disabilities will demonstrate a 10% increase from their baseline on the MAP testing by May 31, 2021 (Math goal)	Collaborative instructional planning	Each week, staff will review data to include attendance, iReady, MAP and progress monitoring to identify student areas of strength and concern and plan accordingly	09/08/2020 -
Students with disabilities will demonstrate a 10% increase from their baseline on iReady testing by May 31, 2021 (ELA goal)			05/31/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Buddy Mentor	Entire staff	Identifying chronically absent students and the impact on academics
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to provide a definition of "chronic absenteeism"	08/24/2020 - 08/28/2020	Brittany Miller, social worker
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students		
2b: Establishing a Culture for Learning		
4c: Communicating with Families		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Present to staff	Chronic absenteeism and the impact on student achievement and Using data to inform instruction	Presentation at a faculty meeting	Staff	ongoing during the 2020-2021 school year
Present to parents	Chronic absenteeism and the impact on student achievement and Using data to inform instruction	Social media, open house, parent conferences, title 1 meeting	parents	ongoing during the 2020-2021 school year
Present to community	Chronic absenteeism and the impact on student achievement and Using data to inform instruction	School website	community	ongoing during the 2020-2021 school year
