Profile and Plan Essentials

School	AUN/Branch
Nitschmann Middle School	120481002-3463

Address 1	
1002 W Union Blvd.	

Address 2	

City	State	Zip Code
Bethlehem	Pennsylvania	18018

Chief School Administrator	Chief School Administrator Email
Dr. Jack Silva	jsilva@basdschools.org

Principal Name	
Dr. Eric J. Smith	

Principal Email	
esmith@basdschools.org	

Principal Phone Number	Principal Extension
6108665781	41900

School Improvement Facilitator Name	School Improvement Facilitator Email
Mary Kovalchick	mkovalchick@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Eric J. Smith	Principal	Nitschmann Middle School	esmith@basdschools.org
Ca Misha Stewart	Principal	Nitschmann Middle School	cstewart@basdschools.org
Dr. Jack Silva	Chief School Administrator	Bethlehem Area School District	jsilva@basdschools.org
Amanda Miranda	Principal	Nitschmann Middle School	amiranda@basdschools.org
Paulette Bartolacci	Teacher	Nitschmann Middle School	pbartolacci@basdschools.org
Nishi Sheth	Teacher	Nitschmann Middle School	nsheth@basdschools.org
Craig Downey	Teacher	Nitschmann Middle School	cdowney@basdschools.org
Leigh Markovic	Teacher	Nitschmann Middle School	lmarkovic@basdschools.org
Brenette Blessings	Student	Nitschmann Middle School	
Trisha Moller	Parent	Nitschmann Middle School	trisha@fraboni.net
Maureen Leeson	District Level Leaders	Bethlehem Area School District	mleeson@basdschools.org
William Burkhardt	Community Member	Community Member	williamjburkhardt@gmail.com
Mary Kovalchick	District Level Leaders	Bethlehem Area School District	mkovalchick@basdschools.org

Vision for Learning

Vision for Learning

Nitschmann Middle School is committed to cultivating a respectful community of innovative learners who are socially competent citizens ready to meet the challenges of their future. In light of the challenges posed by post-pandemic education, we are committed to building relationships with our students and families, challenging each other to achieve grade-level competency and habits which will support our further growth.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**True** 6
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts	More than half (51.2%) of our students met proficiency standards.
Mathematics	"All student" group demonstrated improvement (27.3%) from the previous year (25.7%).
English Language Arts PVAAS	"All student" group demonstrated improvement from the previous year, moving from 63 to 74 and exceeding the statewide growth standard.
Mathematics PVAAS	Our Growth score is a 60 in Mathematics.
Attendance	School-wide attendance improved this year.

Challenges

Indicator	Comments/Notable Observations
English Language Arts	Student performance (51.2%) lags the state average and the statewide goal.
Mathematics	Student performance (27.3%) falls far below the state average and the statewide goal.
English Language Arts PVAAS	Student Growth (74) lags the state average.
Mathematics PVAAS	Student Growth (60) lags the state average and the statewide goal.
English Language - WIDA	Only two English Learners were able to move up a level on the WIDA.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Arts **ESSA Student Subgroups** White, Students with Disabilities	**Comments/Notable Observations** White and Students (64.1% proficient/advanced) with Disabilities (12.2% proficient/advanced) sub-groups demonstrated improvement from the previous year.
Indicator Mathematics **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic),	**Comments/Notable Observations** Asian (65.6%), African American (11.3%), White (37.3%), and Students with Disabilities (2.6%) student sub-groups demonstrated improvement in percent proficient or advanced from the previous year.

White, Students with Disabilities	
Indicator English Language Arts PVAAS **ESSA Student Subgroups** Hispanic, White, English Learners, Students with Disabilities	**Comments/Notable Observations** White (76), Hispanic (76), and English Learner (79) sub-groups demonstrated improvement from the previous year. Students with Disabilities sub-group (80) exceeded the state standard and improved.
Indicator Mathematics PVAAS **ESSA Student Subgroups** African-American/Black, English Learners	**Comments/Notable Observations** African American (73) and English Learner (67) sub-groups demonstrated improvement from the previous year.

Challenges

Indicator English Language Arts **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	**Comments/Notable Observations** Black (29.6%), Hispanic (34.9%), Economically Disadvantaged (35.9%), 2 or more races (42.9%), and English Language Learners (7.9%) did not meet state standards and declined year over year. Asian students met state standards but declined from 90.0% to 78.1% from 21-22 to 22-23.
Indicator Mathematics **ESSA Student Subgroups** Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	**Comments/Notable Observations** Hispanic (11.4%), Economically Disadvantaged (12.5%), and English Language Learner (5.1%) performance did not meet state standards and/or declined this year.
Indicator English Language Arts PVAAS **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** African American (67) and Economically Disadvantaged (60) sub-group performance is declining year over year.
Indicator Mathematics PVAAS **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic (56), White (59), Economically Disadvantaged (54), and Students with Disabilities (74) sub-groups are declining year over year.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

We are seeing an increase or maintenance in performance in ELA and Math for seven of eighteen student groups
We are seeing an increase in PVAAS growth in ELA (five of seven) and Math (two of seven) student groups
We met the growth standard in ELA.
Attendance improved in this school year.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Most of our sub-groups fall in the "Not meeting Statewide Goal" categories
English Language Growth and Attainment scores are very low, which is one of the reasons for our TSI status.
Our Students with Disabilities and Economically Disadvantages sub-groups are also highlighted in our TSI status.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience - Grade 6	86% of grade 6 students meet or exceed the Acadience grade level benchmark. (An increase of 1%)
Acadience - Grade 7	57% of grade 7 students meet or exceed the grade level benchmark. (An increase of 7%)
Acadience - Grade 8	52% of grade 8 students meet or exceed the grade level benchmark. (An increase of 6%)

English Language Arts Summary

Strengths

Incoming students to Nitschman have very strong reading fundamentals.
86% of grade 6 students meet or exceed the grade level benchmark
All core teachers have received training in Keys to Literacy
All grade levels improved on the Acadience Benchmark this year.

Challenges

Grades 7 and 8 lag behind grade 6 in Acadience data.

Mathematics

Data	Comments/Notable Observations
IXL data - Grade 6	41% of grade 6 students meet or exceed grade-level standards on IXL. (An increase of 2%)
IXL data - Grade 7	38% of grade 7 students meet or exceed grade-level standards on IXL. (An increase of 5%)
IXL data - Grade 8	28% of grade 8 students meet or exceed grade-level standards on IXL. (Matches last year)

Mathematics Summary

Strengths

We have a coaching system in place for Math teachers.
We have a new comprehensive curriculum in Math.
Two of our grade levels increased their percentage of on-grade-level students. The third matched last year.

Challenges

Our grade levels are still below standard in math.
Math results greatly lag reading results
Many of our students require both math and literacy intervention, straining our intervention resources

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA - Science 2022	51% of grade 8 students met or exceeded grade-level standards in Science, an increase of nearly 5%

Science, Technology, and Engineering Education Summary

Strengths

Half of our students are proficient in science

Challenges

Less than half of our students are not proficient in science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	Over 96% of our students met the career readiness benchmark. Students with disabilities lag this measure at approximately 85%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our district has an established procedure for meeting career standard benchmarks.
Our staff appears to understand how to get the students to complete the career standard benchmarks

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We need to help students with disabilities to complete the career standard benchmarks.

We could improve our integration between our day-to-day activities and career readiness.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PA Future Ready Index - English Language Growth and Attainment	Only 5% of EL students were able to move up a level on the WIDA

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Initial data indicates our attendance improved in the 23-24 school year.
Student with disabilities and English Learner sub-groups were able to increase performance in some areas on our Future Ready Index

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Only 5% of EL students were able to move up a level on the WIDA.
Economically Disadvantaged and Students with Disabilities still lag behind their counterparts significantly.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Use multiple professional learning designs to support the learning needs of staff
Identify professional learning needs through analysis of a variety of data
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Provide frequent, timely, and systematic feedback and support on instructional practices

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
We are seeing an increase or maintenance in performance in ELA and Math for seven of eighteen student groups	True
We are seeing an increase in PVAAS growth in ELA (five of seven) and Math (two of seven) student groups	True
We met the growth standard in ELA.	True
Incoming students to Nitschman have very strong reading fundamentals.	False
86% of grade 6 students meet or exceed the grade level benchmark	True
Attendance improved in this school year.	True
All core teachers have received training in Keys to Literacy	True
Our district has an established procedure for meeting career standard benchmarks.	False
Our staff appears to understand how to get the students to complete the career standard benchmarks	False
We have a coaching system in place for Math teachers.	True
We have a new comprehensive curriculum in Math.	False
Two of our grade levels increased their percentage of on-grade-level students. The third matched last year.	True
Half of our students are proficient in science	False
All grade levels improved on the Acadience Benchmark this year.	True
Initial data indicates our attendance improved in the 23-24 school year.	True
Student with disabilities and English Learner sub-groups were able to increase performance in some areas on our Future Ready Index	False
Align curricular materials and lesson plans to the PA Standards	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Use multiple professional learning designs to support the learning needs of staff	False
Identify professional learning needs through analysis of a variety of data	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Most of our sub-groups fall in the "Not meeting Statewide Goal" categories	True
Our Students with Disabilities and Economically Disadvantages sub-groups are also highlighted in our TSI status.	True
Grades 7 and 8 lag behind grade 6 in Acadience data.	False
Our grade levels are still below standard in math.	True
Math results greatly lag reading results	False
English Language Growth and Attainment scores are very low, which is one of the reasons for our TSI status.	True
We need to help students with disabilities to complete the career standard benchmarks.	False
We could improve our integration between our day-to-day activities and career readiness.	False
Many of our students require both math and literacy intervention, straining our intervention resources	False
Less than half of our students are not proficient in science	False
Only 5% of EL students were able to move up a level on the WIDA.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Economically Disadvantaged and Students with Disabilities still lag behind their counterparts significantly.	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Most of our sub-groups fall in the "Not meeting Statewide Goal" categories		False
Our Students with Disabilities and Economically Disadvantages sub-groups are also highlighted in our TSI status.	Do we have the right levels and amounts of support for our English Learners, students with disabilities, and economically disadvantaged students?	True
Our grade levels are still below standard in math.		False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	How can we improve the climate and culture of our school?	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	How can we more fully integrate the use of assessments into our planning and use them in a more formative way?	True
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Only 5% of EL students were able to move up a level on the WIDA.		False
English Language Growth and Attainment scores are very low, which is one of the reasons for our TSI status.		False
Economically Disadvantaged and Students with Disabilities still lag behind their counterparts significantly.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
86% of grade 6 students meet or exceed the grade level benchmark	How can we build on this success to increase literacy scores in grades 7 and 8?
All core teachers have received training in Keys to Literacy	How can we best support the flourishing of Keys to Literacy practices in our school?
Initial data indicates our attendance improved in the 23-24 school year.	How can we continue to encourage regular attendance after the messaging of the COVID years?
We are seeing an increase or maintenance in performance in ELA and Math for seven of eighteen student groups	How can we maintain these performance levels as we shift resources to shore up other needs?
We are seeing an increase in PVAAS growth in ELA (five of seven) and Math (two of seven) student groups	How can we maintain these levels of performance as we shift resources to shore up other needs?

We met the growth standard in ELA.	How can we maintain these performance levels as we shift resources to shore up other needs?
We have a coaching system in place for Math teachers.	How can we best support institutionalizing good math practices in our school?
Two of our grade levels increased their percentage of on-grade-level students. The third matched last year.	How can we maintain these performance levels as we shift resources to shore up other needs?
Attendance improved in this school year.	How can we maintain these performance levels as we shift resources to shore up other needs?
All grade levels improved on the Acadience Benchmark this year.	How can we maintain these performance levels as we shift resources to shore up other needs?
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	How can we continue to grow our Leader in Me initiative?

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	It is a priority of the Nitschmann Middle School Community to support English Language learners, economically disadvantaged students, and students with disabilities through sound instruction, aligned assessment, and targeted intervention designed to increase their attainment of the English Language.
	It is a priority of the Nitschmann Middle School Community to sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically through the implementation of Leader in Me and Restorative Practices, the prioritization of relationships with students and families, and the implementation of trauma-based instruction.
	It is a priority of the Nitschmann Middle School Community to implement diagnostic and formative assessments to target individualized student instruction in core and intervention classes

Goal Setting

Priority: It is a priority of the Nitschmann Middle School Community to support English Language learners, economically disadvantaged students, and students with disabilities through sound instruction, aligned assessment, and targeted intervention designed to increase their attainment of the English Language.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Each English Learner, Student with Disability, and Economically Disadvantaged student at Nitschmann will raise their Acadience benchmark scores at a minimum of the "typical growth" progress pathway as measured on Acadience Progress Monitoring

Measurable Goal Nickname (35 Character Max)
Acadience Growth

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Progress monitoring demonstrates that all students have a trend line that at least matches "typical progress"	MOY benchmarking demonstrates that all students have a trend line that at least matches "typical progress"	Progress monitoring demonstrates that all students have a trend line that at least matches "typical progress"	EOY benchmarking demonstrates that all students have a trend line that at least matches "typical progress"

Priority: It is a priority of the Nitschmann Middle School Community to sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically through the implementation of Leader in Me and Restorative Practices, the prioritization of relationships with students and families, and the implementation of trauma-based instruction.

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)
All Nitschmann students will complete the Leader in Me Curriculum for their assigned grade during extended homeroom period.

Measurable Goal Nickname (35 Character Max)
LIM Direct Teach

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All classes will reach Module 9 by the end of the first quarter.	All classes will reach Module 18 by the end of the second quarter.	All classes will reach Module 27 by the end of the third quarter.	All classes will reach Module 35 by the end of the fourth quarter.

Priority: It is a priority of the Nitschmann Middle School Community to implement diagnostic and formative assessments to target individualized student instruction in core and intervention classes

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)			
Through weekly data meetings, each Nitschmann team will provide evidence of the use of formative assessments in Literacy and Mathematics to change or verify lesson plans in core instruction			
Measurable Goal Nickname (35 Character Max)			
Use of Data			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Each core academic and intervention teacher will demonstrate use of data in their lesson planning	Each core academic and intervention teacher will demonstrate use of data in their lesson planning	Each core academic and intervention teacher will demonstrate use of data in their lesson planning	Each core academic and intervention teacher will demonstrate use of data in their lesson planning

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Each student at Nitschmann will raise their IXL benchmark scores by a minimum of one hundred points.			
Measurable Goal Nickname (35 Character Max)			
IXL Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Each student at Nitschmann will raise their IXL benchmark scores by at least 25 points by the end of the first quarter.	Each student at Nitschmann will raise their IXL benchmark scores by at least 50 points by the end of the second quarter.	Each student at Nitschmann will raise their IXL benchmark scores by at least 75 points by the end of the third quarter.	Each student at Nitschmann will raise their IXL benchmark scores by at least 100 points by the end of the fourth quarter.

Action Plan

Measurable Goals

Acadience Growth	LIM Direct Teach
Use of Data	IXL Growth

Action Plan For: Literacy Instruction in a Student's Native Language

Measurable Goals:
• Each English Learner, Student with Disability, and Economically Disadvantaged student at Nitschmann will raise their Acadience benchmark scores at a minimum of the "typical growth" progress pathway as measured on Acadience Progress Monitoring • Through weekly data meetings, each Nitschmann team will provide evidence of the use of formative assessments in Literacy and Mathematics to change or verify lesson plans in core instruction

Action Step		**Anticipated Start/Completion Date**	
Each ELL student will be scheduled for a period of ELL intervention. Level 1 and 2 students will receive ELL literacy development and literacy classes in addition to this intervention		2024-08-26	2025-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Bartolacci/ESL Teacher	District ELL curriculum, Acadience data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved attainment of English language skills	Bartolacci, Bi-weekly, Lexia and Ellevation progress monitoring

Action Plan For: Integrated SEL Instruction

Measurable Goals:
• All Nitschmann students will complete the Leader in Me Curriculum for their assigned grade during extended homeroom period.

Action Step		**Anticipated Start/Completion Date**	
Our district has a common Scope and Sequence for Leader In Me direct teaching to occur daily in a designated time during the school day.		2024-08-26	2025-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Eric J. Smith/Principal Ca Misha Stewart/Assistant	Leader in Me Direct Teaching Resources on Leader in Me	Yes	

Principal	website		

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completion of Weekly Leader in Me Lessons	Principal, Weekly, supervision daily of lessons

Action Plan For: Lexia/IXL

Measurable Goals:

- Each English Learner, Student with Disability, and Economically Disadvantaged student at Nitschmann will raise their Acadience benchmark scores at a minimum of the "typical growth" progress pathway as measured on Acadience Progress Monitoring
- Each student at Nitschmann will raise their IXL benchmark scores by a minimum of one hundred points.
- Through weekly data meetings, each Nitschmann team will provide evidence of the use of formative assessments in Literacy and Mathematics to change or verify lesson plans in core instruction

Action Step		Anticipated Start/Completion Date	
During weekly data meetings, teachers will present student data, reflect on current progress, and plan next steps for student growth.		2024-10-04	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Eric J. Smith/Principal Amanda Miranda/Assistant Principal	Lexia, IXL, Acadience, First in Math	Yes	
Action Step		Anticipated Start/Completion Date	
During weekly data meetings, teachers will present student data, reflect on current progress, and plan next steps for student growth.		2024-10-04	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Eric J. Smith/Principal Amanda Miranda/Assistant Principal	Lexia, IXL, Acadience, First in Math	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved Acadience and IXL scores	Principal and Data Leaders, Weekly, progress monitoring in Lexia and IXL software

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Integrated SEL Instruction	Our district has a common Scope and Sequence for Leader In Me direct teaching to occur daily in a designated time during the school day.
Lexia/IXL	During weekly data meetings, teachers will present student data, reflect on current progress, and plan next steps for student growth.
Lexia/IXL	During weekly data meetings, teachers will present student data, reflect on current progress, and plan next steps for student growth.

Leader in Me Training

Action Step		
• Our district has a common Scope and Sequence for Leader In Me direct teaching to occur daily in a designated time during the school day.		
Audience		
All Staff Members		
Topics to be Included		
Leader in Me Direct Teach, 7 habits content		
Evidence of Learning		
Observation of Daily teaching processes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tracey Holland/LIM Coach	2024-09-16	2025-06-09

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Three Coaching Sessions and ongoing monitorig
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Data Informed Instruction

Action Step
• During weekly data meetings, teachers will present student data, reflect on current progress, and plan next steps for student growth.
Audience
Core Teachers, Special Education Teachers
Topics to be Included

Data analysis, instructional design		
Evidence of Learning		
Implementation of strategies in core and intervention classes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dr. Eric J Smith/Principal Amanda Miranda/Assistant Principal	2024-08-26	2025-06-09

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Dr. Eric J. Smith	2024-07-10
School Improvement Facilitator Signature	**Date**
Mary Kovalchick	2024-07-10