

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bob Morrow	Principal	Trexler Middle School	morrowb@allentownsd.org
Heidi Becker	Education Specialist	Trexler Middle School - Supervisor of Instruction	beckerh@allentownsd.org
Haley Kloap	Other	Trexler Middle School - School Counselor	kloaph@allentownsd.org
Leslie Corbett	Teacher	Trexler Middle School	corbettl@allentownsd.org
Conchetta Marucci	Teacher	Trexler Middle School	maruccic@allentownsd.org
Patricia Smith	Teacher	Trexler Middle School	smithp@allentownsd.org
Cely Santana-Oquendo	Other	Trexler Middle School - Assistant Principal	santana-oquendoc@allentownsd.org
Sharon Maus	Parent	Trexler Middle School	semaus@gmail.com
Tiffany Polek	District Level Leaders	Allentown School District, Central Office - Director of Student Services	polekt@allentownsd.org
Maria Spinosa Ebert	Education Specialist	Trexler Middle School - ESOL Supervisor of Instruction	spinosaebertm@allentownsd.org
Ralph Todd	Community Member	Allentown School District Foundation	rstodd0602@gmail.com
Meridith Hippert	Teacher	Trexler Middle School	hippertm@allentownsd.org
Austin Renzi	Teacher	Trexler Middle School	renzia@allentownsd.org
Victoria Bennett	Education Specialist	Trexler Middle School - Instructional Coach	bennettv@allentownsd.org
Chris Temprow	Education Specialist	Trexler Middle School - Instructional Coach	temproc@allentownsd.org
Missy Smith	District Level Leaders	Allentown School District, Central Office - Executive Director of School Improvement and Compliance	smithm@allentownsd.org
Thailan Oliveras	Parent	Trexler Middle School	thainguyen19@hotmail.com
Sarah Belkoff	Principal	Trexler Middle School	belkoffs@allentownsd.org
Julie Schaible	District Level Leaders	Allentown School District	schaiblej@allentownsd.org
Gardenys Fernandez	Other	Trexler Middle School	fernandezga@allentownsd.org
Jen Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
Stacey Gilmartin	District Level Leaders	Allentown School District	gilmartins@allentownsd.org
Dr. Malika Savoy	District Level Leaders	Allentown School District	savoym@allentownsd.org
Emily Williams	Teacher	Trexler Middle School	williamse@allentownsd.org
Dr. Loudes Sanchez	District Level Leaders	Allentown School District	sanchezl@allentownsd.org

Jen Ramos	District Level Leaders	Allentown School District	ramosj@allentownsd.org
Renee O'Neil	Other	Trexler Middle School	onielr@allentownsd.org
Kyle Kauffman	District Level Leaders	Allentown School District	kauffmank@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org

Vision for Learning

Vision for Learning

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

TMS Teachers will:

- Adapt instruction to meet student needs by frequently gathering evidence of learning, including through formative and summative assessment.
- Plan for and implement opportunities for students to receive feedback from teacher and peers.
- Plan for and provide opportunities for students to engage as a learning community, including implementing small group learning, discussions, and collaboration in ways that target and heighten student engagement.
- Consistently demonstrate a growth mindset
- Consistently leverage the opportunity to plan collaboratively across content, teams, with SpED and ESOL teachers.

Create inclusive classroom environments by:

- Communicating positively with students
- Modeling affective statements
- Encourage students to see themselves as capable
- working with co-teachers and support staff to meet the needs of all students
- Actively encourage, model, and support academic risk-taking actions (e.g., making mistakes, trying new strategies).

TMS Students will:

- Give and accept constructive feedback, including revising work or correcting mistakes when needed. Act as members of a learning community, including:
- expressing their own ideas and thinking
- building on others' ideas and thinking
- supporting the learning of all students in the classroom
- Hold others and be held accountable to agreements of the TMS learning community (citizenship, attendance, punctuality, etc.)

Take academic risks, including:

- Taking academic risks as part of active participation
- openly and honestly sharing their thinking
- asking questions
- strive to bring their best effort, focus, and attempt to maximize time

TMS Families will:

- Connect with students progress via family portals
- Feel welcomed as part of the school community (in their native language)
- Contact teachers with questions or concerns about their student
- Encourage their students to give their best efforts in school
- Partner with teachers in supporting academic and behavioral success of their student.
- Regularly check school portal for attendance and grading summaries.
- Be present at parent family nights
- Be present in their child's academic life and and ask their child's teachers questions to keep the line of communication open between parents and school

TMS Leadership will:

- Leadership will communicate clear expectations to all stakeholders concerning academic goals, daily expectations, and school improvement needs.
- Develop outline for progressive discipline with stakeholder input
- Proactively inform families of progressive discipline policies
- Structure opportunities for teacher collaboration and planning
- Support productive learning communities in classroom through resources, regular observations and feedback.
- Establish, communicate, and monitor progress toward school-wide goals
- Provide a presence in classrooms for teachers and students to hold each other accountable
- Leadership will communicate clear expectations to all stakeholders concerning academic goals, daily expectations, and school improvement needs.
- Meet weekly as an admin team to align goals and expectations as a school

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
SY21-22: From SY 20-21 to SY 21-22, TMS students that scored proficient or advanced on ELA PSSA increased from 8.3% to 26.3%	False
SY22-23: 5.3% of students tested proficient in Math in Sy22-23, up from 3.2% in SY21-22	False
SY21-22: From SY 20-21 school year to SY 21-22 school year, English Learners increased in growth by 10.2% as measured by WIDA.	False
SY23-24: Overall proficiency on STAR ELA increased from 16.8% to 26.2% in SY23-24.	True
SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in 6th grade grew by 2.5%	True
SY22-23: Between Q1 and Q2 of SY 22-23, our at-above benchmark reading group in 8th grade grew by 4.2%	False
SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in our ELL sub-category grew by 1.8%	False
SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in of students identifying as Black grew by 3.6% on Star ELA.	False
SY22-23: 6th grade English Learners have experienced 70.21% of students meeting or exceeding growth goals in Winter 2023 on LAS Links.	True
Last school year 2022-2023 we ended the year with 91% of our 8th grade students compliant with Smart Futures archives.	False
SY21-22: Trexler is working to improve STEM offerings for 6,7, and 8 grade science students.	False
SY23-24: Overall proficiency in STAR math increased from 8.1% in Fall 2023 to 12.1% in Spring 2024.	True
SY22-23: Between Q1 and Q2 of SY 22-23, there was an increase of 3.3% in students scoring proficient or advanced on the STAR math benchmark	True
SY22-23: Between Q1 and Q3 of SY 22-23, there was an increase of 4.5% in our 6th grade group of students scoring proficient or advanced on the STAR math benchmark	False
SY23-24: 70% of English learners met or exceeded their language growth goals for SY23-24, an increase of 13% from SY22-23.	True
197 6th grade students completed the Benchmark #1 Science CDT test, this is a test consisting of approximately 60 questions that often takes two class periods.	False
149 7th grade students completed the Benchmark #1 Science CDT test, this is a test consisting of approximately 60 questions that often takes two class periods.	False
174 8th grade student completed the Benchmark #1 Science CDT test, this is a test consisting of approximately 60 questions that often takes two class periods.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
SY 21-22: Between Q1 and Q2 of 21-22, our group of students identifying as Hispanic At-Above Benchmark grew from 17.9% to 19.3% on Star ELA.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
As of October 2023 60% of our current 8th graders have met their career readiness goal for middle school.	False

Identify professional learning needs through analysis of a variety of data	False
Use multiple professional learning designs to support the learning needs of staff	False
100% of our students were given an opportunity to tour LCTI in the Fall, 94% attended the trip. 45 (almost 20%) of our students applied to LCTI.	False
Administration support to have a career readiness week and I&E's focused on Smart Futures, which helped us reach a lot of our goals.	False

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
SY21-22: While in SY 21-22 English learners increased from SY 20-21, the highest overall average was in 19-20 school year at 14.7% , a 2% difference.	False
SY22-23: 23.6% of students demonstrated proficiency in ELA in SY22-23, down from 26.3% in SY21-22	False
SY22-23: 48.8% of students were not marked chronically absent in SY22-23, compared to the Statewide average of 73.9%	False
SY21-22: TMS students are still on a decline from their SY18-19 and SY 19-20 proficiency of 12.6% on the PSSA Math.	False
SY22-23: Between Q1 and Q3 of SY 22-23, our at-above benchmark reading percentage for all 3 grades decreased by 0.8%	False
SY20-21: According to the Winter 2 ELA Star assessment, 19.6% of Trexler students are proficient in ELA. Students scoring Below Basic increased by 9.1% over the course of the school year.	False
SY22-23: 241/312 chronically absent students during the 22-23 SY identify as Hispanic or Latino, approximately 77%	False
SY22-23: In Q3 of the 22-23 SY, a large achievement gap is evident between reading proficiency scores for students identifying as White (45.2%) as compared to students identifying as Black (16.1%) or Latinx (17.9%).	False
SY20-21: According to Winter 2 Star Math assessment, 11.2% of Trexler students are proficient in math. 72.4% of Trexler students are "Below Basic" in math.	False
SY23-24: 3.5% of English Learners ended the year proficient in Math, according to STAR.	True
SY22-23: The number of students showing high growth from fall to winter 1 on Star math was 32%, a decrease from 42.7% SY21-22.	True
Last school year (2022-23) was our first year faculty assisted in helping students utilize Smart Futures other than the Counselors, therefore there was a learning curve for the faculty to best support the students through the process.	False
SY23-24: 3.5% of English Learners are proficient in Math as measured by STAR.	True
SY22-23: The number of students showing high growth from fall to winter 1 on Star ELA was 26.9%, a decrease from 34.8% SY21-22.	True
SY22-23: On the Q3 STAR benchmark for reading, our at-above benchmark group for 7th grade is 9% lower than either 6th or 8th grades	False
SY22-23: Between Q2 and Q3 of SY 22-23, there was a decrease of 0.9% in students scoring proficient or advanced on the STAR math benchmark	False
SY23-24: The proficiency of Black students fell from 22.3% to 17.5% as measured by STAR ELA	True
Although we are a one to one district for technology, not all students always have access to a Chromebook and or charger to support completion of career and futures work	False
SY22-23: In Q3 of 22-23, only 0.6% of students in ESOL programming scored proficient or	False

advanced on Star Math.	
SY22-23: In Q3 of the 22-23 SY, only 2.3% of students who receive special education programming scored proficient on the reading STAR benchmark.	False
Implement evidence-based strategies to engage families to support learning	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
7 of 198 6th grade students (3.5%) achieved middle-of-the-green scores as determined by the DRC psychometrician to be on track for grade level standard mastery.	False
7 of 149 7th grade students (4.7%) achieved middle-of-the-green scores as determined by the DRC psychometrician to be on track for grade level standard mastery.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement a multi-tiered system of supports for academics and behavior	True
1 of 203 6th grade students (0.5%) achieved middle-of-the-green scores as determined by the DRC psychometrician to be on track for grade level standard mastery.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	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.

Expectations for use of instructional time must be more structured. Accountability systems needed. Who is responsible for what needed. Instructional quality is not uniform across building or grade levels. A rearrangement of personnel is needed for distribution of experience throughout 6-8. Structured accountability systems for 24-25 need to be planned prior to teachers returning in August 2024. The team discussed how culture and climate go beyond practices, policies, and protocols. There is an adaptive element. Conversations regarding how adult mindsets and actions impact the student experience will be important. Listening and positive communication must continue throughout the process, no matter how many times we have to revisit the needs of our school community. The team notes that collective responsibility, trust, and buy-in of all staff will be critical to implementing improvement efforts. How the CSI plan is shared, both in communication and process, will matter a lot. Continued reminders of the work needed to improve student experiences and provide the ""safe"" place they need to succeed. Special Ed and ELs are listed separately, but there are some students in each grade who are in both of these student groups. While some students may be reaping benefits from co-teaching, there is a need to examine what else can be done to better meet learner needs, especially those in multiple student groups. The team identified that the way staff talks about the district, the building, the work, each other, students and families matters and sticks. The team also understands that continued changes in mindset is needed to improve students academic and emotional needs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY23-24: 3.5% of English Learners are proficient in Math as measured by STAR.		False
SY22-23: The number of students showing high growth from fall to winter 1 on Star math was 32%, a decrease from 42.7% SY21-22.	Implementation challenge 1: Lack of protected time for leadership team to effectively plan and monitor implementation/accountability. Additional discussion: The expected structured meeting times became inconsistent as the year moved along. The capacity of administration many times changed focus with the needs of parents or separate needs. Implementation challenge 2: Inconsistent follow through Additional discussion: Inconsistent walkthroughs and benchmark data. Inconsistent meeting times with individual and grade level. Focus was more toward priority team.	True
Implement a multi-tiered system of supports for academics and behavior	Implementation challenge 1: Lack of monitoring systems Additional discussion: Multiple opportunities were made for systems and procedures to be understood and followed, however, even on May 10, 2024, we are still reminding staff of some of the same things Implementation challenge 2: Limited belief/mindset Additional discussion: Limited growth for "If I need to talk to someone, there's an adult at school that I trust," decline for "I feel safe and comfortable with my teachers," and "My teachers treat me with respect."	True
SY22-23: The number of students showing high growth from fall to winter 1 on Star ELA was 26.9%, a decrease from 34.8% SY21-22.	Implementation challenge 1: Lack of protected time for leadership team to effectively plan and monitor implementation/accountability. Additional discussion: The expected structured meeting times became inconsistent as the year moved along. The capacity of administration many times changed focus with the needs of parents or separate needs. There are often simultaneous issues happening that take the leadership team away from this focus. Implementation challenge 2: Unclear vision for high-quality implementation of strategy. Additional discussion: ELA staff in seventh grade did not match the experience and understanding of expectations as the compared to the 8th grade teams. Major changes throughout the school year with losing three teachers from the same 7th grade team.	True
SY23-24: 3.5% of English Learners ended the year proficient in Math, according to STAR.	Implementation challenge 1: Lack of protected time for leadership team to effectively plan and monitor implementation/accountability. Implementation challenge 2: Inconsistent follow through Additional discussion: Inconsistent walkthroughs and benchmark data. Inconsistent meeting times with individual ESOL teachers and in setting up necessary collaborative structures between ESOL and content teachers	True
SY23-24: The proficiency of Black students fell from 22.3% to 17.5% as measured by STAR ELA		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY23-24: Overall proficiency on STAR ELA increased from 16.8% to 26.2% in SY23-24.	
SY22-23: Between Q2 and Q3 of SY 22-23, our at-above	

benchmark reading group in 6th grade grew by 2.5%	
SY22-23: 6th grade English Learners have experienced 70.21% of students meeting or exceeding growth goals in Winter 2023 on LAS Links.	
SY23-24: 70% of English learners met or exceeded their language growth goals for SY23-24, an increase of 13% from SY22-23.	
Implement an evidence-based system of schoolwide positive behavior interventions and supports	BARK rewards and initiatives have had strong staff and student buy-in this year. Next year, the focus is on implementing restorative practices with fidelity.
SY23-24: Overall proficiency in STAR math increased from 8.1% in Fall 2023 to 12.1% in Spring 2024.	
SY22-23: Between Q1 and Q2 of SY 22-23, there was an increase of 3.3% in students scoring proficient or advanced on the STAR math benchmark	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we design and implement high-impact Math experiences (including for staff development and support) 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 cultivate conditions where all students feel safe, valued, empowered, and loved, and establish positive relationships that will improve the school culture and climate, then we will create inclusive opportunities to achieve success in school and beyond.
	If we design and implement high-impact ELA experiences (including for staff development and support) to drive academic excellence, then 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 (including for staff development and support)to drive academic excellence, then then we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Goal Setting

Priority: If we design and implement high-impact Math experiences (including for staff development and support) 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 the 2024-2025 school year, we will increase math proficiency by 4% on the Math PSSA, based on the Spring 2024 assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To be determined by a baseline on the fall Star Math administration.	There will be at least a 3% increase from the baseline on the Winter Star Math assessment.	There will be at least a 7% increase from the baseline on the Spring Star Math assessment.	By the end of the 2024-2025 school year, we will increase math proficiency by 4% on the Math PSSA, based on the Spring 2024 assessment.

Priority: If we cultivate conditions where all students feel safe, valued, empowered, and loved, and establish positive relationships that will improve the school culture and climate, then we will create inclusive opportunities to achieve success in school and beyond.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year the average social-emotional domain score will increase from 2.41 to 3.4 as measured by the PDE School Climate Survey.			
Measurable Goal Nickname (35 Character Max)			
Safety and Whole Child Development			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School level SEL survey will be administered as a baseline in Q1.	There will be at least a 0.25 point increase on the Q2 school level SEL survey from the baseline.	There will be at least a 0.5 point increase on the Q3 school level SEL survey from the baseline.	There will be at least domain score of 3.4 on the Q4 PDE School Climate Survey.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, no more than 32% 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 35% of students will be chronically absent by the end of Q1.	No more than 34% of students will be chronically absent by the end of Q2.	No more than 33% of students will be chronically absent by the end of Q3.	No more than 32% of students will be chronically absent by the end of Q4.

Priority: If we design and implement high-impact ELA experiences (including for staff development and support) to drive academic excellence, then 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 the 2024-2025 school year, we will increase ELA proficiency by 4% on the ELA PSSA, based on the Spring 2024 assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To be determined by a baseline on the Fall Star Reading administration.	There will be at least a 3% increase from the baseline on the Winter Star Reading assessment.	There will be at least a 7% increase from the baseline on the Spring Star Reading assessment.	By the end of the 2024-2025 school year, we will increase math proficiency by 4% on the ELA PSSA, based on the Spring 2024 assessment.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
We will provide at least five interactive workshops for parents and families on supporting student learning at home quarterly, achieving an average attendance rate of 5% per quarter (not duplicating families).			
Measurable Goal Nickname (35 Character Max)			
Parent Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will provide at least five parent and family engagement workshops, with at least 5% attendance in totality in Q1.	We will provide at least five parent and family engagement workshops, with at least 10% attendance in totality in Q2.	We will provide at least five parent and family engagement workshops, with at least 15% attendance in totality in Q3.	We will provide at least five parent and family engagement workshops, with at least 20% attendance in totality in Q4.

Priority: If we design and implement high-impact English Language Development experiences (including for staff development and support)to drive academic excellence, then 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 Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, we will increase English Growth Attainment proficiency by 4% on the ACCESS assessment, based on the Spring 2024 assessment.			
Measurable Goal Nickname (35 Character Max)			
English language growth and attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 75% of students will meet or exceed their language growth goal on LAS Links.	No Test	No Test	80% of students meeting or exceeding language growth goal

Action Plan

Measurable Goals

Math Proficiency	Safety and Whole Child Development
Regular Attendance/Reducing Chronic Absenteeism	Parent Engagement
ELA Proficiency	English language growth and attainment

Action Plan For: Engage instructional teams in developing standards aligned units

Measurable Goals:	
- By the end of the 2024-2025 school year, we will increase English Growth Attainment proficiency by 4% on the ACCESS assessment, based on the Spring 2024 assessment. - By the end of the 2024-2025 school year, we will increase math proficiency by 4% on the Math PSSA, based on the Spring 2024 assessment. - By the end of the 2024-2025 school year, we will increase ELA proficiency by 4% on the ELA PSSA, based on the Spring 2024 assessment.	

Action Step		Anticipated Start/Completion Date	
Develop professional learning communities and protect their meeting schedule to enable leaders and teachers to collaborate systematically to enhance teaching and learning with the goal of aligning pacing, planning lessons focusing on student engagement, and sharing ideas and resources. Leadership will help empower educators through a continuous cycle of improvement by attending meeting and providing timely, data-driven feedback.		2024-08-19	2024-10-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Ensure that meeting schedule is created and shared with staff during the inservice week before school begins. After several weeks, make any adjustments needed to the morning meeting schedule. Should be finalized and functional by 10/18/24.	No	
Action Step		Anticipated Start/Completion Date	
Complete at least one coaching cycle for each English Language Arts and Math teachers monthly with the goal of developing staff and students' capacity to understand and empower students to develop reading, writing, listening, and speaking skills for a real-world purpose, using their voices to tackle important issues outside the classroom. Provide timely feedback on initial coaching visit, and schedule follow-up visit within one week. Feedback includes a connection to student engagement, data, and other instructional focuses.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	Coaching Tracker Spreadsheet	Yes	
Action Step		Anticipated Start/Completion Date	
Develop an academic strategy of accountability for the creation of dynamic lesson plans that align with PA Core and Common Core Standards, use quality curriculum, core materials, and evidence-based instructional practices, pedagogy, student engagement, teacher-led small group instruction, and progress monitoring.		2024-08-26	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Lesson plan template with lesson expectations.	Yes	
Action Step		Anticipated Start/Completion Date	
Develop and execute professional development opportunities including best- teaching practices for ELs and implementing English Language objectives in teaching, while working with teachers to develop clear lesson plans to create positive and conducive learning environments that are equitable and inclusive for all learners. Monitor teacher understanding and implementation by providing opportunities to offer feedback to tailor subsequent professional development training.		2024-09-02	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL SOI	PD decks One pager of instructional expectations for ELs Refugee/migrant rosters and identified support personnel	Yes	
Action Step		Anticipated Start/Completion Date	
Institute ELD-focused classroom visit protocol including language domain/key language use look-fors, follow-up coaching, and quarterly feedback and organize and integrate walkthrough and evaluation protocol that identifies the use of look-fors in classrooms. Create a calendar and establish a plan for protected time for content teachers and ESOL teachers to collaborate and review walkthrough and student data to enhance learning and teaching through data-driven analysis.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coaches	Language domain/key language use look-fors Coaching tracker Quarterly feedback for teams	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased ELA proficiency Increased Math proficiency Increase English language growth and acquisition	Plans will be monitored via monthly progress monitoring routines in collaboration with SIF in addition to regular CSI committee meetings at the school level

Action Plan For: Provide instruction, modeling and classroom norms

Measurable Goals:
By the end of the 2024-2025 school year the average social-emotional domain score will increase from 2.41 to 3.4 as measured by the PDE School Climate Survey.

Action Step	Anticipated Start/Completion Date
Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate by refining PBIS expectations and having them intertwined with team- based classroom management plans, providing climate specific professional development sessions, implementing daily classroom use of SEL lessons,	2024-08-20 2025-06-06

explicitly communicating school wide expectations for interactions between teachers and students and teachers and parents, using walkthroughs to observe and respond to restorative practices and PBIS within the classroom, and establishing a schedule with restorative norms and routine for our in-school-suspension space.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Trexler Way classroom management sheets, classroom management presentation, 7 mindsets curriculum, daily schedule reorganization , PD specific resources and presentations as needs arise from data "	Yes	
Action Step		Anticipated Start/Completion Date	
Using a monthly calendar with rotating topics, coordinate learning opportunities and promote a communication platform for families to foster their involvement in the development of overall student wellness and to increase engagement in a variety of ways including the use of our parent communication portal.		2024-09-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	CIS, FTO, event calendar, School Status Connect platform	No	
Action Step		Anticipated Start/Completion Date	
Because recognizing that student voice is imperative to the structure of our establishment, we will continue to empower our student advisory groups (student council and Pride keepers) by meeting quarterly to gather their input and reflection on the state of climate/ culture in the building and using their feedback to improve our PBIS system.		2024-11-08	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	feedback forms	No	
Action Step		Anticipated Start/Completion Date	
Implement an attendance committee led, evidence based, multi-tiered system of support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism.		2024-09-02	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance data reports, Community Partners: Pinebrook, Valley Youth House, Lehigh County Children and Youth Services	No	
Action Step		Anticipated Start/Completion Date	
Streamline a comprehensive, school-wide calendar of events with a singular sign-up platform to make after-school sports and programming more accessible for all students in an effort to increase student engagement in extracurricular activities.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant	CIS Support	No	

Principals			
------------	--	--	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student culture and climate Increased regular attendance Decreased chronic absenteeism Decreased out of school suspension	Plans will be monitored via monthly progress monitoring routines in collaboration with SIF in addition to regular CSI committee meetings at the school level

Action Plan For: Engage instructional teams in assessing and monitoring

Measurable Goals:
- By the end of the 2024-2025 school year, we will increase English Growth Attainment proficiency by 4% on the ACCESS assessment, based on the Spring 2024 assessment. - By the end of the 2024-2025 school year, we will increase math proficiency by 4% on the Math PSSA, based on the Spring 2024 assessment. - By the end of the 2024-2025 school year, we will increase ELA proficiency by 4% on the ELA PSSA, based on the Spring 2024 assessment.

Action Step		Anticipated Start/Completion Date	
Formulate comprehensive scaling to create an influential system-wide data culture by scheduling and implementing daily/weekly data collection visits for all administration, coaches, and intervention specialists. Data collection will have multiple math indicators, with documentation and timely feedback for staff to empower change and continuous improvement. New, focused data-driven indicators will emerge when faculty has reached at least 80% success with the previous focuses.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional coach	completing classroom data visits, LT meet weekly to discuss data	No	
Action Step		Anticipated Start/Completion Date	
Implement assessments throughout K-8 to identify students who might struggle with reading, writing, listening, and speaking skills. Provide targeted interventions with clear, consistent expectations and monitor effectiveness of interventions at regular intervals, fluidly adapting groupings as needed (specifically Tier 1 in-class groupings, I/E groupings, intervention specialist groupings) so that interventions are responsive to current data.		2024-08-19	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional coach	I/E - Adjust regularly as needed based on course assessment data and teacher observation/input	No	
Action Step		Anticipated Start/Completion Date	
Use literacy/math and real-world experience to improve understanding and to help students set academic goals for themselves. Use STAR growth goals before each benchmark and follow up with data-driven meetings to provide students with feedback and set their next goal. Celebrate student achievement with data displays showing goals and progress.		2024-10-07	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	Poster boards, markers, designated space in common areas/lobby,	Yes	

	stickers for goals/data in academic journals		
Action Step		Anticipated Start/Completion Date	
Implement assessments throughout K-8 to identify students who might struggle with Algebra 1 concepts. Provide targeted interventions with clear, consistent expectations and monitor effectiveness of interventions at regular intervals, fluidly adapting groupings as needed (specifically Tier 1 in-class groupings, I/E groupings, intervention specialist groupings) so that interventions are responsive to current data.		2024-08-19	2025-06-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	I/E - Adjust regularly as needed based on course assessment data. Intervention groups can change based on student grow and academic need.	Yes	
Action Step		Anticipated Start/Completion Date	
Establish a system that includes a structured database to develop, monitor, and support the use of student success plans. Work with students and create a student success plan based on progress monitoring and WIDA access scores as well as student-led goals. Discuss accommodations and self-advocacy and check in quarterly to discuss continuously collected data including assessment scores. Continue to monitor and celebrate student achievements with data displays.		2024-09-16	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD Facilitators and ELD SOI, Instructional Coaches	Individual learning plan template, student data	No	
Action Step		Anticipated Start/Completion Date	
Coordinate and deliver learning opportunities for families, such as regularly scheduled programs after progress monitoring assessments to celebrate student growth, LIEP informational meetings (Title III), family conferences, programming for ASD families (eg. Adult ESL classes) and communication regarding students' Individual Learning Plans to foster their involvement in the development of overall student wellness. Provide increased translation and interpretation services in their preferred language via ASD resources.		2024-08-19	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD SOI	Individual learning plan template, student data	No	
Action Step		Anticipated Start/Completion Date	
Establish a quarterly data monitoring routine that analyzes key climate and culture indicators, including attendance, student perception data from surveys, and discipline data, with disaggregated data for students. Determine key takeaways and recommendations for addressing any surfaced trends.		2024-09-02	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	CIS Support	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased ELA and Math proficiency, increase English Language growth and acquisition, improve student culture and climate, increase regular attendance	Plans will be monitored via monthly progress monitoring routines in collaboration with SIF in addition to regular CSI committee meetings at the school level

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engage instructional teams in developing standards aligned units	Complete at least one coaching cycle for each English Language Arts and Math teachers monthly with the goal of developing staff and students' capacity to understand and empower students to develop reading, writing, listening, and speaking skills for a real-world purpose, using their voices to tackle important issues outside the classroom. Provide timely feedback on initial coaching visit, and schedule follow-up visit within one week. Feedback includes a connection to student engagement, data, and other instructional focuses.
Engage instructional teams in developing standards aligned units	Develop an academic strategy of accountability for the creation of dynamic lesson plans that align with PA Core and Common Core Standards, use quality curriculum, core materials, and evidence-based instructional practices, pedagogy, student engagement, teacher-led small group instruction, and progress monitoring.
Engage instructional teams in developing standards aligned units	Develop and execute professional development opportunities including best- teaching practices for ELs and implementing English Language objectives in teaching, while working with teachers to develop clear lesson plans to create positive and conducive learning environments that are equitable and inclusive for all learners. Monitor teacher understanding and implementation by providing opportunities to offer feedback to tailor subsequent professional development training.
Provide instruction, modeling and classroom norms	Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate by refining PBIS expectations and having them intertwined with team- based classroom management plans, providing climate specific professional development sessions, implementing daily classroom use of SEL lessons, explicitly communicating school wide expectations for interactions between teachers and students and teachers and parents, using walkthroughs to observe and respond to restorative practices and PBIS within the classroom, and establishing a schedule with restorative norms and routine for our in-school-suspension space.
Engage instructional teams in assessing and monitoring	Use literacy/math and real-world experience to improve understanding and to help students set academic goals for themselves. Use STAR growth goals before each benchmark and follow up with data-driven meetings to provide students with feedback and set their next goal. Celebrate student achievement with data displays showing goals and progress.
Engage instructional teams in assessing and monitoring	Implement assessments throughout K-8 to identify students who might struggle with Algebra 1 concepts. Provide targeted interventions with clear, consistent expectations and monitor effectiveness of interventions at regular intervals, fluidly adapting groupings as needed (specifically Tier 1 in-class groupings, I/E groupings, intervention specialist groupings) so that interventions are responsive to current data.

Engage Instructional Teams in Developing Standards Aligned Units

Action Step
- Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate by refining PBIS expectations and having them intertwined with team-based classroom management plans, providing climate specific professional development sessions, implementing daily classroom use of SEL lessons, explicitly communicating school wide expectations for interactions between teachers and students and teachers and parents, using walkthroughs to observe and respond to restorative practices and PBIS within the classroom, and establishing a schedule with restorative norms and routine for our in-school-suspension space. - Complete at least one coaching cycle for each English Language Arts and Math teachers monthly with the goal of developing staff and students' capacity to understand and empower students to develop reading, writing, listening, and speaking skills for a real-world purpose, using their voices to tackle important issues outside the classroom.

Provide timely feedback on initial coaching visit, and schedule follow-up visit within one week. Feedback includes a connection to student engagement, data, and other instructional focuses. • Use literacy/math and real-world experience to improve understanding and to help students set academic goals for themselves. Use STAR growth goals before each benchmark and follow up with data-driven meetings to provide students with feedback and set their next goal. Celebrate student achievement with data displays showing goals and progress. • Implement assessments throughout K-8 to identify students who might struggle with Algebra 1 concepts. Provide targeted interventions with clear, consistent expectations and monitor effectiveness of interventions at regular intervals, fluidly adapting groupings as needed (specifically Tier 1 in-class groupings, I/E groupings, intervention specialist groupings) so that interventions are responsive to current data. • Develop an academic strategy of accountability for the creation of dynamic lesson plans that align with PA Core and Common Core Standards, use quality curriculum, core materials, and evidence-based instructional practices, pedagogy, student engagement, teacher-led small group instruction, and progress monitoring. • Develop and execute professional development opportunities including best- teaching practices for ELs and implementing English Language objectives in teaching, while working with teachers to develop clear lesson plans to create positive and conducive learning environments that are equitable and inclusive for all learners. Monitor teacher understanding and implementation by providing opportunities to offer feedback to tailor subsequent professional development training.		
Audience		
All content area teachers		
Topics to be Included		
dynamic lesson plans, instructional coaching expectations and process, integration of SEL into academic lessons, real world experiences to align to the standards, data protocols to ensure data driven instructional practices		
Evidence of Learning		
Lesson Plans, observations, and improved student outcomes (engagement and assessments)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Leadership Team Members	2024-08-26	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	