

Reidenbaugh Elementary School

**School Level Plan**

07/01/2018 - 06/30/2022

# School Profile

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## Demographics

### *Reidenbaugh El Sch*

1001 Buckwalter Rd  
Lititz, PA 17543  
(717)626-1000

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Trudi Smith

Superintendent: Robin Felty

## Stakeholder Involvement

Name	Role
Trudi Smith	Administrator
Trudi Smith	Building Principal
Jessica Caloviras	Business Representative
Kelli Eachus	Ed Specialist - Other
Heather Paul	Ed Specialist - Other
Beth Lester	Ed Specialist - School Counselor
Julie Sergovic	Ed Specialist - School Psychologist
Tracy Deimler	Elementary School Teacher - Regular Education
Kelly Huntzinger	Elementary School Teacher - Regular Education
Kim Kichline	Elementary School Teacher - Regular Education
Marci Steele	Elementary School Teacher - Regular Education
Ashley Keath	Elementary School Teacher - Special Education
Sara Longenecker	Elementary School Teacher - Special Education
Rebecca Stanion	Parent

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

2017 4th Grade ELA scores were 84% P&A which maintained from their 2016 3rd Grade year.

### Accomplishment #2:

2017 3rd Grade ELA 84% P&A

### Accomplishment #3:

2017 4th Grade Science 91% P&A - increased 6% from 2016

### Accomplishment #4:

2017 Math PVAAS: 100% met annual academic growth expectations.

### Accomplishment #5:

2017 ELA PVAAS: 77% met the annual academic growth expectations.

### Accomplishment #6:

2017 Attendance Rate: 97%

### Accomplishment #7:

2017 Core in ELA is reaching 80% or more of students in K-2

### Accomplishment #8:

2017 Core in math is reaching 80% or more of students in K-2

### Accomplishment #9:

2017 Discipline Office Referrals was 15 (low).

### Accomplishment #10:

2017 Student Survey:

98% of students in 3rd/4th grade feel that their teachers believe they can learn.

98% of students in 3rd/4th grade feel safe at school.

### Accomplishment #11:

2017: High parent and community involvement through volunteering at school and PTO events.

**Accomplishment #12:**


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 2017:

Students have a developed sense of empathy towards other students with differences due to having MDS classes within our building.

Gym buddies and reading buddies.

**Accomplishment #13:**


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 2017 Improved Communication with our parents:

Newsletter from office being sent out electronically 2 times a month.

The 2nd newsletter of the month highlights events in the classroom, especially using technology.

**School Concerns****Concern #1:**


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 2017 4th Grade Math PSSA 77% P&A - 2016 3rd Grade Math PSSA 76% - not much growth.
**Concern #2:**


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 2017 3rd Grade Math PSSA: 68% P&A
**Concern #3:**


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 2017 Math PVAAS: 0% (red) closed the achievement gap - ALL students.

2017 Math PVAAS: 0% (red) closed the achievement gap - HUP student

**Concern #4:**


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 2017 ELA PVAAS: 62% (yellow) closed the achievement gap - ALL students.

2017 ELA PVAAS: 67% (yellow) closed the achievement gap - HUP students.

**Concern #5:**


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 2017 Science PVAAS for Reidenbaugh: 68% yellow (not meeting the expected growth)

2017 Science PVAAS for District: In the dark blue (exceeding the expected growth)

**Concern #6:**


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 2017 Student Survey:

77% of 3rd/4th Graders feel challenged at school.

84% of 3rd/4th Graders feel that they are recognized for their hard work.

**Concern #7:**

2017 - school demographics have changed drastically:

We need to develop a better sense of cultural differences within our school.

**Concern #8:**

2017 Expanding the communication to parents about the great academic things that are happening in the classrooms.

**Concern #9:**

2017 Creating a way to recognize students for academic achievements.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

2017 Science PVAAS for Reidenbaugh: 68% yellow (not meeting the expected growth)

2017 Science PVAAS for District: In the dark blue (exceeding the expected growth)

2017 4th Grade Math PSSA 77% P&A - 2016 3rd Grade Math PSSA 76% - not much growth.

2017 Creating a way to recognize students for academic achievements.

2017 3rd Grade Math PSSA: 68% P&A

2017 Math PVAAS: 0% (red) closed the achievement gap - ALL students.

2017 Math PVAAS: 0% (red) closed the achievement gap - HUP student

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2017 ELA PVAAS: 62% (yellow) closed the achievement gap - ALL students.

2017 ELA PVAAS: 67% (yellow) closed the achievement gap - HUP students.

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

2017 - school demographics have changed drastically:

We need to develop a better sense of cultural differences within our school.

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2017 Student Survey:

77% of 3rd/4th Graders feel challenged at school.

84% of 3rd/4th Graders feel that they are recognized for their hard work.

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2017 Expanding the communication to parents about the great academic things that are happening in the classrooms.

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2017 Creating a way to recognize students for academic achievements.

**Systemic Challenge #3** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

2017 Science PVAAS for Reidenbaugh: 68% yellow (not meeting the expected growth)

2017 Science PVAAS for District: In the dark blue (exceeding the expected growth)

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2017 4th Grade Math PSSA 77% P&A - 2016 3rd Grade Math PSSA 76% - not much growth.

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2017 ELA PVAAS: 62% (yellow) closed the achievement gap - ALL students.

2017 ELA PVAAS: 67% (yellow) closed the achievement gap - HUP students.

**Systemic Challenge #4** (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Aligned Concerns:**

2017 - school demographics have changed drastically:

We need to develop a better sense of cultural differences within our school.

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2017 Science PVAAS for Reidenbaugh: 68% yellow (not meeting the expected growth)

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2017 ELA PVAAS: 62% (yellow) closed the achievement gap - ALL students.

2017 ELA PVAAS: 67% (yellow) closed the achievement gap - HUP students.

**Systemic Challenge #5** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**

2017 Science PVAAS for Reidenbaugh: 68% yellow (not meeting the expected growth)

2017 Science PVAAS for District: In the dark blue (exceeding the expected growth)

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2017 4th Grade Math PSSA 77% P&A - 2016 3rd Grade Math PSSA 76% - not much growth.

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2017 ELA PVAAS: 62% (yellow) closed the achievement gap - ALL students.



2017 ELA PVAAS: 67% (yellow) closed the achievement gap - HUP students.

**Systemic Challenge #6** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

2017 Science PVAAS for Reidenbaugh: 68% yellow (not meeting the expected growth)

2017 Science PVAAS for District: In the dark blue (exceeding the expected growth)

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2017 4th Grade Math PSSA 77% P&A - 2016 3rd Grade Math PSSA 76% - not much growth.

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2017 ELA PVAAS: 67% (yellow) closed the achievement gap - HUP students.

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

### Indicators of Effectiveness:

Type: Interim

Data Source: Grade level assessments, DIBELS, Core Phonics, FLAG, Harcourt assessments, GRADE

Specific Targets: Students will reach benchmark (proficiency) during the fall, winter and spring assessments

Type: Interim

Data Source: Easy CBM - Kindergarten and 1st Grade

Specific Targets: Student scores will demonstrate growth and progress towards the end of year benchmark.

Type: Annual

Data Source: PSSA - Reading, Math and Science

Specific Targets: 95% of our students will achieve proficient or advanced scores

Type: Annual

Data Source: PVAAS

Specific Targets: Data will indicate that 100% of our students will demonstrate at least 1 year's worth of growth in reading, math and science.

### **Strategies:**

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

*Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](#))

**SAS Alignment:** Instruction

### *Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

**SAS Alignment:** Instruction

### ***Implementation Steps:***

*Data Days (October / February)*

**Description:**

We will meet in grade level teams in October to go over beginning of the year data. We will use this data to guide our instruction.

We will meet in grade level teams in February to chart our progress from the beginning of the year data as well as go over our mid year data. We will use this data to guide our instruction.

Implementation: Creation of "Student Plan" for students receiving differentiating instruction, BOY classroom plans based on data, MOY classroom plans based on data

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Multi-Tiered Systems of Support (MTSS-RtII)

*Monthly Grade Level Team Meetings***Description:**

We will meet on a monthly basis as a grade level team to monitor individual student data. This team will include the regular classroom teachers, principal, reading specialist, learning support teacher, counselor and school psychologist.

Implementation: Creation of Google document where all can edit to keep track of the interventions provided and the progress made by the student.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

- Multi-Tiered Systems of Support (MTSS-RtII)

### *Monthly Pupil Services Team Meeting*

**Description:**

The Pupil Services Team will meet monthly to discuss students that are having difficulty in the regular classroom (academic or behavior) even with basic interventions put into place for them in the classroom. The team will create measurable goals and will meet about those goals bi-monthly. Parents will be invited to PST meetings.

Implementation: Measurable Student Goals

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Multi-Tiered Systems of Support (MTSS-RtII)

### *Academic Gap Closure Support*

**Description:**

The building schedule will allow time for building aides to provide academic support for reading and math at all grade levels.

The building schedule will allow time for specialists to provide academic support for reading and math at specific grade levels.

Implementation: Built in time to the building schedule for academic support. This schedule will be modified throughout the school year from the data collected at the Monthly Grade Level Meetings and the PST Meetings.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Multi-Tiered Systems of Support (MTSS-RtII)

*Student Learning Objectives (SLO)*

**Description:**

Teachers will create Student Learning Objectives focused on student growth.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Charlotte Danielson Framework
- Multi-Tiered Systems of Support (MTSS-RtII)

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: xx

Specific Targets: xx

## ***Strategies:***

### ***Family Engagement***

#### **Description:**

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

**SAS Alignment:** Instruction, Materials & Resources

### ***Classroom Meetings- Character and Social Skill Building Program***

#### **Description:**

Implementation of class meetings to address social-emotional needs of students, provide direct instruction in prosocial behaviors, connect with implementation of SW-PBIS.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Pennsylvania's Schoolwide Positive Behavior Support System***

#### **Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#) , [Pennsylvania's Schoolwide Positive](#)

[Behavior Interventions and Supports System: An Introduction](#) , [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

### *ACES- Trauma Informed Practices*

**Description:**

It is well documented that a child’s reaction to trauma can “commonly” interfere with brain development, learning, and behavior -- all of which have a potential impact on a child’s academic success as well as the overall school environment. By understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *PaTTAN Behavior Resources for Educators*

**Description:**

The Behavior Resources for Educators tool is a compilation of the many behavior-related videos, articles, and publications found on the PaTTAN website. The tool is designed to provide educators with quick access to effective resources that are aligned to The Framework for Teaching, with explicit connections to Domain 2: Classroom Environment. (Sources: [\(PDE\) Behavior Resources for Educators](#) , [PaTTAN Behavior Resources for Educators](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

#### *Daily Morning Meeting*

**Description:**

Daily time built into the master instructional schedule to provide morning meetings to focus on character education, team building, goal setting and recognizing success.

District Initiative:



2017-2018 - Clinical Classroom Teacher/Principal/Counselor will receive professional development in classroom meeting.

2018-2019 - Professional Development for ALL teachers for classroom meetings.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Classroom Meetings- Character and Social Skill Building Program
- Pennsylvania's Schoolwide Positive Behavior Support System

*Pennsylvania's Schoolwide Positive Behavior Support System*

**Description:**

District initiative- 3 year implementation plan

2018-2019-Begin to build PBIS framework with support from IU13

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Classroom Meetings- Character and Social Skill Building Program
- Pennsylvania's Schoolwide Positive Behavior Support System
- ACES- Trauma Informed Practices

*ACES- Trauma Informed Practices*

**Description:**

Professional development for teachers will begin with 2018-2019 school year.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Pennsylvania's Schoolwide Positive Behavior Support System
- ACES- Trauma Informed Practices

*Professional Development -- ALiCE*

**Description:**

Implementation of ALiCE training for all students and staff.

This training will be implemented with staff members first and will include activities such as simulations and/or table talk activities.

We recognize that the training for students will require a carefully implemented plan. The development of lessons will occur so that teachers can implement a consistent message/lesson for all students. Additionally, a picture book was ordered to be used as a resource and springboard for the lesson.

Communication with parents will occur via written correspondence and opportunities will be provided at PTO meetings for parents to hear information as it relates to ALiCE.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- ACES- Trauma Informed Practices

### *PaTTAN Behavior Resources for Educators*

**Description:**

This step will be a resource for teachers and connect with SW-PBIS implementation step

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Classroom Meetings- Character and Social Skill Building Program
- Pennsylvania's Schoolwide Positive Behavior Support System

### *Communication - School In-house Community and Parents*

**Description:**

Communication will be provided on the focused character trait via school announcements for in-house and via newsletters for parents.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Family Engagement

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA, End of Year Math Assessment (K-2)

Specific Targets: Proficient and/or Advanced

Type: Interim

Data Source: Unit Tests, Performance Based Assessments, Basic Facts Assessments

Specific Targets: Proficient

### ***Strategies:***

#### *After School Programs*

**Description:**

After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

**SAS Alignment:** Instruction, Materials & Resources

#### *Curriculum Mapping*

**Description:**

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

#### *Differentiated Instruction*

**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the

use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#) ) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

### *Instructional Coaching*

**Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Sources: [Kansas Coaching Project \(KCP\)](#) , [Improving Student Engagement and Performance...](#) , [Instructional Coaching Group \(Resources\)](#) , [The Partnership Principles](#) )

**SAS Alignment:** Instruction, Materials & Resources

### *Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

**SAS Alignment:** Instruction

### *Professional Development*

**Description:**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### *Inquiry-based instruction (STEAM)*

**Description:**

Implementation steps will include:

UPSC (understand, plan, solve, check) model, problem-based learning opportunities, technology integration, background knowledge development, STEAM, mathematical mindset professional development

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Special Education, Student Services, Educational Technology

**Supported Strategies:**

- Curriculum Mapping
- Differentiated Instruction

#### *Before / After School Programs*

**Description:**

Before and after school programs will be designed to meet the needs of students and engage families in school community.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- After School Programs

*CRA Training***Description:**

2018 - 2019 School Year -- All third and fourth grade teachers will receive professional development in the Concrete, Representational, and Abstract instructional strategy.

2019 - 2020 School -- All first and second grade teachers will receive professional development in the Concrete, Representational, and Abstract instructional strategy.

2020 - 2021 -- All kindergarten teachers will receive professional development in the Concrete, Representational, and Abstract instructional strategy.

**Start Date:** 8/27/2018    **End Date:** 6/30/2021

**Program Area(s):****Supported Strategies:**

- Differentiated Instruction
- Multi-Tiered Systems of Support (MTSS-RtII)
- Professional Development