

PENN WOOD MS

121 Summit St

CSI School Plan | 2022 - 2023

VISION FOR LEARNING

Penn Wood Middle School, through the development of an equitable and rigorous learning environment, ensures students will be intellectually engaged in the 21st Century through critical thinking, citizenship, collaboration, communication, creativity, and wellness. Penn Wood Middle School ensures students will possess the core academic knowledge to be successful in high school, college, and/or careers. Penn Wood Middle School prepares students to demonstrate high moral character while developing a sense of accountability for their education through restorative practices.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Eric Becoats	Superintendent	William Penn School District
Dr. Matthew Lammons	Assistant Principal	Penn Wood Middle School
Marla Spivey	Assistant Principal	Penn Wood Middle School
Tamika Hill	Guidance Counselor/Chair of Dept.	Penn Wood Middle School
Todd Bones	Teacher	Penn Wood Middle School
Adam Naroff	Teacher	Penn Wood Middle School
Robert Smythe	PBIS Coach	Penn Wood Middle School
Susan Ostrich	Education Specialist	External Consultant
Ryan McShay	Teacher	Penn Wood Middle School
Samantha Simonelli	Teacher	Penn Wood Middle School
Stephanie Archer	Teacher	Penn Wood Middle School
Warren Danenza	Principal	Penn Wood Middle School
Lowrenzel Hill	Other	Penn Wood Middle School

Name	Position	Building/Group
Heather Stottlemyer	Education Specialist	DCIU
Tara Brown	District Level Leaders	William Penn School District
Ed Dunn	District Level Leaders	William Penn School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

If we design and implement a multi-tiered system of support, with high fidelity, that provides consistent and effective intervention and action planning, then students will demonstrate consistent growth in Mathematics, and English Language Arts.

Mathematics

English
Language
Arts

Other

If we provide educators with a system and structure to consistently offer students opportunities to strengthen their attendance, and social-emotional learning skills and incentivize positive behaviors, then students will be better suited to regulate their emotions and strengthen their skillset when attempting to access grade-level content.

School
climate and
culture

School
climate and
culture

School
climate and
culture

ACTION PLAN AND STEPS

Evidence-based Strategy

Implement Job Embedded Instructional Coaching

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA

Using the district's MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the Lexia Rapid Assessment (ELA)

English Language Learners

Using the district's MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all English Language Learners of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the Lexia Rapid Assessment (ELA)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Maintain the ELA coaching system that provides core and tier instructional and behavioral support for the staff.

2022-08-15 -
2023-05-12

District ELA
Supervisor

ELA Instructional Coach

Implement a plan for ongoing training of the ELA Instructional Coach in order to expand their knowledge of data analysis, and Tier One instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier Three strategies

2022-09-01 -
2023-05-12

District ELA
Supervisor

Professional Development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Develop the ELA coach schedule to ensure the coach has half of the instructional day available to implement small group interventions. The coach will focus on small groups of students who need additional academic support. Using Lexia data and other formative data to determine students whose scores are between basic and proficient, the coaches' will be assigned small groups of those students to support. The coach will design targeted standard-based instructional lessons to address the specific academic needs of those students. These members of these intervention groups will be reviewed and revised quarterly (October, January, and March).</p>	<p>2022-08-15 - 2022-09-30</p>	<p>District ELA Supervisor</p>	<p>Collaboration Schedule, Lexia</p>
<p>Weekly ELA coach meeting with administrators. These meetings will include reviewing coaching logs, coaching schedules and calendars, coaching plans, and discussing successes and challenges with the goal of arriving at solutions for those challenges. The agendas for meetings will vary depending on what type of support the coaches need at that time. This will be determined through a review of coaching logs, coaching plans, teacher feedback, observation of coaching sessions, and discussions with the coaches</p>	<p>2022-09-01 - 2023-05-12</p>	<p>Administration and District ELA Supervisor</p>	<p>Collaboration Schedule, Weekly Agendas</p>
<p>Assign the ELA coach groups of teachers to support. These assignments will be reassessed and according to revised quarterly (October, January, March) through the review of coaching logs, noted improvements in designated teacher's knowledge, and implementation of Tier one instructional strategies, walkthroughs, lesson plan reviews</p>	<p>2022-09-01 - 2023-05-12</p>	<p>ELA Instructional Coach</p>	<p>ELA Instructional Coach Coaching Model</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement targeted ELA coaching and begin monitoring/support procedures to measure the impact of the coach on the instructional and pedagogical skills of teachers	2022-10-31 - 2023-05-12	ELA Instructional Coach	Instructional Round Protocol
Conduct quarterly self-reflection survey questions as a means to gain feedback on teachers' perspectives on the effectiveness of coaching.	2021-09-01 - 2023-05-12	DCIU	Surveys
Each Quarter, the Data Analyst will analyze all of the ELA assessments (Lexia) from the students to determine the effectiveness of the small group interventions and targeted supports.	2022-09-01 - 2023-05-12	Data Analyst	Data and Student Demographic Information

Anticipated Outcome

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Monitoring/Evaluation

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

Evidence-based Strategy

Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Referrals

By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data

PBIS and restorative practices

By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Hire certified teacher to replace Climate and Culture Coordinator

2022-08-01 -
2022-09-30

Administration,
Human
Resources

WPSD Hiring Protocol

Audit the current PBIS plan to determine the strengths and weaknesses of the system through a review of the Tiered Fidelity Inventory and Self Assessment Survey from 2022

2022-09-01 -
2022-10-01

Culture and
Climate
Coordinator

Survey Data IU PBIS
Consultant

Revise position of PBIS coach to become Culture and Climate Coordinator to ensure implementation and effectiveness of PBIS program as well as to monitor After School Academy and Restorative Room

2022-05-02 -
2022-09-01

Administration

Job Description and
Organizational Charts

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of calendar to include distribution of student and teacher surveys, events, community outreach events, assemblies, data reports, themes, special events, PBIS team meetings	2022-09-30 - 2022-10-31	Climate and Culture Coordinator	Community Engagement Calendar
Using data gleaned from the audit, convene a committee to develop an updated plan for PBIS for the 2022-2023 school year. This will be reflected in the bi-weekly report.	2022-10-01 - 2022-10-31	Culture and Climate Coordinator	Collaboration Schedule
Review of current scholar and teacher surveys and focus group replies to assess alignment with PBIS goals and revise if necessary. Share results with the staff	2022-10-14 - 2022-12-15	Climate and Culture Coordinator	Survey Data
Develop and implement a differentiated professional development plan to ensure all teachers have an in-depth knowledge of PBIS goals, procedures, and processes. These PDs will focus on the fundamentals of PBIS, Tier One instruction, and Tier Two and Tier Three behavior interventions. Assignments to the PDs will be based on teacher feedback and prior experience with PBIS as well as observation logs and administrative walkthroughs and behavioral data.	2022-08-15 - 2023-05-12	Climate and Culture Coordinator	Professional Development
Monitor impact of professional development through educator feedback surveys to be administered after each professional development session as well as through walkthroughs and classroom observations	2022-08-16 - 2023-05-12	Leadership Team	Survey Data Walkthrough Forms Classroom Observations
Purchase SWIS data system to allow teams to collect and analyze behavioral data relative to intensity, location, nature of behaviors and	2022-08-15 - 2022-09-30	Administration	CSI Funds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>antecedents, consequences, and function of behaviors.</p>			
<p>Professional development for new staff on the Second Step curriculum. Review and coaching of the program offered to any returning staff who need refreshment.</p>	<p>2022-09-01 - 2022-10-31</p>	<p>Climate and Culture Coordinator</p>	<p>Professional Development</p>
<p>Implement Second Step curriculum and PBIS Lessons in Advisory. (ESSA Tier 3) Advisory is a daily, opportunity for building community and focusing on socioemotional skill development for all students. We will implement Second Step, which is a school-wide socioemotional learning program aimed at reducing violence and encouraging academic success among middle school students through a focus on emotion recognition and management, empathy, problem-solving, bullying prevention, and goal-setting (ESSA TIER 3). We will also use this time to teach PBIS expectations and integrate college- and career-readiness programming</p>	<p>2022-10-03 - 2023-05-12</p>	<p>Climate and Culture Coordinator</p>	<p>Second Step Curriculum</p>
<p>Establishment and implementation of mentor program (ESSA Tier 3) The use of teacher, parent, or student mentors or monitors may be effective in building vital relationships that encourage students to attend school more regularly</p>	<p>2022-10-03 - 2023-05-12</p>	<p>Climate and Culture Coordinator</p>	<p>Check and Connect</p>
<p>Plan and implement of Scholar-Athlete mentoring program to improve student involvement and address the holistic needs of designated scholars with the goal of improving behaviors and academic achievement ESSA Tier 3</p>	<p>2022-08-01 - 2023-05-12</p>	<p>Scholar-Athlete Coordinator</p>	<p>Check and Connect, PIAA Academic Eligibility</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase and implement of ScholarChip as a tool to monitor attendance with the goal of increased attendance.	2022-08-15 - 2022-09-01	Administration	CSI Funds
Communicate monthly SWIS data reports to staff with the goal of using data to inform instruction and interventions	2022-10-03 - 2023-05-12	Culture and Climate Coordinator	SWIS Data, Collaboration Schedule
Monitor classroom implementation of Tier One instruction, pre-teaching, teaching, and reteaching of behavior expectations and direct instruction of replacement behaviors per the behavior matrix through a review of coaching forms, feedback forms from turn-around training from conferences, walkthroughs, and observations.	2022-09-12 - 2023-05-31	Climate and Culture Coordinator	Instructional Rounds Protocol
Administer Self-Assessment survey and Tiered Fidelity Inventory	2023-05-15 - 2023-06-01	Climate and Culture Coordinator	Survey Data
Revise the criteria for assignment to the Restorative Room, develop a curriculum for Restorative Room, and monitor of Restorative Room. The Restorative Room will be created on SWIS data that indicates the times it is needed. During the student time in the Restorative Room, there will be a restorative conference or activity using the SEL self-reflective techniques that allows for the student to return to class quickly, A monitoring form will be developed over the summer to gather data on the Restorative Room's effectiveness.	2022-10-03 - 2023-05-12	Culture and Climate Coordinator	Space and Schedule
Each Quarter, the Data Analyst will analyze all of the Climate and	2022-09-01 -	Data Analyst	Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Culture Data from the students to determine the effectiveness of the small group interventions and targeted supports.	2023-05-12		

Anticipated Outcome

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Monitoring/Evaluation

Administration

Evidence-based Strategy

Use appropriate technological tools and programs to enhance student learning. (ESSA Tier 2)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Referrals	By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data
PBIS and restorative	By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support

Goal Nickname**Measurable Goal Statement (Smart Goal)**

practices

system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Ensure there is adequate technology capable of implementing interventions

2022-08-15 - 2022-10-03

Administration

Collaboration Schedule

Refine the system-wide monitoring process which includes monitoring lesson plans and classroom instructional analysis for evidence of differentiated support and fidelity to designated programs.

2022-08-15 - 2022-10-31

Administration, Instructional Coaches

Instructional Rounds Protocol

Provide ongoing support and monitoring for identified staff implementing the Lexia program

2022-09-14 - 2023-05-12

ELA Instructional Coach

Instructional Rounds Protocol

Refresh knowledge of procedures for implementation and provide ongoing support for identified staff implementing Mathia program

2022-08-17 - 2023-05-12

Math Instructional Coach

Instructional Rounds Protocol

Monitor implementation of Mathia to ensure program fidelity through monitoring lesson plans, data analysis, classroom instructional analysis, and program documentation

2022-09-01 - 2023-05-12

Math Instructional Coach

Instructional Rounds Protocol

Monitor implementation of Lexia to ensure program fidelity through monitoring lesson plans, data analysis, classroom instructional analysis,

2022-09-01 - 2023-05-12

ELA Instructional

Lexia Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and program documentation		Coach	

Anticipated Outcome
Fidelity to programs with the goal of differentiated supports for scholars resultng in improved achievement

Monitoring/Evaluation
The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Evidence-based Strategy
Implement a Tiered System of Instructional and Behavioral Supports and Interventions (ESSA Tier 3)

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Referrals	By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase and begin use of ScholarChip to document and support attendance. The goal is to increase student attendance resulting in improved academic achievement.	2022-08-01 - 2022-09-30	Climate and Culture Coordinator	CSI Funds
Review and analyze the effectiveness of current interventions and determine the structure moving forward of the interventions as a result of that analysis.	2022-08-31 - 2022-09-30	Instructional Coaches	Instructional Round Protocol
Refine roles and responsibilities of the intervention team including coaches who will conduct intervention support	2022-09-30 - 2022-11-01	Leadership Team	Collaboration Schedule
Review the district's MTSS plan and PWMS plan to ensure PWMS's system is in alignment.	2022-10-03 - 2022-11-30	Leadership Team	MTSS Plan
Organize and analyze student data to be shared with teachers with the goal of supporting differentiated instruction and interventions for designated scholars	2022-08-15 - 2022-08-31	Data Analyst	CSI Funds
Purchase Step-Up-to-Writing and targeted math intervention.	2022-08-15 - 2022-09-30	Administration	CSI Funds
Review of student data to support the placement of scholars into differentiated, Math and ELA intervention groups. These targeted intervention groups will occur during the After School Academy and during the 90 minute instructional block The members of the differentiated intervention groups will be reviewed quarterly and revised as necessary.	2022-10-03 - 2023-05-12	Instructional Coaches, Data Analyst	Student Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determination of programs/activities/interventions to be included in After-School Academy	2022-09-05 - 2022-10-31	Data Analyst	Program Specific Materials
Creation of schedule/calendar for After-School Academy	2022-10-03 - 2022-10-31	Leadership Team	Schedule
Determination of staff for After-School Academy	2022-09-05 - 2022-10-19	Leadership Team	Educators
Invitation/notices are sent out to designated students to attend the academy. Additional invitations will be offered throughout the school year as determined by a review of the academic achievement of scholars	2022-10-19 - 2023-03-29	Leadership Team	Student Data
Implement After-School Academy /clubs (ESSA Tier 3) The school will implement an after-school academy for all students that will support achievement in academics, arts, and athletics.	2022-10-03 - 2023-05-12	Leadership Team	Title One funding
Each Quarter, the Data Analyst will analyze all of the data and surveys from the students to determine the effectiveness of the After-School Academy.	2022-09-01 - 2023-05-12	Data Analyst	Data
Anticipated Outcome			
Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars			

Monitoring/Evaluation

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Evidence-based Strategy

Implement Job Embedded Instructional Coaching (ESSA Tier 2)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	Using the district's MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the MSDA (Math)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hire a Math Instructional coach to ensure the support that provides core and tiered instructional support for the math department.	2022-08-01 - 2022-09-30	Administration	WPSD Hiring Process
Implement a plan for ongoing training of Math Instructional Coach in order to expand their knowledge of data analysis, Tier one instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on	2022-09-01 - 2023-05-12	District Math Supervisor	Professional Development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Tier One, Tier Two, and Tier Three strategies			
<p>Review the Math Instructional Coach schedule to ensure the coach has half of the instructional day available to implement small group interventions. The coach will focus on small groups of students who need additional academic support. Using MSDA data and other formative data to determine students whose scores are between basic and proficient, the coaches' will be assigned small groups of those students to support. The coach will design targeted standard-based instructional lessons to address the specific academic needs of those students. These members of these intervention groups will be reviewed and revised quarterly (October, January, and March).</p>	2022-09-01 - 2022-09-30	District Math Supervisor	Collaboration Schedule
<p>Weekly math instructional coach meeting with administrators. Some meetings will be for individuals and some will form the entire coaching team. These meetings will include reviewing coaching logs, coaching schedules and calendars, coaching plans, and discussing successes and challenges with the goal of arriving at solutions for those challenges. The agendas for meetings will vary depending on what type of support the coaches need at that time. This will be determined through a review of coaching logs, coaching plans, teacher feedback, observation of coaching sessions, and discussions with the coaches</p>	2022-09-01 - 2023-05-31	District Math Supervisor	Collaboration Schedule, Data
<p>Assign the math coaching groups of teachers to support. These assignments will be reassessed and according to revised quarterly (October, January, March) through the review of coaching logs, noted</p>	2022-09-14 - 2023-05-12	District Math Supervisor	Collaboration Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
improvements in designated teacher's knowledge, and implementation of Tier one instructional strategies, walkthroughs, lesson plan reviews			
Implement targeted math instructional coaching and begin monitoring/support procedures to measure the impact of the coach on the instructional and pedagogical skills of teachers.	2022-10-03 - 2023-05-12	Math Instructional Coach	Collaboration Schedule
Develop surveys/interview questions as a means to gain feedback on teachers' perspectives on the effectiveness of coaching.	2022-04-13 - 2022-09-14	DCIU	Survey
Each Quarter, the Data Analyst will analyze all of the Math assessments (MSDA) from the students to determine the effectiveness of the small group interventions and targeted supports.	2022-09-01 - 2023-05-12	Data Analyst	Data
Hire a supplemental Data Analyst	2022-07-01 - 2022-09-02	Administration	N/A

Anticipated Outcome

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Monitoring/Evaluation

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

Evidence-based Strategy

Ongoing PD (both school-based and off-site) (ESSA TIER 3)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Referrals

By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data

PBIS and restorative practices

By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022.

PBIS-Self Assessment

By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students.

Action Step

Anticipated

Start/Completion

Lead

Person/Position

Materials/Resources/Supports

Needed

Refresh returning teachers knowledge and demonstrate the use of My Perspectives for new teachers to enable them to differentiate instruction so that the teachers can see how to effectively leverage their curricular materials in service of our growth goal.

2022-08-15 -
2023-05-31

ELA
Department
Head

Curriculum Resource

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Demonstrate the use of Step up to Writing to focus the writing instruction so that ELA teachers can see how to effectively leverage this curricular material in service of our growth goal	2022-08-15 - 2023-05-17	ELA Department Head	Curriculum Resource
Refresh returning teachers' knowledge and demonstrate the use of Envisions for new teachers to enable them to differentiate instruction so that the teachers can see how to effectively leverage their curricular materials in service of our growth goal.	2022-08-17 - 2023-05-12	Math Department Head	Curriculum Resource
Development of and implement a professional development plan for 2022-2023 designed to support and increase educators' knowledge of Tier one basic instruction. Identify school wide strategies for PD topics for the year	2022-09-01 - 2023-05-12	Leadership Team	Collaboration Schedule
Development and implementation of a professional development plan to train teachers in school-wide instructional strategies for the year related to Tier 1 instruction in an effective 90-minute instructional block	2022-08-17 - 2022-12-21	Leadership Team	Professional Development
Purchase any supplemental resources needed to support Professional Development goals	2022-08-17 - 2022-09-30	Administration	TBD
Develop and implement targeted professional developments including CPT to revisit and enhance the knowledge of and implementation of Tier One instructional practices and strategies of the classroom teachers.	2022-09-01 - 2023-05-12	Leadership Team	Professional Development
Monitor impact of professional development through educator feedback	2022-10-03 -	Leadership	Instructional Rounds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
surveys to be administered after each professional development session as well as through lesson plan reviews, walkthroughs, instructional analyzes, and classroom observations.	2023-05-12	Team	Protocol
Implementation of professional development to revisit/enhance school-wide strategies/practices that support differentiated instruction, which ultimately will support the academic growth of each student.	2022-08-17 - 2023-05-12	Leadership Team	Professional Development
Designated teachers will attend designated outside conferences with the goal of increasing knowledge of ways to enhance middle school students' achievement	2022-10-03 - 2023-05-12	Leadership Team	CSI Funds
Conference attendees will conduct turn around training on everything they learned at the conferences with the goal of sharing that knowledge with other staff members	2022-11-01 - 2023-05-12	Leadership Team	Professional Development
Summer Leadership Summit . Pay cadre of team members to plan for implementation of new Culture and Climate model and Instructional models.	2022-07-04 - 2022-08-31	Leadership Team	CSI Funds
Each Quarter, the Data Analyst will analyze all of the professional development survey data from the staff to determine the effectiveness of professional development sessions.	2022-09-01 - 2023-05-12	Data Analyst	Data

Anticipated Outcome
Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual

student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Monitoring/Evaluation

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the Lexia Rapid Assessment (ELA) (ELA)</p>	<p>Implement Job Embedded Instructional Coaching</p>	<p>Implement a plan for ongoing training of the ELA Instructional Coach in order to expand their knowledge of data analysis, and Tier One instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier Three strategies</p>	<p>09/01/2022 - 05/12/2023</p>
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all English Language Learners of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the Lexia Rapid Assessment (ELA) (English Language Learners)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)</p>	<p>Monitor impact of professional development through educator feedback surveys to be administered after each professional development session as well as through walkthroughs and classroom observations</p>	<p>08/16/2022 - 05/12/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)</p>	<p>Professional development for new staff on the Second Step curriculum. Review and coaching of the program offered to any returning staff who need refreshment.</p>	<p>09/01/2022 - 10/31/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)</p>	<p>Establishment and implementation of mentor program (ESSA Tier 3) The use of teacher, parent, or student mentors or monitors may be effective in building vital relationships that encourage students to attend school more regularly</p>	<p>10/03/2022 - 05/12/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p>	<p>Use appropriate technological tools and programs to enhance student learning. (ESSA Tier 2)</p>	<p>Refresh knowledge of procedures for implementation and provide ongoing support for identified staff implementing Mathia program</p>	<p>08/17/2022 - 05/12/2023</p>
<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the MSDA (Math) (Math)</p>	<p>Implement Job Embedded Instructional Coaching (ESSA Tier 2)</p>	<p>Implement a plan for ongoing training of Math Instructional Coach in order to expand their knowledge of data analysis, Tier one instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier Three strategies</p>	<p>09/01/2022 - 05/12/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the district's MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the MSDA (Math) (Math)	Implement Job Embedded Instructional Coaching (ESSA Tier 2)	Hire a supplemental Data Analyst	07/01/2022 - 09/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Refresh returning teachers knowledge and demonstrate the use of My Perspectives for new teachers to enable them to differentiate instruction so that the teachers can see how to effectively leverage their curricular materials in service of our growth goal.</p>	<p>08/15/2022 - 05/31/2023</p>
<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Demonstrate the use of Step up to Writing to focus the writing instruction so that ELA teachers can see how to effectively leverage this curricular material in service of our growth goal</p>	<p>08/15/2022 - 05/17/2023</p>
<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
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<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
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<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>			

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<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
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<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
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<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
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<p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>			
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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

2022-06-27

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Warren M. Danenza

2022-06-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Our Students with Disabilities and ELL are meeting or exceeding state goals for PVAAS (ELA). We are exhibiting growth in ELA proficiency rates, particularly among Students with Disabilities (72% ELA)-and English Learners (80% ELA)

Our Students with Disabilities and ELL are meeting or exceeding state goals for PVAAS (math).We are exhibiting some growth in Math proficiency rates, particularly among Students with Disabilities (90% math)and English Learners (73% math)

There are multiple members of the current PWMS staff that have expertise in STEAM-related content and have demonstrated the commitment to extending these opportunities to our students.

98.3% of students at Penn Wood Middle School met standards for career readiness, which exceeds the state goal of 98%

Our English Language Learners are meeting or exceeding state goals for PVAAS (ELA, Math, and STEAM-related courses.) career readiness standards, and attendance.

Our Students with disabilities are meeting or exceeding state goals for PVAAS (ELA, and Math) career readiness standards and

Challenges

We need to increase students' proficiency rates in all three content areas. Some of these challenges are due to students returning to in-school instruction after being virtual for 2 years, staff turnover, and quality of instruction. Based on focus group data that included the entire staff, the new teachers demonstrate limited understanding of the content standards, the cognitive demands of the standards, and how to integrate eligible content into their daily lesson planning. Teachers also cited student barriers such as inconsistent academic instruction in prior years and behavioral challenges that cause students to go off-task. ELA proficiency scores-27.8%

Our students are below level and many of them do not have basic computational skills.Also, due to almost two years of virtual instruction, many of our students are struggling with basic grade level concepts. Our designated math coach resigned leaving our teachers with no coaching support.

Our students are below level and many of them have not been exposed to STEAM-related curriculum in elementary. school. Also, due to almost two years of virtual instruction, many of our students are struggling with basic grade-level concepts.

Strengths

attendance.

The school leadership team has found ways to creatively reorganize programmatic, fiscal, and human resources to offset some of the resource obstacles this year; namely, teacher turnover in all tested subject areas and the delays in CSI funding allocated to the school. The school leadership team has found additional ways to rearrange resources for next year so that the CSI priority areas can receive even greater attention. Examples include (a) designing a new master schedule so that teachers have more time to provide targeted remediation and enrichment opportunities to students, and (b) rearranging staffing positions so that there is funding for two new instructional coaches.

The school leadership has met continuously with the School Improvement Facilitator and the consultant to monitor the implementation of the CSI plan this year. The consultant and the leadership have met, on average, once every two weeks to assess our progress towards our goals, readjust when necessary, and plan our data collection and analysis efforts in preparation for meetings with the steering committee. These ongoing data collection, analysis, and reflection activities will continue into the next year as we implement Year 4 of the CSI plan.

Challenges

N/A

The low student achievement and growth rates across the three content areas are indicative of the school's overall performance rates.

We have seen an escalation of aggressive behaviors since students have returned from virtual instruction. Due to staffing issues, we have been unable to consistently staff an in-school suspension room and have been forced to have an increase in out-of-school suspensions.

We are still "Emerging" in Essential Practice #12. There have been changes in our school leadership team this year. Although much time has been focused this year on setting up the systems and structures for positive behavior interventions and supports, the majority of teachers are not implementing these supports with fidelity. We established PBIS standard operating guidelines with flow charts explaining the PBIS team system, the behavior intervention system, PBIS bucks, school-wide incentives, and expectations for student behavior. However, results from the student PBIS surveys show that there is still not an operational level of functionality. Survey results show that not all of the staff is

Strengths

We made great progress in meeting and exceeding the goal of 98% of our students meeting their career readiness standards, which is an increase of 21%. This year, over 98.3% of students are on track to meeting this goal. We have three career readiness activities planned for 7th and 8th grades each, including one academic goal-setting activity, one schoolwide career fair, and an opportunity for each 8th-grade student to develop their academic and career plans for high school.

Challenges

using the incentive system and are not teaching the lessons. Coach/Administrative walkthrough data shows that replacement behaviors are not being taught when negative behavior occurs. There is also no evidence of 4-to-1 praise vs correction. We have yet to see the consistent implementation of PBIS in every classroom with regards to (a) a 4 to 1 ratio of positive reinforcement of specific behaviors and redirection, (b) clearly established rules and expectations in each classroom, (c) the teaching of schoolwide PBIS lessons disseminated to teachers on a weekly basis, and (d) teachers implementing restorative approaches to relationship building and classroom management. More consistent implementation of these supports and interventions would foster a more positive climate in schools that would be conducive to learning and academic growth. Focus group data indicate that teachers believe in the relationship between positive support and student learning. When asked about interventions that work well with students, many of the teachers referenced positive relationships, praise, and immediate corrective feedback as three ways to reinforce student learning.

We are "not yet evident" in Essential practice #13. Many of our teachers rely on whole group instruction in primarily a "stand and deliver" format without differentiating to meet individual student needs. Part of this limitation is due to teachers not knowing how to assess student strengths/areas of growth, and then analyze the data, to obtain a sense of individual needs. While teachers have access to a variety of different data sources (e.g., SRI, CDT, Lexia,)

Challenges

we have many new teachers who are just learning how to use these data to inform instruction. Additionally, while many teachers are including formative assessments in their unit plans, we have not seen a majority of the teachers implementing formative assessments in their day-to-day practice. This limitation is also a testament to a lack of shared understanding of what effective, Tier 1 instruction looks like. Effective instruction entails (a) an understanding of the rigorous teaching and learning demands of content-specific standards, (b) an understanding of pedagogy that can foster this rigorous learning, and (c) an understanding of how to adapt pedagogy to meet students' interests, needs, and individual areas of growth. To enhance effective instruction, teachers should be productively collaborating with each other to share ideas/strategies for adjusting instructional practices, which is not yet happening on a systemic level. This need is corroborated by focus group data, where teachers described wanting more opportunities to collaborate with their peers and learn strategies from each other in response to identified areas of growth for students.

We need to increase students' proficiency rates in all three content areas. Some of these challenges are due to the high staff turnover, and quality of instruction. Based on focus group data that included 71% of the staff, teachers demonstrated limited understanding of the content standards, the cognitive demands of

Challenges

the standards, and how to integrate eligible content into their daily lesson planning. Teachers also cited student barriers such as inconsistent academic instruction in prior years and behavioral challenges that cause students to go off-task.

We need to increase students' attendance rates by 17.1% so that they are meeting the state goal of 94.1%. Attendance challenges impact academic achievement, and this year, we have tried to establish a mentoring system that specifically targets students with attendance challenges. However, due to issues with staff capacity, this mentoring has occurred on an inconsistent basis.

Most Notable Observations/Patterns

Our focus this year (2021-2022) has been the setting up of systems and structures (e.g., PBIS guidelines, expectations, assessment data collection, instructional coaching) that were lacking in years past. For these reasons, we moved from "Not Yet Evident" to "Emerging" in several of the Essential Practices. However, there are many more areas that require this fundamental level of attention, and our staff are not yet leveraging these systems and structures with full fidelity. We are inconsistently implementing PBIS on a classroom by classroom basis, and not all teachers are effectively reaching all students through their instruction. Our focus for 2022-2023, therefore, has to be on consistent implementation and follow-through.

Challenges

We need to increase students' proficiency rates in all three content areas. Some of these challenges are due to the high staff turnover, and quality of instruction. Based on focus group data that included 71% of the staff, teachers demonstrated limited understanding of the content standards, the cognitive demands of the standards, and how to integrate eligible content into their daily lesson planning. Teachers also cited student barriers such as inconsistent academic instruction in prior years and behavioral challenges that cause students to go off-task.

We are "not yet evident" in Essential practice #13. Many of our teachers rely on whole group instruction in primarily a "stand and deliver" format without differentiating to meet individual student needs. Part of this limitation is due to teachers not knowing how to assess student strengths/areas of growth, and then analyze the data, to obtain a sense of individual needs. While teachers have access to a variety of different data sources (e.g., SRI, CDT, Lexia,) we have many new teachers who are just learning how to use these data to inform instruction. Additionally, while many teachers are including formative assessments in their unit plans, we have not seen a majority of the teachers implementing formative assessments in their day-to-day practice. This limitation is also a testament to a lack of shared understanding of what effective, Tier 1 instruction looks like. Effective instruction entails (a) an understanding of the rigorous teaching and learning demands of content-specific standards, (b) an understanding of pedagogy that can foster this rigorous learning, and (c) an understanding of how to adapt pedagogy to meet students' interests, needs, and individual areas of growth. To enhance effective instruction, teachers should be productively collaborating with each other to share ideas/strategies for adjusting instructional practices, which is not yet happening on a systemic level. This need is corroborated by focus group data, where teachers described wanting more opportunities to collaborate with their peers and learn strategies from

Discussion Point

ELA Academic Growth Score (68) Math Academic Growth Score (65.3) Science Academic Growth Score (50) Steering Committee rated the school as "emergent" in Essential Practice #4

Steering Committee rated the school as "emerging" in Essential Practice #12 Data from educator focus groups suggest that they believe students' behavior as barriers to effective instruction and/or the belief that administrators need to "fix" students' behavior, indicating a lack of consistent ownership over teaching/reinforcing positive behaviors As of 2/3/20, there have been 184 referrals to the office for incidents that are primarily due to defiance

Priority for Planning

Challenges

Discussion Point

Priority for Planning

each other in response to identified areas of growth for students.

and disrespect, 62 out-of-school suspensions, and 62 in-school-suspensions

We need to increase students' proficiency rates in all three content areas. Some of these challenges are due to students returning to in-school instruction after being virtual for 2 years, staff turnover, and quality of instruction. Based on focus group data that included the entire staff, the new teachers demonstrate limited understanding of the content standards, the cognitive demands of the standards, and how to integrate eligible content into their daily lesson planning. Teachers also cited student barriers such as inconsistent academic instruction in prior years and behavioral challenges that cause students to go off-task. ELA proficiency scores-27.8%

ELA Academic Growth Score (68)

The low student achievement and growth rates across the three content areas are indicative of the school's overall performance rates.

ELA Academic Growth Score (68) Math Academic Growth Score (65.3) Science Academic Growth Score (50) Steering Committee rated the school as "emergent" in Essential Practice #3 and #4

Our students are below level and many of them do not have basic computational skills. Also, due to almost two years of virtual instruction, many of our students are struggling with basic grade level concepts. Our designated math coach resigned leaving our teachers with no coaching support.

Challenges**Discussion Point****Priority for Planning**

Our students are below level and many of them have not been exposed to STEAM-related curriculum in elementary school. Also, due to almost two years of virtual instruction, many of our students are struggling with basic grade-level concepts.

We have seen an escalation of aggressive behaviors since students have returned from virtual instruction. Due to staffing issues, we have been unable to consistently staff an in-school suspension room and have been forced to have an increase in out-of-school suspensions.

ADDENDUM B: ACTION PLAN

Action Plan: Implement Job Embedded Instructional Coaching

Action Steps	Anticipated Start/Completion Date
Maintain the ELA coaching system that provides core and tier instructional and behavioral support for the staff.	08/15/2022 - 05/12/2023
Monitoring/Evaluation	Anticipated Output
The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement	PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.
Material/Resources/Supports Needed	PD Step
ELA Instructional Coach	no

Action Steps**Anticipated Start/Completion Date**

Implement a plan for ongoing training of the ELA Instructional Coach in order to expand their knowledge of data analysis, and Tier One instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier Three strategies

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Develop the ELA coach schedule to ensure the coach has half of the instructional day available to implement small group interventions. The coach will focus on small groups of students who need additional academic support. Using Lexia data and other formative data to determine students whose scores are between basic and proficient, the coaches' will be assigned small groups of those students to support. The coach will design targeted standard-based instructional lessons to address the specific academic needs of those students. These members of these intervention groups will be reviewed and revised quarterly (October, January, and March).

08/15/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed

PD Step

Collaboration Schedule, Lexia

no



Action Steps**Anticipated Start/Completion Date**

Weekly ELA coach meeting with administrators. These meetings will include reviewing coaching logs, coaching schedules and calendars, coaching plans, and discussing successes and challenges with the goal of arriving at solutions for those challenges. The agendas for meetings will vary depending on what type of support the coaches need at that time. This will be determined through a review of coaching logs, coaching plans, teacher feedback, observation of coaching sessions, and discussions with the coaches

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule, Weekly Agendas

no



Action Steps**Anticipated Start/Completion Date**

Assign the ELA coach groups of teachers to support. These assignments will be reassessed and according to revised quarterly (October, January, March) through the review of coaching logs, noted improvements in designated teacher's knowledge, and implementation of Tier one instructional strategies, walkthroughs, lesson plan reviews

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

ELA Instructional Coach Coaching Model

no



Action Steps**Anticipated Start/Completion Date**

Implement targeted ELA coaching and begin monitoring/support procedures to measure the impact of the coach on the instructional and pedagogical skills of teachers

10/31/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Instructional Round Protocol

no



Action Steps**Anticipated Start/Completion Date**

Conduct quarterly self-reflection survey questions as a means to gain feedback on teachers' perspectives on the effectiveness of coaching.

09/01/2021 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Surveys

no



Action Steps

Anticipated Start/Completion Date

Each Quarter, the Data Analyst will analyze all of the ELA assessments (Lexia) from the students to determine the effectiveness of the small group interventions and targeted supports.

09/01/2022 - 05/12/2023

Monitoring/Evaluation

Anticipated Output

The administration will review Lexia data to determine if ELA coaching is having an impact on student achievement

PDs and CPTs will develop ELA teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed

PD Step

Data and Student Demographic Information

no

Action Plan: Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)

Action Steps**Anticipated Start/Completion Date**

Hire certified teacher to replace Climate and Culture Coordinator

08/01/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

WPSD Hiring Protocol

no



Action Steps**Anticipated Start/Completion Date**

Audit the current PBIS plan to determine the strengths and weaknesses of the system through a review of the Tiered Fidelity Inventory and Self Assessment Survey from 2022

09/01/2022 - 10/01/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Survey Data IU PBIS Consultant

no



Action Steps**Anticipated Start/Completion Date**

Revise position of PBIS coach to become Culture and Climate Coordinator to ensure implementation and effectiveness of PBIS program as well as to monitor After School Academy and Restorative Room

05/02/2022 - 09/01/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Job Description and Organizational Charts

no



Action Steps**Anticipated Start/Completion Date**

Development of calendar to include distribution of student and teacher surveys, events, community outreach events, assemblies, data reports, themes, special events, PBIS team meetings

09/30/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Community Engagement Calendar

no



Action Steps**Anticipated Start/Completion Date**

Using data gleaned from the audit, convene a committee to develop an updated plan for PBIS for the 2022-2023 school year. This will be reflected in the bi-weekly report.

10/01/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Review of current scholar and teacher surveys and focus group replies to assess alignment with PBIS goals and revise if necessary. Share results with the staff

10/14/2022 - 12/15/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Survey Data

no



Action Steps**Anticipated Start/Completion Date**

Develop and implement a differentiated professional development plan to ensure all teachers have an in-depth knowledge of PBIS goals, procedures, and processes. These PDs will focus on the fundamentals of PBIS, Tier One instruction, and Tier Two and Tier Three behavior interventions. Assignments to the PDs will be based on teacher feedback and prior experience with PBIS as well as observation logs and administrative walkthroughs and behavioral data.

08/15/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Professional Development

no



Action Steps**Anticipated Start/Completion Date**

Monitor impact of professional development through educator feedback surveys to be administered after each professional development session as well as through walkthroughs and classroom observations

08/16/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Survey Data Walkthrough Forms Classroom Observations

yes



Action Steps**Anticipated Start/Completion Date**

Purchase SWIS data system to allow teams to collect and analyze behavioral data relative to intensity, location, nature of behaviors and antecedents, consequences, and function of behaviors.

08/15/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

CSI Funds

no



Action Steps**Anticipated Start/Completion Date**

Professional development for new staff on the Second Step curriculum. Review and coaching of the program offered to any returning staff who need refreshment.

09/01/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Implement Second Step curriculum and PBIS Lessons in Advisory. (ESSA Tier 3) Advisory is a daily, opportunity for building community and focusing on socioemotional skill development for all students. We will implement Second Step, which is a school-wide socioemotional learning program aimed at reducing violence and encouraging academic success among middle school students through a focus on emotion recognition and management, empathy, problem-solving, bullying prevention, and goal-setting (ESSA TIER 3). We will also use this time to teach PBIS expectations and integrate college- and career-readiness programming

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Second Step Curriculum

no



Action Steps**Anticipated Start/Completion Date**

Establishment and implementation of mentor program (ESSA Tier 3) The use of teacher, parent, or student mentors or monitors may be effective in building vital relationships that encourage students to attend school more regularly

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Check and Connect

yes



Action Steps**Anticipated Start/Completion Date**

Plan and implement of Scholar-Athlete mentoring program to improve student involvement and address the holistic needs of designated scholars with the goal of improving behaviors and academic achievement
ESSA Tier 3

08/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Check and Connect, PIAA Academic Eligibility

no



Action Steps**Anticipated Start/Completion Date**

Purchase and implement of ScholarChip as a tool to monitor attendance with the goal of increased attendance.

08/15/2022 - 09/01/2022

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

CSI Funds

no



Action Steps**Anticipated Start/Completion Date**

Communicate monthly SWIS data reports to staff with the goal of using data to inform instruction and interventions

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

SWIS Data, Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Monitor classroom implementation of Tier One instruction, pre-teaching, teaching, and reteaching of behavior expectations and direct instruction of replacement behaviors per the behavior matrix through a review of coaching forms, feedback forms from turn-around training from conferences, walkthroughs, and observations.

09/12/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Instructional Rounds Protocol

no



Action Steps**Anticipated Start/Completion Date**

Administer Self-Assessment survey and Tiered Fidelity Inventory

05/15/2023 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Survey Data

no



Action Steps**Anticipated Start/Completion Date**

Revise the criteria for assignment to the Restorative Room, develop a curriculum for Restorative Room, and monitor of Restorative Room. The Restorative Room will be created on SWIS data that indicates the times it is needed. During the student time in the Restorative Room, there will be a restorative conference or activity using the SEL self-reflective techniques that allows for the student to return to class quickly, A monitoring form will be developed over the summer to gather data on the Restorative Room's effectiveness.

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Space and Schedule

no



Action Steps**Anticipated Start/Completion Date**

Each Quarter, the Data Analyst will analyze all of the Climate and Culture Data from the students to determine the effectiveness of the small group interventions and targeted supports.

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Administration

Improve fidelity of implementation of school-wide PBIS plan designed to proactively teach and monitor student behaviors in order to reduce challenging behaviors that interfere with learning.

Material/Resources/Supports Needed**PD Step**

Data

no

Action Plan: Use appropriate technological tools and programs to enhance student learning. (ESSA Tier 2)

Action Steps**Anticipated Start/Completion Date**

Ensure there is adequate technology capable of implementing interventions

08/15/2022 - 10/03/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Fidelity to programs with the goal of differentiated supports for scholars resulting in improved achievement

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Refine the system-wide monitoring process which includes monitoring lesson plans and classroom instructional analysis for evidence of differentiated support and fidelity to designated programs.

08/15/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Fidelity to programs with the goal of differentiated supports for scholars resulting in improved achievement

Material/Resources/Supports Needed**PD Step**

Instructional Rounds Protocol

no



Action Steps**Anticipated Start/Completion Date**

Provide ongoing support and monitoring for identified staff implementing the Lexia program

09/14/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Fidelity to programs with the goal of differentiated supports for scholars resulting in improved achievement

Material/Resources/Supports Needed**PD Step**

Instructional Rounds Protocol

no



Action Steps**Anticipated Start/Completion Date**

Refresh knowledge of procedures for implementation and provide ongoing support for identified staff implementing Mathia program

08/17/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Fidelity to programs with the goal of differentiated supports for scholars resulting in improved achievement

Material/Resources/Supports Needed**PD Step**

Instructional Rounds Protocol

yes



Action Steps**Anticipated Start/Completion Date**

Monitor implementation of Mathia to ensure program fidelity through monitoring lesson plans, data analysis, classroom instructional analysis, and program documentation

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Fidelity to programs with the goal of differentiated supports for scholars resulting in improved achievement

Material/Resources/Supports Needed**PD Step**

Instructional Rounds Protocol

no



Action Steps**Anticipated Start/Completion Date**

Monitor implementation of Lexia to ensure program fidelity through monitoring lesson plans, data analysis, classroom instructional analysis, and program documentation

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Fidelity to programs with the goal of differentiated supports for scholars resulting in improved achievement

Material/Resources/Supports Needed**PD Step**

Lexia Data

no

Action Plan: Implement a Tiered System of Instructional and Behavioral Supports and Interventions (ESSA Tier 3)

Action Steps**Anticipated Start/Completion Date**

Purchase and begin use of ScholarChip to document and support attendance. The goal is to increase student attendance resulting in improved academic achievement.

08/01/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

CSI Funds

no



Action Steps**Anticipated Start/Completion Date**

Review and analyze the effectiveness of current interventions and determine the structure moving forward of the interventions as a result of that analysis.

08/31/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Instructional Round Protocol

no



Action Steps**Anticipated Start/Completion Date**

Refine roles and responsibilities of the intervention team including coaches who will conduct intervention support

09/30/2022 - 11/01/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Review the district's MTSS plan and PWMS plan to ensure PWMS's system is in alignment.

10/03/2022 - 11/30/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

MTSS Plan

no



Action Steps**Anticipated Start/Completion Date**

Organize and analyze student data to be shared with teachers with the goal of supporting differentiated instruction and interventions for designated scholars

08/15/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

CSI Funds

no



Action Steps**Anticipated Start/Completion Date**

Purchase Step-Up-to-Writing and targeted math intervention.

08/15/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

CSI Funds

no



Action Steps**Anticipated Start/Completion Date**

Review of student data to support the placement of scholars into differentiated, Math and ELA intervention groups. These targeted intervention groups will occur during the After School Academy and during the 90 minute instructional block. The members of the differentiated intervention groups will be reviewed quarterly and revised as necessary.

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly.

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars.

Material/Resources/Supports Needed**PD Step**

Student Data

no



Action Steps**Anticipated Start/Completion Date**

Determination of programs/activities/interventions to be included in After-School Academy

09/05/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Program Specific Materials

no



Action Steps**Anticipated Start/Completion Date**

Creation of schedule/calendar for After-School Academy

10/03/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Schedule

no

Action Steps**Anticipated Start/Completion Date**

Determination of staff for After-School Academy

09/05/2022 - 10/19/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Educators

no



Action Steps**Anticipated Start/Completion Date**

Invitation/notices are sent out to designated students to attend the academy. Additional invitations will be offered throughout the school year as determined by a review of the academic achievement of scholars

10/19/2022 - 03/29/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Student Data

no



Action Steps**Anticipated Start/Completion Date**

Implement After-School Academy /clubs (ESSA Tier 3)
The school will implement an after-school academy for all students that will support achievement in academics, arts, and athletics.

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Title One funding

no



Action Steps**Anticipated Start/Completion Date**

Each Quarter, the Data Analyst will analyze all of the data and surveys from the students to determine the effectiveness of the After-School Academy.

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Differentiated academic supports for designated scholars, additional activities to support the holistic education of scholars

Material/Resources/Supports Needed**PD Step**

Data

no

Action Plan: Implement Job Embedded Instructional Coaching (ESSA Tier 2)

Action Steps**Anticipated Start/Completion Date**

Hire a Math Instructional coach to ensure the support that provides core and tiered instructional support for the math department.

08/01/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

WPSD Hiring Process

no



Action Steps**Anticipated Start/Completion Date**

Implement a plan for ongoing training of Math Instructional Coach in order to expand their knowledge of data analysis, Tier one instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier Three strategies

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Review the Math Instructional Coach schedule to ensure the coach has half of the instructional day available to implement small group interventions. The coach will focus on small groups of students who need additional academic support. Using MSDA data and other formative data to determine students whose scores are between basic and proficient, the coaches' will be assigned small groups of those students to support. The coach will design targeted standard-based instructional lessons to address the specific academic needs of those students. These members of these intervention groups will be reviewed and revised quarterly (October, January, and March).

09/01/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no

Action Steps**Anticipated Start/Completion Date**

Weekly math instructional coach meeting with administrators. Some meetings will be for individuals and some will form the entire coaching team. These meetings will include reviewing coaching logs, coaching schedules and calendars, coaching plans, and discussing successes and challenges with the goal of arriving at solutions for those challenges. The agendas for meetings will vary depending on what type of support the coaches need at that time. This will be determined through a review of coaching logs, coaching plans, teacher feedback, observation of coaching sessions, and discussions with the coaches

09/01/2022 - 05/31/2023

Monitoring/Evaluation

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

Anticipated Output

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed

Collaboration Schedule, Data

PD Step

no



Action Steps**Anticipated Start/Completion Date**

Assign the math coaching groups of teachers to support. These assignments will be reassessed and according to revised quarterly (October, January, March) through the review of coaching logs, noted improvements in designated teacher's knowledge, and implementation of Tier one instructional strategies, walkthroughs, lesson plan reviews

09/14/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Implement targeted math instructional coaching and begin monitoring/support procedures to measure the impact of the coach on the instructional and pedagogical skills of teachers.

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Develop surveys/interview questions as a means to gain feedback on teachers' perspectives on the effectiveness of coaching.

04/13/2022 - 09/14/2022

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

Survey

no



Action Steps**Anticipated Start/Completion Date**

Each Quarter, the Data Analyst will analyze all of the Math assessments (MSDA) from the students to determine the effectiveness of the small group interventions and targeted supports.

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

Data

no



Action Steps**Anticipated Start/Completion Date**

Hire a supplemental Data Analyst

07/01/2022 - 09/02/2022

Monitoring/Evaluation**Anticipated Output**

The administration will review MSDA data to determine if math coaching is having an impact on student achievement

PDs and CPTs will develop Math teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards

Material/Resources/Supports Needed**PD Step**

N/A

yes

Action Plan: Ongoing PD (both school-based and off-site) (ESSA TIER 3)

Action Steps**Anticipated Start/Completion Date**

Refresh returning teachers knowledge and demonstrate the use of My Perspectives for new teachers to enable them to differentiate instruction so that the teachers can see how to effectively leverage their curricular materials in service of our growth goal.

08/15/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Curriculum Resource

yes



Action Steps**Anticipated Start/Completion Date**

Demonstrate the use of Step up to Writing to focus the writing instruction so that ELA teachers can see how to effectively leverage this curricular material in service of our growth goal

08/15/2022 - 05/17/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Curriculum Resource

yes



Action Steps**Anticipated Start/Completion Date**

Refresh returning teachers' knowledge and demonstrate the use of Envisions for new teachers to enable them to differentiate instruction so that the teachers can see how to effectively leverage their curricular materials in service of our growth goal.

08/17/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Curriculum Resource

yes



Action Steps**Anticipated Start/Completion Date**

Development of and implement a professional development plan for 2022-2023 designed to support and increase educators' knowledge of Tier one basic instruction. Identify school wide strategies for PD topics for the year

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Collaboration Schedule

no



Action Steps**Anticipated Start/Completion Date**

Development and implementation of a professional development plan to train teachers in school-wide instructional strategies for the year related to Tier 1 instruction in an effective 90-minute instructional block

08/17/2022 - 12/21/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Purchase any supplemental resources needed to support Professional Development goals

08/17/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

TBD

no



Action Steps**Anticipated Start/Completion Date**

Develop and implement targeted professional developments including CPT to revisit and enhance the knowledge of and implementation of Tier One instructional practices and strategies of the classroom teachers.

09/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Monitor impact of professional development through educator feedback surveys to be administered after each professional development session as well as through lesson plan reviews, walkthroughs, instructional analyzes, and classroom observations.

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Instructional Rounds Protocol

no



Action Steps**Anticipated Start/Completion Date**

Implementation of professional development to revisit/enhance school-wide strategies/practices that support differentiated instruction, which ultimately will support the academic growth of each student.

08/17/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Designated teachers will attend designated outside conferences with the goal of increasing knowledge of ways to enhance middle school students' achievement

10/03/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

CSI Funds

yes



Action Steps**Anticipated Start/Completion Date**

Conference attendees will conduct turn around training on everything they learned at the conferences with the goal of sharing that knowledge with other staff members

11/01/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

Professional Development

yes



Action Steps**Anticipated Start/Completion Date**

Summer Leadership Summit . Pay cadre of team members to plan for implementation of new Culture and Climate model and Instructional models.

07/04/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed**PD Step**

CSI Funds

no



Action Steps

Anticipated Start/Completion Date

Each Quarter, the Data Analyst will analyze all of the professional development survey data from the staff to determine the effectiveness of professional development sessions.

09/01/2022 - 05/12/2023

Monitoring/Evaluation

Anticipated Output

The team will monitor the plan implementation on a monthly basis and will monitor the impact of the plan quarterly

Coaches, PD and PLCs will develop teachers' capacities to plan, deliver, and assess teaching and learning strategies that support individual student needs. When teachers leverage existing, standards-aligned curricula, to determine how best to differentiate instruction, they are more likely to maintain a level of standards-aligned rigor and enhance student growth towards mastery of grade-level standards.

Material/Resources/Supports Needed

PD Step

Data

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the Lexia Rapid Assessment (ELA) (ELA)</p>	<p>Implement Job Embedded Instructional Coaching</p>	<p>Implement a plan for ongoing training of the ELA Instructional Coach in order to expand their knowledge of data analysis, and Tier One instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier Three strategies</p>	<p>09/01/2022 - 05/12/2023</p>
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all English Language Learners of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the Lexia Rapid Assessment (ELA) (English Language Learners)</p>	<p>Implementation</p>	<p>Monitor impact of</p>	<p>08/16/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)</p>	<p>professional development through educator feedback surveys to be administered after each professional development session as well as through walkthroughs and classroom observations</p>	<p>- 05/12/2023</p>
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline</p>	<p>Professional development for new staff on the Second Step curriculum. Review and coaching of the program offered to any returning staff who need refreshment.</p>	<p>09/01/2022 - 10/31/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)		
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	Implementation of a Universal, School-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety (ESSA TIER 3)	Establishment and implementation of mentor program (ESSA Tier 3) The use of teacher, parent, or student mentors or monitors may be effective in building vital relationships that encourage students to attend school more regularly	10/03/2022 - 05/12/2023
By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally,	Use appropriate	Refresh knowledge of procedures for	08/17/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>technological tools and programs to enhance student learning. (ESSA Tier 2)</p>	<p>implementation and provide ongoing support for identified staff implementing Mathia program</p>	<p>05/12/2023</p>
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the MSDA (Math) (Math)</p>	<p>Implement Job Embedded Instructional Coaching (ESSA Tier 2)</p>	<p>Implement a plan for ongoing training of Math Instructional Coach in order to expand their knowledge of data analysis, Tier one instructional strategies using the district's resources. The district will be available to offer support not only to coaches but also to other educators on staff on Tier One, Tier Two, and Tier</p>	<p>09/01/2022 - 05/12/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using the district’s MTSS model, by June 30, 2023 PWMS will implement a multi-tiered approach to helping all members of the school community implement high academic standards and create an inclusive, academically productive school (differentiated supports for scholars) as measured by 90% of students demonstrating 10% academic growth on the MSDA (Math) (Math)</p>	<p>Implement Job Embedded Instructional Coaching (ESSA Tier 2)</p>	<p>Three strategies Hire a supplemental Data Analyst</p>	<p>07/01/2022 - 09/02/2022</p>
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p> <p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Refresh returning teachers knowledge and demonstrate the use of My Perspectives for new teachers to enable them to differentiate instruction so that the teachers can see how to effectively leverage their curricular materials in service of our growth goal.</p>	<p>08/15/2022 - 05/31/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p> <p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Demonstrate the use of Step up to Writing to focus the writing instruction so that ELA teachers can see how to effectively leverage this curricular material in service of our growth goal</p>	<p>08/15/2022 - 05/17/2023</p>
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Refresh returning teachers' knowledge and demonstrate the use of Envisions for new teachers to enable them to differentiate instruction so that</p>	<p>08/17/2022 - 05/12/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>		<p>the teachers can see how to effectively leverage their curricular materials in service of our growth goal.</p>	
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Development and implementation of a professional development plan to train teachers in school-wide instructional strategies for the year related to Tier 1 instruction in an effective 90-minute instructional block</p>	<p>08/17/2022 - 12/21/2022</p>
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>			
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally,</p>	<p>Ongoing PD (both school-</p>	<p>Develop and implement</p>	<p>09/01/2022 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p> <p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>	<p>based and off-site) (ESSA TIER 3)</p>	<p>targeted professional developments including CPT to revisit and enhance the knowledge of and implementation of Tier One instructional practices and strategies of the classroom teachers.</p>	<p>05/12/2023</p>
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Implementation of professional development to revisit/enhance school-wide strategies/practices that support differentiated instruction, which</p>	<p>08/17/2022 - 05/12/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>		<p>ultimately will support the academic growth of each student.</p>	
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p> <p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>	<p>Ongoing PD (both school-based and off-site) (ESSA TIER 3)</p>	<p>Designated teachers will attend designated outside conferences with the goal of increasing knowledge of ways to enhance middle school students' achievement</p>	<p>10/03/2022 - 05/12/2023</p>
<p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically as measured by a 30% reduction in major and minor</p>	<p>Ongoing PD (both school-based and off-</p>	<p>Conference attendees will conduct turn</p>	<p>11/01/2022 - 05/12/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>behavior referrals as compared to June 2022 as indicated by SWIS data (Referrals)</p> <p>By June 30, 2023, Penn Wood Middle School staff will implement a positive behavior intervention and support system (PBIS) with high fidelity, as measured by a 50% improvement score on the Self-Assessment Survey compared to the baseline from September 2022. (PBIS and restorative practices)</p> <p>By June 30, 2023, PWMS will establish a positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually, and physically through the implementation of a mentoring program resulting in 30% decreased behavioral referrals for designated students. (PBIS-Self Assessment)</p>	<p>site) (ESSA TIER 3)</p>	<p>around training on everything they learned at the conferences with the goal of sharing that knowledge with other staff members</p>	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Professional Development	All Staff	PBIS, PBIS Rewards, SWIS, Second Step

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/17/2022 - 09/30/2022	Culture and Climate Coordinator.

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating an Environment of Respect and Rapport

Trauma Informed Training (Act 18)

3a: Communicating with Students

2b: Establishing a Culture for Learning

Professional Development Step

Audience

Topics of Prof. Dev

Mathia Professional Development

Math Department

Mathia

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Instructional Round Protocol

08/16/2022 - 09/30/2022

Department Heads, Instructional Coaches,
Adminstrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

1f: Designing Student Assessments

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Lexia Professional Development	Educators who are implementing Lexia	An understanding of the elements of Lexia and the ability to implement Lexia successfully

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
A review of Lexia documentation as well as observation of implementation of Lexia	08/17/2022 - 09/30/2022	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Math Instructional Coach Professional Development	Math Instructional Coach	IPP, CPT, and IPG

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/16/2022 - 05/12/2023	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

1d: Demonstrating Knowledge of Resources

Professional Development Step

Audience

Topics of Prof. Dev

ELA Curriculum Training

ELA Department

IPP, CPT, and IPG

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Instructional Round Protocol

08/18/2022 - 09/30/2022

Department Heads, Instructional Coaches,
Administrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Language and Literacy Acquisition for All Students

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

1f: Designing Student Assessments



Professional Development Step	Audience	Topics of Prof. Dev
Demonstrate the use of Step up to Writing	ELA Department	IPP, CPT, and IPG

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/15/2022 - 09/30/2022	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
1e: Designing Coherent Instruction	



Professional Development Step	Audience	Topics of Prof. Dev
Math Curriculum Professional Development	Math Department	IPP, CPT, and IPG

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/15/2022 - 05/12/2023	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis Professional Development	All Staff	Data Action Planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/16/2022 - 05/12/2023	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Teaching Diverse Learners in an Inclusive Setting

4b: Maintaining Accurate Records

Professional Development Step

Audience

Topics of Prof. Dev

90 Minute Instructional Block

All Staff

CPT, IPP, and IPGs

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Instructional Round Protocol

08/17/2022 - 05/12/2023

Department Heads, Instructional Coaches,
Administrators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

Professional Development Step	Audience	Topics of Prof. Dev
Common Planning and Intellectual Prep Professional Development	All Staff	CPT, IPG

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/16/2022 - 05/12/2023	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Instruction Professional Development	All Staff	Differentiated Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Round Protocol	08/16/2022 - 05/12/2023	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
External Professional Development	Open to All Staff	Varies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Turn-around Training	07/20/2022 - 05/12/2023	Department Heads, Instructional Coaches, Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Weekly staff meetings	Staff will be informed of schoolwide expectations, policies, and practices	In person meetings	staff	September 2022-June 2023
Home and school meetings	Parents will be invited to provide input on school activities	In person	families, community	September 2022- May 2023
Global Connect reminders to access the home access center	Parents will be informed of the type of information they can access on the E-School home access center	website	families,community	July 2022-June 2023
Back to School Night	Communicate priorities, goals and strategies with parents in order to engage them in support of the process and carry-over of strategies into the home.	In person meeting, email	families	September 2022
Monthly newsletters	Monthly updates to parents on school news/events and resources that are available on the school website	email and website	community, families	July 2022-June 2023
Weekly newsletters	Weekly updates to staff on school expectations, news, events	email	all staff	July 2022-June 2023
Update website	Parents will be alerted to topics and resources on the school website	website	community	September2022-June 2023

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share draft of CSI plan	Invite steering committee to provide their feedback	email	Steering Committee	April through May 2022
Steering committee meeting	Share revised plan based on feedback	in person meeting	Steering committee	May-June 2022
Staff meeting	Share plan for 2022-2023	in person staff meeting	PWMS staff	June-September 2022
Share plan with Board and procure signature of approval from Board President	Seeking Board approval of plan	in person Board of Directors'meeting, email	Board of Directors,district	May-June 2022
