North Paulding High School

School Improvement Plan
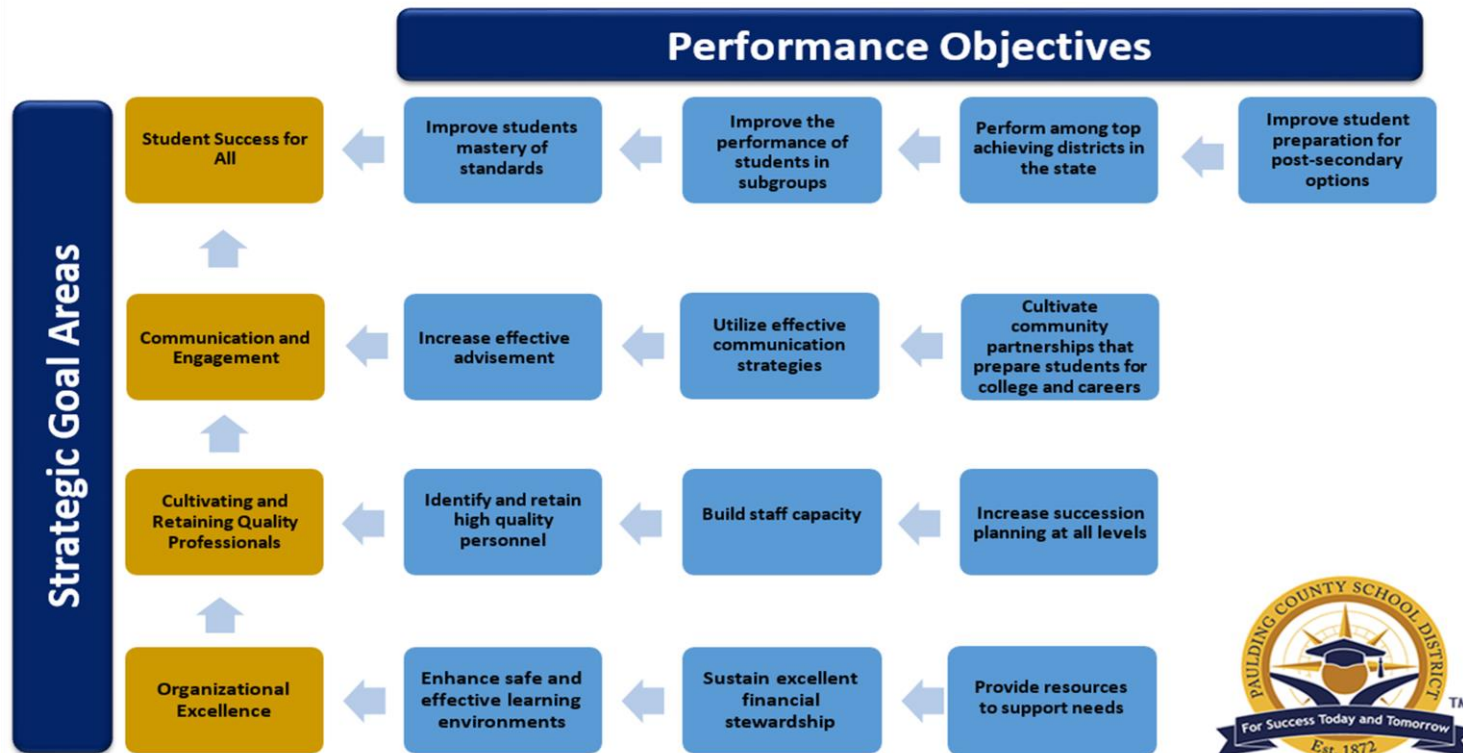# 2020 -2021

Mr. Gabe Carmona, Principal

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

PCSD STRATEGY MAP

Performance Objectives

Strategic Goal Areas

Student Success for All
- Improve students mastery of standards
- Improve the performance of students in subgroups
- Perform among top achieving districts in the state
- Improve student preparation for post-secondary options

Communication and Engagement
- Increase effective advisement
- Utilize effective communication strategies
- Cultivate community partnerships that prepare students for college and careers

Cultivating and Retaining Quality Professionals
- Identify and retain high quality personnel
- Build staff capacity
- Increase succession planning at all levels

Organizational Excellence
- Enhance safe and effective learning environments
- Sustain excellent financial stewardship
- Provide resources to support needs

SCHOOL MISSION & VISION

MISSION:

The core purpose of North Paulding High School is to challenge the student body through rigorous instruction and relevant experiences while building meaningful relationships.

Vision:

We believe in providing a positive, safe, and supportive learning environment with academically challenging instruction founded in the continual commitment to reflective professional development, which provides students with knowledge established on the beliefs of success in the 21st century global society.

CORE VALUES:

Positive, safe, and supportive learning environments

Academically challenging instruction

North Paulding High School Improvement Action Plan

SMART Goal 1: *The percentage of Ninth Grade students scoring Proficient and Advanced on the Reading Inventory will increase by 3% from 72.91 % at the December/January 2019-2020 administration to 75.91% in 2020-2021. The percentage of 10th Grade students scoring Proficient and Advanced on the Reading Inventory will increase by 3% from 72.11 % at the December/January 2019-2020 administration to 75.11% in 2020-2021.*

Strategy/Initiative: *Professional Learning Communities will collaboratively plan and implement Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning), the CSET writing process, and L4GA programs with instructional delivery.*

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Strategic Goal Cultivating and Retaining Quality Professionals **GSPS** PL1, PL3, PL4, PL5, PL6, LS3, POS1, POS2	**Professional Learning:** Professional Learning will be provided for teachers on Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning) and the CSET (Claim, Set-Up, Evidence, Tie-In) writing process (Tier 1). (Literacy Team PLC) L4GA - The District will provide Achieve 3000 training (Tier 2) to 9th Grade Literature and ESEP/ELA Small-group teachers. The District will provide Read 180/System 44 training (Tier 2/Tier 3) to teachers in this classroom.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, Title II Funding, L4GA Funding, Achieve 3000 Coach/training, Read 180/System 44 Coach/training.	Administrative Team/EAC, Literacy Team PLC, Department and Content PLCs.	August 2020-May 2021.	PL agendas and sign-in sheets, PD Express Transcripts, PLC Documentation, Instructional Planning and Implementation, SIP Monitoring Checklist, Achieve 3000 and Read 180/System 44 training sessions.	**School Leaders Demonstrate:** Understanding of Comprehensive Literacy Strategies and the CSET writing process with instructional planning and implementation. Understanding of L4GA programs. **Teachers Demonstrate:** Understanding of Comprehensive Literacy Strategies and the CSET writing process with instructional planning and implementation. 9th Grade Literature and ESEP/ELA teachers demonstrate understanding of the Achieve 3000 program. Read 180/System 44 teachers demonstrate understanding of the programs.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal Cultivating and Retaining Quality Professionals **GSPS** AS2, AS4, PL1, PL2, PL3, PL4, PL5, LS1, LS2, LS8, POS1, POS2	**Planning:** Professional Learning Communities will meet routinely to collaboratively plan and develop Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning) and the CSET writing process. (Literacy Team PLC) Professional Learning Communities will meet routinely to collaboratively plan and develop Achieve 3000 and Read 180/System 44 program implementation.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, Universal Screener RI, L4GA Funding, Achieve 3000 Coach, Read 180/System 44 Coach.	Administrative Team/EAC, Literacy Team PLC, Department and Content PLCs.	August 2020-May 2021.	PLC Documentation, Instructional Planning and Implementation based on Local School and District PL and L4GA training and coaching, SIP Strategy Monitoring Checklist, Student Achievement Data, RI data, Achieve 3000 data, and Read 180/System 44 data.	**School Leaders Demonstrate:** Scheduling and supporting PL and PLC collaborative meetings and providing feedback. **Teachers Demonstrate:** PLC collaborative planning and development of Comprehensive Literacy Strategies and the CSET writing process. 9th Grade Literature and ESEP/ELA teachers demonstrate collaborative planning and development of lessons for the Achieve 3000 program, Read 180/System 44 teachers demonstrate collaboratively planning and development of lessons for these programs.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
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Strategic Goal Student Success for All, Cultivating and Retaining Quality Professionals **GSPS** AS2, AS4, PL2, PL3, PL6, LS2, LS4, LS7, LS8, POS3	**Implementation:** Professional Learning Communities will collaboratively plan and implement Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning) across the curriculum. Teachers will implement Comprehensive Literacy Strategies with instructional delivery a minimum of one time per week. Teachers will implement the CSET writing component a minimum of once per quarter. Achieve will be implemented with 2-3 lessons per week. Read 180/System 44 will be implemented daily.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, Universal Screener RI, L4GA Funding, Achieve 3000 Coach, Read 180/System 44 Coach.	Administrative Team/EAC, Literacy Team PLC, Department and Content PLCs.	August 2020 – May 2021.	PLC Documentation, Instructional Planning and Implementation based on Local School and District PL and L4GA training and coaching, SIP Strategy Monitoring Checklist, Student Achievement Data, RI data, Achieve 3000 data, and Read 180/System 44 data.	**School Leaders Demonstrate:** Conducting walkthrough/coaching observations and providing feedback. **Teachers Demonstrate:** PLC collaborative planning and implementation of Comprehensive Literacy Strategies, the CSET writing process, and L4GA programs with fidelity per Local School, District, and L4GA PL/training and coaching. **Students Demonstrate:** Engagement and participation in Comprehensive Literacy Strategies, the CSET writing process, and L4GA programs.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
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Strategic Goal Student Success for All, Cultivating and Retaining Quality Professionals **GSPS** PL2, PL4, PL6, LS2, LS4, LS7, LS8, POS3	**Monitoring:** Administrative Team/EAC will review PLC Documentation and Instructional Planning, conduct walkthrough/coaching observations, monitor L4GA program data, share and discuss progress in weekly Administrative Team meetings, and provide feedback to PLCs. Achieve 3000 Coach and Read 180/System 44 Coach will also conduct routine data monitoring and provide briefings to District and the Local School.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, Universal Screener RI, L4GA Funding, Achieve 3000 Coach, Read 180/System 44 Coach.	Administrative Team/EAC.	August 2020 – May 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Administrative Team Walkthroughs, SIP Strategy Monitoring Checklist, Achieve 3000 and Read 180/System 44 Data and Coaching Summaries.	**School Leaders Demonstrate:** Conducting walkthrough/coaching observations, data collection, determining current state of progress and next steps for improvement, providing updates with feedback. **Teachers Demonstrate:** PLC collaboration, progress check, and determining next steps for improvement of instructional planning and implementation, including enrichment and remediation to increase students' success. **Students Demonstrate:** Engagement in learning, improvement with Lexile levels and writing within the content, and increased understanding and mastery of content performance standards.

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SMART Goal 2: As measured against 2019-2020 Winter Main Administration, the percentage of students scoring in Levels 3 and 4 on the Georgia Milestones Assessments will increase in SY21 for each of the following: Algebra I (from 36% to 41%), Biology (from 64% to 67%), American Literature (from 42% to 47%), and U.S. History (from 70% to 73%).

Strategy/Initiative 1: Professional Learning Communities will collaboratively plan with a data protocol to, a) Monitor students' progress and needs, and b) Plan higher-level questioning to engage and challenge students.

Strategy/Initiative 2: Staff will implement Positive Behavioral Interventions and Support (PBIS) and Social and Emotional Learning (SEL) to encourage positive student behaviors and academic achievement in a supportive and safe learning environment.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
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Strategic Goal Cultivating and Retaining Quality Professionals **GSPS** PL1, PL2, PL3, PL4, PL5, PL6, LS1, LS2, LS3, LS8, POS1, POS2, POS5	**Professional Learning:** Professional Learning will be provided for teachers on PLC development using a data protocol to a) monitor students' progress and needs, and b) plan higher-level questioning to engage and challenge students. (Leadership Team PLC) The data protocol will include creating common summative assessments, collecting and analyzing student achievement data, prioritizing needs, and determining research-based instructional strategies/next steps with results indicators. Higher-level questioning will include questions that require analysis, synthesis, and evaluation of information (teacher-student and student-student). PBIS/SEL - The District will provide Professional Learning for teachers on PBIS/SELTeams; PL will be redelivered to staff.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, PBIS/SEL Coordinators, Infinite Campus tools, Title II Funding.	Administrative Team/EAC, Leadership Team PLC, Department and Content PLCs.	August 2020 – May 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Common Summative Assessments, Data Protocol, SIP Strategy Monitoring Checklist, PBIS/SEL training and Look-fors.	**School Leaders Demonstrate:** Understanding of Professional Learning Community development using a data protocol to a) monitor students' progress and needs, and b) plan high-level questioning to engage and challenge students, and PBIS/SEL programs. **Teachers Demonstrate:** Understanding of Professional Learning Community development using a data protocol. Collaboration to create common assessments, collect and analyze student achievement data, prioritize needs, and determine research-based instructional strategies/next steps with results indicators. Collaboration to plan higher-level questioning to require analysis, synthesis, and evaluation of information. Collaboration to implement PBIS/SEL program components.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal Cultivating and Retaining Quality Professionals **GSPS** AS2, AS4, PL1, PL2, PL3, PL4, PL5, LS1, LS2, LS8, POS1, POS2	**Planning:** Professional Learning Communities will meet routinely to collaboratively plan and develop instruction using a data protocol to a) create common summative assessments, collect and analyze student achievement data, prioritize needs, and determine research-based instructional strategies/next steps with results indicators, and b) plan higher-level questioning that require analysis, synthesis, and evaluation of information. (Leadership Team PLC) Professional Learning Communities will collaboratively plan and develop PBIS/SEL program components to be included with instructional delivery. (PBIS/SEL Team)	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, PBIS/SEL Coordinators, Infinite Campus tools.	Administrative Team/EAC, Leadership Team PLC, Department and Content PLCs.	August 2020 – May 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Common Summative Assessments, Data Protocol, SIP Strategy Monitoring Checklist, PBIS/SEL Look-fors, Student Achievement Data, IC data.	**School Leaders Demonstrate:** Scheduling and supporting PL and PLC collaborative meetings and providing feedback. **Teachers Demonstrate:** PLC collaborative planning and development of instruction using a data protocol. Collaboration to create and develop common assessments, collect and analyze student achievement data, prioritize needs, and determine research-based instructional strategies/next steps with results indicators. Collaboration to plan and develop higher-level questioning to require analysis, synthesis, and evaluation of information. Collaboration to plan and develop PBIS/SEL program components with instructional delivery.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Strategic Goal Student Success for All, Cultivating and Retaining Quality Professionals **GSPS** AS2, AS4, PL2, PL3, PL6, LS2, LS4, LS7, LS8, POS3	**Implementation:** Professional Learning Communities will collaboratively plan and implement instruction using a data protocol to: a) create common summative assessments, collect and analyze student achievement data, prioritize needs, and determine research-based instructional strategies/next steps with results indicators, and b) plan and implement higher-level questioning to engage and challenge students. Professional Learning Communities will collaboratively plan to implement PBIS/SEL program components daily.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, PBIS/SEL Coordinators, Infinite Campus tools.	Administrative Team/EAC, Leadership Team PLC, Department and Content PLCs.	August 2020 – May 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Common Summative Assessments, Data Protocol, SIP Strategy Monitoring Checklist, PBIS/SEL Look-fors, Student Achievement Data, IC data.	**School Leaders Demonstrate:** Conducting walkthrough observations and providing feedback**.** **Teachers Demonstrate:** Collaborative planning and implementation of a data protocol to: a) monitor students' progress and needs, and b) plan and implement high-level questioning to engage and challenge students. Implementation of PBIS/SEL program components. **Students Demonstrate:** Engagement in learning targeted for individual needs and mastery of content and demonstration of rigorous thinking through high-level questioning. Positive student behaviors, academic achievement.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal Student Success for All, Cultivating and Retaining Quality Professionals **GSPS** PL2, PL4, PL6, LS2, LS4, LS7, LS8, POS3	**Monitoring:** Administrative Team/EAC will review PLC Documentation, Common Summative Assessments, and Instructional Planning, conduct walkthrough observations, share and discuss progress in weekly Administrative Team meetings, and provide feedback to PLCs.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, PBIS/SEL Coordinators, Infinite Campus tools.	Administrative Team/EAC.	August 2020 – May 2021.	PL agendas and sign-in sheets, PD Express Transcripts, PLC Documentation, Data protocol, Instructional Planning, Common Summative Assessments, Data Protocol, SIP Strategy Monitoring Checklist, PBIS/SEL Look-fors, Student Achievement Data, IC data.	**School Leaders Demonstrate:** Conducting walkthrough/coaching observations, data collection, determining current state of progress and next steps for improvement, providing updates with feedback. **Teacher Leaders Demonstrate:** PLC collaboration with a data protocol to monitor students' progress and needs and to plan and implement high-level questioning to engage and challenge students. PLC collaboration and use of IC data to monitor effectiveness of PBIS/SEL program components. **Students Demonstrate:** Engagement in learning targeted for individual needs and mastery of content and demonstration of rigorous thinking through high-level questioning. Positive student behaviors, academic achievement.

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SMART Goal 3: As measured against baseline data collected in September 2020 and approximately 2000 face-to-face students enrolled, overall student engagement with participation in the Canvas LMS for DLD will increase from an average number of 1935 actions taken per day in September 2020 to an average number of 2031 actions taken per day in December 2020 (5% increase). This goal will be re-adjusted based on the number of face-to-face students enrolled in second semester.

Strategy/Initiative: Professional Learning Communities will collaboratively plan and implement instructional technology strategies via Canvas LMS to increase student engagement and participation in digital learning.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Strategic Goal Cultivating and Retaining Quality Professionals **GSPS** PL1, PL2, PL3, PL4, PL5, PL6, LS1, LS2, LS3, LS8, POS1, POS2, POS5	**Professional Learning:** Professional Learning will be provided for teachers on Canvas LMS and instructional strategies to increase student engagement and participation in digital learning. (Technology Team PLC)	Local School PL and PL Funding, District PL and PL Funding, District Technology Team, Title II Funding, Canvas LMS.	Administrative Team/EAC, Technology Team PLC, Department and Content PLCs.	September 2020 – April 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Canvas Monitoring Checklist, Canvas LMS.	**School Leaders Demonstrate:** Understanding of Canvas LMS and use of a Canvas Monitoring Checklist to monitor instructional strategies to increase student engagement and participation in digital learning. **Teachers Demonstrate:** Understanding of Canvas LMS and instructional strategies to increase student engagement and participation in digital learning.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal Cultivating and Retaining Quality Professionals **GSPS** AS2, AS4, PL1, PL2, PL3, PL4, PL5, LS1, LS2, LS8, POS1, POS2	**Planning:** Professional Learning Communities will meet routinely to collaboratively plan and develop Canvas LMS lessons and instructional strategies to increase student engagement and participation in digital learning. (Technology Team PLC)	Local School PL and PL Funding, District PL and PL Funding, District Technology Team, Canvas LMS.	Administrative Team/EAC, Technology Team PLC, Department and Content PLCs.	September 2020 – April 2021.	PLC Documentation, Instructional Planning, Student Achievement Data, Canvas Monitoring Checklist, Canvas LMS.	**School Leaders Demonstrate:** Scheduling and supporting PL and PLC collaborative meetings and providing feedback. **Teachers Demonstrate:** PLC collaborative planning and development of Canvas LMS lessons and instructional strategies to increase student engagement and participation in digital learning.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal Student Success for All, Cultivating and Retaining Quality Professionals **GSPS** AS2, AS4, PL2, PL3, PL6, LS2, LS4, LS7, LS8, POS3	**Implementation:** Professional Learning Communities will collaboratively plan and implement Canvas LMS lessons and instructional strategies to increase student engagement and participation in digital learning.	Local School PL and PL Funding, District PL and PL Funding, District Technology Team, Canvas LMS.	Administrative Team/EAC, Technology Team PLC, Department and Content PLCs.	September 2020 – April 2021.	PLC Documentation, Instructional Planning, Student Achievement Data, Canvas Monitoring Checklist, Canvas LMS.	**School Leaders Demonstrate:** Conducting Canvas Monitoring Checks and providing feedback. **Teachers Demonstrate:** PLC collaborative planning and implementation of Canvas LMS lessons and instructional strategies to increase student engagement and participation in digital learning. **Students Demonstrate:** Engagement and participation in Canvas LMS.

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal Student Success for All, Cultivating and Retaining Quality Professionals **GSPS** PL2, PL4, PL6, LS2, LS4, LS7, LS8, POS3	**Monitoring:** Administrative Team/EAC will review PLC Documentation, Canvas LMS lessons and instructional strategies, share and discuss progress in weekly Administrative Team meetings, and provide feedback to PLCs.	Local School PL and PL Funding, District PL and PL Funding, District Technology Team, Canvas LMS.	Administrative Team/EAC.	September 2020 – April 2021.	PLC Documentation, Instructional Planning, Student Achievement Data, Canvas Monitoring Checklist, Canvas LMS.	**School Leaders Demonstrate:** Conducting Canvas Monitoring Checks and providing feedback. **Teachers Demonstrate:** PLC collaboration, progress check, and determining next steps for improvement of Canvas LMS lessons and instructional strategies to increase students' engagement and participation. **Students Demonstrate:** Engagement in digital learning via Canvas LMS and increased understanding and mastery of content performance standards.

North Paulding High School Professional Learning Plan 2020-2021

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	**Evidence**
Professional Learning: Professional Learning will be provided for teachers on Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning) and the CSET (Claim, Set-Up, Evidence, Tie-In) writing process (Tier 1). (Literacy Team PLC). L4GA - The District will provide Achieve 3000 training (Tier 2) to 9th Grade Literature and ESEP/ELA Small-group teachers. The District will provide Read 180/System 44 training (Tier 2/Tier 3) to teachers in this classroom.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, Title II Funding, L4GA Funding, Achieve 3000 Coach, Read 180/System 44 Coach.	Administrative Team/EAC, Literacy Team PLC, Department and Content PLCs.	August 2020-May 2021.	PL agendas and sign-in sheets, PD Express Transcripts, PLC Documentation, Instructional Planning and Implementation, SIP Monitoring Checklist, Achieve 3000 and Read 180/System 44 training sessions.	**School Leaders Demonstrate:** Understanding of Comprehensive Literacy Strategies and the CSET writing process with instructional planning and implementation. Understanding of L4GA programs. **Teachers Demonstrate:** Understanding of Comprehensive Literacy Strategies and the CSET writing process with instructional planning and implementation. 9th Grade Literature and ESEP/ELA teachers demonstrate understanding of the Achieve 3000 program. Read 180/System 44 teachers demonstrate understanding of the programs.
Professional Learning: Professional Learning will be provided for teachers on PLC development using a data protocol to a) monitor students' progress and needs, and b) plan higher-level questioning to engage and challenge students. (Leadership Team PLC) The data protocol will include creating common summative assessments, collecting and analyzing student achievement data, prioritizing needs, and determining research-based instructional strategies/next steps with results indicators.	Local School PL and PL Funding, District PL and PL Funding, District Curriculum Coordinators, PBIS/SEL Coordinators, Infinite	Administrative Team/EAC, Leadership Team PLC, Department and Content PLCs.	August 2020 – May 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Common Summative Assessments, Data Protocol,	**School Leaders Demonstrate:** Understanding of Professional Learning Community development using a data protocol to a) monitor students' progress and needs, and b) plan high-level questioning to engage and challenge students, and PBIS/SEL programs. **Teachers Demonstrate:** Understanding of Professional Learning Community development using a data protocol. Collaboration to create common assessments, collect and analyze student achievement data, prioritize needs, and

Professional Learning Strategy/Support	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
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Higher-level questioning will include questions that require analysis, synthesis, and evaluation of information (teacher-student and student-student). PBIS/SEL - The District will provide Professional Learning for teachers on PBIS/SELTeams; PL will be redelivered to staff.	Campus tools, Title II Funding.			SIP Strategy Monitoring Checklist, PBIS/SEL training and Look-fors.	determine research-based instructional strategies/next steps with results indicators. Collaboration to plan high-level questioning to require analysis, synthesis, and evaluation of information. Collaboration to implement PBIS/SEL program components.
Professional Learning: Professional Learning will be provided for teachers on Canvas LMS and instructional strategies to increase student engagement and participation in digital learning. (Technology Team PLC)	Local School PL and PL Funding, District PL and PL Funding, District Technology Team, Title II Funding, Canvas LMS.	Administrative Team/EAC, Technology Team PLC, Department and Content PLCs.	August 2020 – May 2021.	PL agendas and sign-In sheets, PD Express Transcripts, PLC Documentation, Instructional Planning, Canvas Monitoring Checklist, Canvas LMS.	**School Leaders Demonstrate:** Understanding of Canvas LMS and use of a Canvas Monitoring Checklist to monitor instructional strategies to increase student engagement and participation in digital learning. **Teachers Demonstrate:** Understanding of Canvas LMS and instructional strategies to increase student engagement and participation in digital learning.

Paraprofessionals will complete Para PL/PLC book study and re-delivery of district PL for paraprofessionals facilitated by the ESEP Lead: "Building on the Strengths of Students with Special Needs" by Toby Karten. Sept. 2- Chapter 1-Students with Dyslexia and Other Reading differences. Chapter 2-Students with Attention Deficit Hyperactivity Disorder (ADHD) Oct. 14-Chapter 3-Students with Social, Emotional, and Behavioral Differences. Chapter 4-Students with Specific Learning disabilities (SLDs) Nov. 3- Chapter 5-Students with Executive Function (EF) Disorder. Chapter 6-Students with Speech and Language Disorders. Chapter 7-Students with Auditory Process Disorder (APD) Dec. 18- Chapter 8-Students with Autism Spectrum disorder (ASD). Chapter 9- Students with Intellectual Disabilities (ID) Feb. 3-Chapter 10-Students with Deafness and hearing Impairments. Chapter 11-Students with Blindness and Visual Impairments March 12-Chapter 12-Students with Physical Disabilities. Chapter 13-Students with Multiple Abilities	Local School PL Funding.	Department Administrator, EAC, ESEP Lead Teacher, Paraprofessionals.	August 2020 September 2, 2020 October 14, 2020 November 3, 2020 December 18, 2020 February 3, 2021 March 12, 2021 April 2020	PL Agendas and Sign-In sheets.	**Paraprofessionals Demonstrate:** Implementing learned strategies through a Para PL/PLC book study, and district PL for paraprofessionals.