

Steering Committee

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Vision for Learning

Vision for Learning

MISSION The mission of Raub Middle School is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. **VISION** Raub Middle School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community. **RMS Teachers will:**

- Use diverse strategies and collaborative teaching methods such as discussions, workstations, peer feedback, and small group instruction to engage students and promote student voice.
- Promote higher order thinking and project based tasks that leverages critical thinking and higher order thinking skills
- Use formative and summative assessment data to guide instructional decisions to remediate and/or enrich skills.
- Provide structures and conferencing opportunities for students to monitor academic progress.
- Design or select problems that require conceptual understanding, analysis, or inquiry, including opportunities for students to formulate their own questions.
- Plan lessons that will meet a range of individual student needs, including utilizing technology when applicable.

Work to meet the needs of students leveraging restorative practices to support the whole student to maximize in school attendance and overall student achievement. **Raub Middle School Students will:**

- Participate actively in collaborative discussions, including: using habits of discussion to challenge and support peers, justifying their thinking, and, revise as appropriate, and apply real-life examples or situations to draw connections among ideas
- Use personal data to set goals and monitor progress towards those goals.
- Utilize diverse teaching methods like discussions, workstations, peer feedback, and small groups to engage student voice.

Engage students in grade-aligned tasks while also addressing their individualized learning requirements.

- Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs.
- Advocate for themselves to manage conflict productively and leverage school resources to meet their needs.

Take pride in their citizenship of Raub Learning Community such as regular attendance, being on time and prepared for the school day. **Raub Middle School Families will:**

- Actively participate in school community activities and PTO
- Actively seek to engage other families and community resources to support learning community
- Families will learn/seek out and leverage resources to monitor and support student progress (socially and academically)
- Support regular, punctual attendance of students at Raub Middle School
- Engage in restorative practices to navigate tensions/issues that arise from the learning community at Raub Middle School.

Raub Middle School Leadership will:

- Be physically present in classrooms/learning spaces via instructional/culture climate-focused visits/check-ins to progress monitor school priorities.
- Aligned, coherent leadership team approach/priorities
- Continue to model what is expected in interactions with students, staff, and families
- Leverage time structures to support professional learning, growth and development of staff

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
SY22-23: 7% of English Learners demonstrated language proficiency in SY22-23, up from 0.7% in SY21-22	False
SY22-23: 41% of students of two or more races were not marked chronically absent in SY22-23, up from 34.8% in SY21-22	False
SY18-19: Raub students exceed the statewide growth standard by 14 points - all student groups meet or exceed the growth goal (70).	False
SY23-24: Overall STAR ELA proficiency increased from 12.9% in Fall 2023 to 20.9% in Spring 2024	True
SY21-22: 7th grade proficiency in ELA increased 2.6% from the fall testing window to the winter 1 testing window in the 21-22 school year	False
SY22-23: Reading student growth proficiency (SGP) for Spanish speaking students increased 50 percentage points, when comparing STAR ELA assessments for SY22.23 Fall-to-Winter to SY21.22 Fall-to-Winter.	False
SY22-23: Special education students grew from 1% proficient in the fall to 3.4% on the winter 1 ELA Star testing window.	False
According to Smart Futures, 40% (127/314) of current 8th grade students evidenced a minimum of 7 Career Artifacts.	False
For SY2023-24, 17.8% of grade 8 students scored as "on track" for Biological Sciences for the first CDT.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Collectively shape the vision for continuous improvement of teaching and learning	False
SY22-23: Between the SY22.23 Fall and Winter 2 STAR Math assessments, 6th grade proficiency levels increased from 6% to 9.3%.	False
SY22-23: 75% of students who took the Reading test in Spanish scored at or above typical growth between the SY22.23 Fall and Winter 2 assessments.	True
SY22-23: Between the SY22.23 Fall and Winter 2 STAR Math assessments, our math proficiency increased from 6.2% to 8.5%.	False
SY23-24: Overall STAR Math proficiency increased from 6.2% in Fall 2023 to 14% in Spring 2024	True
For SY2023-24, 751 students of 888 enrolled during the testing window completed the first CDT.	False
SY22-23: 4.7% of students tested proficient in Math in SY22-23, up from 2.5% in SY21-22	False
SY22-23: Between the SY21.22 Fall and SY22.23 Winter 2 STAR Math assessments, math proficiency increased from 5.1% to 8.5%.	False
SY23-24: The percentage of students meeting or exceeding their language growth goals increased only marginally (1%) from Fall 2023 to Spring 2024.	False
SY22-23: Special education student proficiency decreased from 2% in the fall to 0% on the winter 1 math Star testing window.	False
SY22-23: There is a 1.83% increase in overall Reading proficiency from 6.67 % in (SY21.22 Spring) to 8.5% (SY22.23 Winter). The sub group with the least Growth is reading.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Implement evidence-based strategies to engage families to support learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs	False

of the LEA	
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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
SY22-23: 45.3% of students were not marked chronically absent in SY22-23, compared to the Statewide average of 73.9%	False
SY22-23: 13.3% of students were proficient in ELA in SY22-23, down from 16.2% in SY21-22	False
SY21-22: The percent of English Learners demonstrating English Language Proficiency has steadily declined since SY18.19 (15.2% in SY18.19, 6.1% in SY19.20, 3.3% in SY20.21, 0.7% in SY21.22).	False
SY21-22: Less than 1% of English Learners, students with disabilities, and students who are 2 or more races demonstrated proficiency on the Math PSSA in SY21.22.	False
SY21-22: There was a decrease of 3% in math proficiency from the winter 1 testing window in 20-21 to the winter 1 testing window of 21-22.	False
SY23-24: STAR ELA proficiency remained static among students with disabilities (4%)	True
SY23-24: Increase in proficiency among EL students was minimal, from 8% in Fall 2023 to 8.5% in Spring 2024	False
SY22-23: Between the SY22.23 Winter 1 and Winter 2 STAR ELA assessments, female students' proficiency decreased from 15.8% to 14.4%.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
SY22-23: Special education student proficiency decreased from 2% in the fall to 0% on the winter 1 math Star testing window.	False
SY22-23: In 8th Grade, there was a 7.4 % decrease in Reading Proficiency from 12% (SY 21.22 Spring) to 4.6% (SY 2.23 Winter)	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
SY22-23: There is a 1.83% increase in overall Reading proficiency from 6.67 % in (SY21.22 Spring) to 8.5% (SY22.23 Winter). The sub group with the least Growth is reading.	False
SY 21-22 There was a decrease of 3.1% in proficiency in 6th grade students from the fall testing window to the winter 1 testing window in the 21.22 school year in ELA	False
SY22-23: During SY21.22, 4.8% of students scored proficient/advanced on the STAR Math assessment, compared to the state average of 35.7%.	False
SY21-22: All subgroups decreased in math proficiency from the fall testing window in 20-21 to the fall testing window in 21-22	False
5% (16/328) of current 7th grade students evidenced a minimum of 6 career artifacts.	False
SY22-23: Overall Star ELA scores decreased from 18% proficeint to 16.7% proficient from fall to winter 2.	False
For SY2023-24, the highest rate of "on track" performance for grade 7 was 8.4% (Physical Science).	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
SY22-23: Latinx students' STAR Math proficiency scores have decreased from a high of 10.7% (SY21.22 Spring) to 7.7% (SY22.23 Winter 2).	True
SY23-24: The percentage of students meeting or exceeding their language growth goals	True

increased only marginally (1%) from Fall 2023 to Spring 2024.	
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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.

Root Cause: The team noticed that challenges in implementation for action items from the 23.24 CSI plan were often grounded in (a) unclear vision for high-quality implementation of strategy and (b) the lack of protected time/capacity for the team driving the strategy to meet or carry out action steps. Building Partnership Between Staff and Administration: Staff feel that school administrators make top-down rather than collaborative decisions, lack consistency in communication and follow-through on decisions, and provide feedback in a punitive rather than constructive manner. In order to strengthen the staff-administrative relationship, for any change or initiative that the administrative team identifies, there is a need to (a) elicit stakeholder feedback, (b) communicate clear vision and guidelines, and (c) involve stakeholders in the planning, execution and progress monitoring of the change. Capacity: Despite increasing enrollment at Raub over the past few years, staffing has minimally changed and some positions are vacant. In order to achieve our vision for students with the staffing and capacity barriers we are experiencing, LT needs to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated, Academics: While students are making academic growth, it is not yet enough to achieve proficiency. For academic priorities (ELA, Math, EL) there is a need to there is a need to establish a consistent cycle of Danielson-aligned classroom visits, feedback, and professional development. Additionally, there is an opportunity to leverage collaborative staff time in ways that meet more needs (of both students and staff), especially special education and English language students. Culture: For culture and climate, there is a need to strengthen Tier 1 and Tier 2 systems (e.g. teacher provided supports and interventions, logistics around student referrals, the ATS process., etc) in order to be able to effectively monitor the more lofty goals of implementing SEL, PBIS and restorative practices to fidelity. Academics & Culture: The team acknowledges that there is a symbiotic relationship between academics and culture/climate -- just as implementing clear expectations and procedures is important, so too is ensuring that instruction is relevant, engaging, and supportive of students' needs and goals. Each informs and impacts the other.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Limited belief/mindset - We have to believe that the culture and climate committee has the power to change things and give them more autonomy to do so. The committee has executed a number of great student-centered, school-wide initiatives; this same level of attention needs to be devoted to focusing on strengthening the staff-administration relationships that we've received feedback on every quarter. This might look like the C&C committee identifying one action that LT & staff can take each quarter to strengthen the relationship, articulating why that action is important, and outlining expectations for staff and LT in relation to the prioritized action.	True
SY23-24: STAR ELA proficiency remained static among students with disabilities (4%)		False
SY22-23: In 8th Grade, there was a 7.4 % decrease in Reading Proficiency from 12% (SY 21.22 Spring) to 4.6% (SY 2.23 Winter)	Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency. Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps - We need to use our reflective strengths to spend our time on the things that matter most. Given the large number of things that LT is responsible for, we need to use our vision to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated.	True
SY22-23: Latinx students' STAR Math proficiency scores have decreased from a high of 10.7% (SY21.22 Spring) to 7.7% (SY22.23 Winter 2).	Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency. Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps - We need to use our reflective strengths to spend our time on the things that matter most. Given the large number of things that LT is responsible for, we need to use our vision to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated.	True
SY23-24: The percentage of students meeting or exceeding their language growth goals increased only marginally (1%) from Fall 2023 to Spring 2024.	Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY23-24: Overall STAR ELA proficiency increased from 12.9% in Fall 2023 to 20.9% in Spring 2024	

SY22-23: 75% of students who took the Reading test in Spanish scored at or above typical growth between the SY22.23 Fall and Winter 2 assessments.	
SY23-24: Overall STAR Math proficiency increased from 6.2% in Fall 2023 to 14% in Spring 2024	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we cultivate conditions where all students feel safe, valued, empowered, and loved, THEN students will develop the interpersonal skills crucial for lifelong success and responsible citizenship.
	If we design and implement high impact ELA learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.
	If we design and implement high impact Math learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.
	If we design and implement high-impact English Language Development experiences to drive academic excellence, THEN we will close the opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Goal Setting

Priority: If we cultivate conditions where all students feel safe, valued, empowered, and loved, THEN students will develop the interpersonal skills crucial for lifelong success and responsible citizenship.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the June 2025, we will have at least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey.			
Measurable Goal Nickname (35 Character Max)			
Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey at the end of Q1.	At least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey at the end of Q2.	At least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey at the end of Q3.	At least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey at the end of Q4.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By the end of June 2025, no more than 29% of students will be chronically absent.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance/Reducing Chronic Absenteeism			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 33% of students will be chronically absent at the end of Q1.	No more than 31% of students will be chronically absent at the end of Q2.	No more than 30% of students will be chronically absent at the end of Q3.	No more than 29% of students will be chronically absent at the end of Q4.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
We will hold at least one family and community engagement opportunity per quarter that will support the improvement of students' academic and socio-emotional outcomes, cumulatively reaching at least 10% participation throughout the year.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will hold at least one family and community engagement opportunity that will support the improvement of students' academic and socio-	We will hold at least one family and community engagement opportunity that will support the improvement of students' academic and socio-	We will hold at least one family and community engagement opportunity that will support the improvement of students' academic and socio-	We will hold at least one family and community engagement opportunity that will support the improvement of students' academic and socio-

emotional outcomes, with at least 3% participation from our families by the end of Q1.	emotional outcomes, with at least 5% participation from our families by the end of Q2.	emotional outcomes, with at least 7% participation from our families by the end of Q3.	emotional outcomes, with at least 10% participation from our families by the end of Q4.
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Priority: If we design and implement high impact ELA learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of June 2025, we will increase students performing at Proficient/Advanced on the ELA PSSA by at least 3%, using the Spring 2024 ELA PSSA as a baseline.			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will determine a baseline of students scoring At/Above benchmark on the Fall Star Reading Assessment.	There will be at least a 3% increase in students scoring At/Above benchmark from the Fall to Winter 1 Star Reading Assessment.	There will be at least a 6% increase in students scoring At/Above benchmark from the Fall to Winter 2 Star Reading Assessment.	There will be at least a 10% increase in students scoring At/Above benchmark from the Fall to Spring Star Reading Assessment.

Priority: If we design and implement high impact Math learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of June 2025, we will increase students performing at Proficient/Advanced on the Math PSSA by at least 3%, using the Spring 2024 Math PSSA as a baseline.			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will determine a baseline of students scoring At/Above benchmark on the Fall Star Math Assessment.	There will be at least a 3% increase in students scoring At/Above benchmark from the Fall to Winter 1 Star Math Assessment.	There will be at least a 6% increase in students scoring At/Above benchmark from the Fall to Winter 2 Math Reading Assessment.	There will be at least a 10% increase in students scoring At/Above benchmark from the Fall to Spring Star Math Assessment.

Priority: If we design and implement high-impact English Language Development experiences to drive academic excellence, THEN we will close the opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of June 2025, we will increase students meeting or exceeding their language growth goals by at least 3% on the WIDA ACCESS assessment, using the Spring 2024 WIDA ACCESS assessment as a baseline.			
Measurable Goal Nickname (35 Character Max)			
EL Growth and Attainment			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will determine a baseline of students meeting or exceeding their language growth goals.	No Test	No Test	There will be at least a 10% increase in students meeting or exceeding their language growth goals from the Fall to Spring LAS Links assessment.

Action Plan

Measurable Goals

Math Proficiency	ELA Proficiency
Climate and Culture	Regular Attendance/Reducing Chronic Absenteeism
Parent and Family Engagement	EL Growth and Attainment

Action Plan For: Engage instructional teams in developing standard aligned units, assessing, and monitoring

Measurable Goals:
- By the end of June 2025, we will increase students performing at Proficient/Advanced on the Math PSSA by at least 3%, using the Spring 2024 Math PSSA as a baseline. - By the end of June 2025, we will increase students meeting or exceeding their language growth goals by at least 3% on the WIDA ACCESS assessment, using the Spring 2024 WIDA ACCESS assessment as a baseline. - By the end of June 2025, we will increase students performing at Proficient/Advanced on the ELA PSSA by at least 3%, using the Spring 2024 ELA PSSA as a baseline.

Action Step		Anticipated Start/Completion Date	
Instructional Rounds: Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks, and systems. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-07-01	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Schedule for instructional rounds, protocol for teachers	No	
Action Step		Anticipated Start/Completion Date	
Differentiated Professional Learning: Use walkthrough and instructional rounds data, as well as the CSI priorities, to provide differentiated professional learning for any identified gaps and opportunities for new learning. Build a calendar for walkthrough data analysis and professional learning. Utilize morning meetings for flexible PD. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-08-19	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Professional learning schedule, supplies, and resources	No	
Action Step		Anticipated Start/Completion Date	
Data Analysis and Feedback Cycles - Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-07-24	2024-09-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

SOI/Principal/Instructional Coaches	Data protocol	Yes	
Action Step		Anticipated Start/Completion Date	
ELA Block Instructional Strategies - Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-10-01	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Guidance for teachers on small group instruction expectations	Yes	
Action Step		Anticipated Start/Completion Date	
Student Data Portfolios - Utilize Student Data Portfolios with individualized student goals, to support teacher-student conferencing and reflections on data on a quarterly basis. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-09-16	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Student data portfolios, schedules for teacher/student data conferences	No	
Action Step		Anticipated Start/Completion Date	
Fostering a Love of Reading - Continue school-wide literacy initiatives and recognition for achievements, fostering a love of reading, and providing exposure to new, high-interest texts. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-09-16	2025-05-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Calendar for school-wide literacy initiatives	No	
Action Step		Anticipated Start/Completion Date	
Math Block Instructional Strategies - Evaluate the current structure for Math periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-10-01	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Structure and expectations for small group instruction	Yes	
Action Step		Anticipated Start/Completion Date	
Fostering Mathematical Thinking Skills - Continue school-wide math initiatives and recognition for achievements. Develop staff and students' capacity to understand and use the Standards for		2024-10-01	2025-05-02

Mathematical Practices and apply them to problem-solving in real-world practices. Use mathematics literacy and real-world experiences to improve understanding and application of Algebra I concepts and skills foundational to Algebra I. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Schedule for school-wide math initiatives	Yes	
Action Step		Anticipated Start/Completion Date	
Professional Learning: Create a scope and sequence for professional development around EL practices and the instructional vision. Provide mandatory training on language acquisition and looking at language data for WIDA and LAS Links, for all content staff who work with EL students. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-09-02	2024-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Professional learning calendar to support EL priority	Yes	
Action Step		Anticipated Start/Completion Date	
ESOL Instructional Strategies: Establish norms/guidelines on what should be present in a lesson plan to support language acquisition, in self contained as well as co-taught classes. Maintain, strengthen and monitor, protected time for regular, structured collaboration between ESOL and content teachers throughout the school year. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-09-02	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	One-pager of expectations for lesson plans	Yes	
Action Step		Anticipated Start/Completion Date	
Observing for the Instructional Vision in Action: Create walkthrough forms and schedule to monitor the use of EL practices in both core and elective classes. Use walkthrough data to provide professional learning for any identified gaps for individuals or groups of teachers. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-10-01	2025-05-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Walkthrough form specific to EL classrooms Walkthrough schedule for EL teachers	No	
Action Step		Anticipated Start/Completion Date	
Data Analysis: Create systems and structures for teachers to engage in data analysis after each benchmark period (WIDA and LAS Links), with next steps for instructional planning to support rigorous Tier 1 instruction. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-10-01	2025-05-02

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Principal/Instructional Coaches	Data protocol for LAS/WIDA	Yes	
Action Step		Anticipated Start/Completion Date	
Parent Engagement: Create a welcoming environment for EL families that drives family engagement by creating clear systems and expectations for communication between staff and families of EL students (e.g., personal, translated phone calls, emails, texts). Create a system of incentives for ESOL students and families that foster an inclusive and supportive learning environment. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		2024-09-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Community Liaison	Systems for translation Schedule of events for families Signage for families in languages other than English	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved ELA proficiency Improved Math proficiency Improved English language growth and attainment Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.	Plans will be monitored via monthly progress monitoring routines in collaboration with SIF, in addition to CSI committee meetings for each school priority.

Action Plan For: Restorative Practices

Measurable Goals:
- By the June 2025, we will have at least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey. - The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By the end of June 2025, no more than 29% of students will be chronically absent.

Action Step		Anticipated Start/Completion Date	
Culture Walkthrough Data: Use culture walkthrough data to provide frequent, differentiated professional learning for any identified gaps and opportunities for new learning. Learning should tend to both systems of progressive discipline and Tier I instructional practices that support student needs. On our walkthrough template, we should add specifics on what a restorative classroom looks and feels like.		2024-10-01	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Assistant Principals	culture climate walkthrough form	No	
Action Step		Anticipated Start/Completion Date	
Implement Restorative Practices in the Learning Community: Protect time in the master schedule for students to engage in SEL learning and community building with the same group of students (e.g. homeroom/advisory period). Review expectations for facilitating restorative circles. Monitor		2024-09-02	2025-06-06

the implementation of restorative meetings using walkthroughs. Review restorative practices data at regular intervals to identify barriers in implementation. Develop, communicate, & monitor systems of engagement with community partners to maximize services and support for students and incorporate universal mental health education and awareness for students into school events such as assemblies, wellness fairs, and workshops.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	SEL Calendar	No	
Action Step		Anticipated Start/Completion Date	
ATS Restructuring: Reinforce systems and structures for ATS, including, but not limited to: staffing, coverage and schedules, systems around drop off and pickup, student work expectations while in ATS, clear criteria for how students are assigned to ATS. Rebuild spaces, systems, and structures to support alternate learning environments for tier 1, 2, and 3 student interventions.		2024-07-01	2024-09-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Physical space for ATS restructure	Yes	
Action Step		Anticipated Start/Completion Date	
PBIS Restructuring: Develop tiered school-level systems and structures to monitor, incentivize, and intervene to increase regular attendance at RMS, leveraging existing PBIS systems. Continue training, building systems around implementing, and monitoring tier (data review) 1 and tier 2 behavioral interventions, leveraging PBIS system to reduce exclusionary discipline at RMS (ATS/OSS).		2024-07-01	2024-09-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS resources/document/policies for teachers	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Improved school culture and climate - Reduction in OSS - Reduction in chronic absenteeism/increase in regular attendance	Plans will be monitored via monthly progress monitoring routines in collaboration with SIF, in addition to CSI committee meetings for each school priority.

Action Plan For: Family Engagement in a School Community

Measurable Goals:
We will hold at least one family and community engagement opportunity per quarter that will support the improvement of students' academic and socio-emotional outcomes, cumulatively reaching at least 10% participation throughout the year.

Action Step		Anticipated Start/Completion Date	
Family Engagement: Reinforce clear expectations and systems for all staff to communicate regularly with parents and families (including purchasing any necessary technology and software)		2024-07-01	2024-09-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Family engagement calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
- Improved school culture and climate - Reduction in OSS - Reduction in chronic absenteeism/increase in regular attendance	Plans will be monitored via monthly progress monitoring routines in collaboration with SIF, in addition to CSI committee meetings for each school priority.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engage instructional teams in developing standard aligned units, assessing, and monitoring	Data Analysis and Feedback Cycles - Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	ELA Block Instructional Strategies - Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	Math Block Instructional Strategies - Evaluate the current structure for Math periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	Fostering Mathematical Thinking Skills - Continue school-wide math initiatives and recognition for achievements. Develop staff and students' capacity to understand and use the Standards for Mathematical Practices and apply them to problem-solving in real-world practices. Use mathematics literacy and real-world experiences to improve understanding and application of Algebra I concepts and skills foundational to Algebra I. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	Professional Learning: Create a scope and sequence for professional development around EL practices and the instructional vision. Provide mandatory training on language acquisition and looking at language data for WIDA and LAS Links, for all content staff who work with EL students. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	ESOL Instructional Strategies: Establish norms/guidelines on what should be present in a lesson plan to support language acquisition, in self contained as well as co-taught classes. Maintain, strengthen and monitor, protected time for regular, structured collaboration between ESOL and content teachers throughout the school year. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Engage instructional teams in developing standard aligned units, assessing, and monitoring	Data Analysis: Create systems and structures for teachers to engage in data analysis after each benchmark period (WIDA and LAS Links), with next steps for instructional planning to support rigorous Tier 1 instruction. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Restorative Practices	ATS Restructuring: Reinforce systems and structures for ATS, including, but not limited to: staffing, coverage and schedules, systems around drop off and pickup, student work expectations while in ATS, clear criteria for how students are assigned to ATS. Rebuild spaces, systems, and structures to support alternate learning environments for tier 1, 2,

	and 3 student interventions.
Restorative Practices	PBIS Restructuring: Develop tiered school-level systems and structures to monitor, incentivize, and intervene to increase regular attendance at RMS, leveraging existing PBIS systems. Continue training, building systems around implementing, and monitoring tier (data review) 1 and tier 2 behavioral interventions, leveraging PBIS system to reduce exclusionary discipline at RMS (ATS/OSS).

Math Instructional Block Strategies

Action Step		
Math Block Instructional Strategies - Evaluate the current structure for Math periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		
Audience		
Math Teachers, Math interventionist, support staff		
Topics to be Included		
Data analysis, data implementation, small group instruction strategies, tiered instruction strategies		
Evidence of Learning		
Reflective journal, artifact portfolio, and SPMs		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOI, Math Instructional Coach	2024-10-01	2025-06-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

ELA Block Instructional Strategies

Action Step		
ELA Block Instructional Strategies - Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		
Audience		
ELA teachers, ELA interventionist, support staff		
Topics to be Included		
Data analysis, data implementation, small group instruction strategies, tiered instruction strategies		
Evidence of Learning		
Reflective journal, artifact portfolio, and SPMs		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOI, ELA Instructional coach	2024-10-01	2025-06-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Conference	1x per semester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	during IEP meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	every educator gets 4 visits a semester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

English Language Acquisition structure

Action Step
- Data Analysis and Feedback Cycles - Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. - ESOL Instructional Strategies: Establish norms/guidelines on what should be present in a lesson plan to support language acquisition, in self contained as well as co-taught classes. Maintain, strengthen and monitor, protected time for regular, structured collaboration between ESOL and content teachers throughout the school year. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. - Data Analysis: Create systems and structures for teachers to engage in data analysis after each benchmark period (WIDA and LAS Links), with next steps for instructional planning to support rigorous Tier 1 instruction. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.
Audience
ESOL teachers and content teachers
Topics to be Included
ELD standards Study Sync supplemental Reveal math SAVAAS

Evidence of Learning		
Student artifacts SPMs Reflection journals		
Lead Person/Position	Anticipated Start	Anticipated Completion
SOIs	2024-09-30	2025-06-09

Learning Format

Type of Activities	Frequency
Classroom/school visitation	4x a semester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Data Analysis Math, ELA, ESOL

Action Step		
- Data Analysis and Feedback Cycles - Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. - ESOL Instructional Strategies: Establish norms/guidelines on what should be present in a lesson plan to support language acquisition, in self contained as well as co-taught classes. Maintain, strengthen and monitor, protected time for regular, structured collaboration between ESOL and content teachers throughout the school year. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. - Data Analysis: Create systems and structures for teachers to engage in data analysis after each benchmark period (WIDA and LAS Links), with next steps for instructional planning to support rigorous Tier 1 instruction. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers. Ensure appropriate staffing to support instructional improvement including supervisor of instruction, reading specialist, intervention specialist, social worker, and teachers.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Culture and climate

Action Step	
PBIS Restructuring: Develop tiered school-level systems and structures to monitor, incentivize, and intervene to	

increase regular attendance at RMS, leveraging existing PBIS systems. Continue training, building systems around implementing, and monitoring tier (data review) 1 and tier 2 behavioral interventions, leveraging PBIS system to reduce exclusionary discipline at RMS (ATS/OSS).		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Classroom/school visitation	4x a semester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Alternative to Suspension

Action Step		
ATS Restructuring: Reinforce systems and structures for ATS, including, but not limited to: staffing, coverage and schedules, systems around drop off and pickup, student work expectations while in ATS, clear criteria for how students are assigned to ATS. Rebuild spaces, systems, and structures to support alternate learning environments for tier 1, 2, and 3 student interventions.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Classroom/school visitation	4x a semester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	