

Founders Hall Middle Sch CSI

School Plan | 2023 - 2024

Profile and Plan Essentials

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| School | | AUN/Branch |
| Founders' Hall Middle School | | 103026002/7673 |
| Address 1 | | |
| 3600 O'Neil Boulevard | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| McKeesport | PA | 15132 |
| Chief School Administrator | | Chief School Administrator Email |
| Tia Wanzo | | twanzo@mckasd.net |
| Principal Name | | |
| Dr. Jamie Lusebrink | | |
| Principal Email | | |
| jlusebrink@mckasd.net | | |
| Principal Phone Number | | Principal Extension |
| 412-664-3692 | | |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| Dr. Holly Pope | | holly.pope@aiu3.net |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|------------------------|---|---------------------------------|-------------------------|
| Dr. Tia Wanzo | Superintendent | McKeesport Area School District | twanzo@mckasd.net |
| Dr. Jamie Lusebrink | Head Principal | Founders' Hall Middle School | jlusebrink@mckasd.net |
| Dr. Stacie Fitzpatrick | Assistant Principal | Founders' Hall Middle School | sfitzpatrick@mckasd.net |
| Mr. Shaun Cooke | Assistant Principal | Founders' Hall Middle School | scooke@mckasd.net |
| Mrs. Jennifer Sikorski | 7th grade Language teacher | Founders' Hall Middle School | jsikorski@mckasd.net |
| Mrs. Melissa Capozzoli | District Math Coordinator | Founders' Hall Middle School | mcapozzoli@mckasd.net |
| Miss Beth Pierce | School Counselor | Founders' Hall Middle School | bpierce@mckasd.net |
| Mrs. Erica Guadalupe | Secondary Literacy Coordinator | Founders' Hall Middle School | eguadalupe@mckasd.net |
| Mrs. Nicole Cherepko | Parent | Founders' Hall Middle School | ncherepko@mckasd.net |
| Nayelle Williams | Alumni/Graduate/Community Police Officer | Founders' Hall Middle School | nwilliams@mckasd.net |
| Mr. Jim Barry | Community Member/McKeesport Boys and Girls Club | McKeesport Boys and Girls Club | jimbarry@bgcwpa.org |
| Mrs. Dawn Shelly | Special Education teacher | Founders' Hall Middle School | dshelly@mckasd.net |
| Mr. Derek Pavlovic | 8th grade Math teacher | Founders' Hall Middle School | dpavlovic@mckasd.net |
| Sherry Sillings | Teacher | Founders' Hall Middle School | ssillings@mckasd.net |
| Danielle Hocko | Teacher | Founders' Hall Middle School | dhocko@mckasd.net |
| Brad Braverman | Teacher | Founders' Hall Middle School | bbraverman@mckasd.net |
| Stem Teacher | Teacher | Founders' Hall Middle School | elucas-evans@mckasd.net |
| Kaylee Bachorski | Education Specialist | Founders' Hall Middle School | kbachorski@mckasd.net |
| Christine Shank | Education Specialist | Founders' Hall Middle School | cshank@mckasd.net |

Vision for Learning

Vision for Learning

Within a cycle of continuous improvement, Founders' Hall strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for college, career, and community participation.

Future Ready PA Index

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

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

Review of the School Level Performance

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

Strengths

| | |
|---|--|
| Indicator PVAAS ELA/ Literature ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | Comments/Notable Observations The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/ Literature. The 2 or More Race Group did not meet the growth expectation for ELA/Literature |
| Indicator PVAAS Mathematics/ Algebra ESSA Student Subgroups | Comments/Notable Observations The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. The All Student Group, White, 2 or More Races Group did not meet the growth expectation. |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator College and Career Standard Benchmark ESSA Student Subgroups | Comments/Notable Observations All Student Group is at 97.1%. All student subgroups are at 96.3% or above. |
| Indicator PVAAS Science/Biology ESSA Student Subgroups | Comments/Notable Observations The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology. |

Challenges

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|---|---|
| Indicator PVAAS ELA/ Literature ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not | Comments/Notable Observations The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/ Literature. The 2 or More Race Group did not meet the growth expectation for |
|---|---|

| | |
|---|---|
| Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | ELA/Literature |
| Indicator PVAAS Mathematics/ Algebra ESSA Student Subgroups | Comments/Notable Observations The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. The All Student Group, White, 2 or More Races Group did not meet the growth expectation. |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator College and Career Standard Benchmark ESSA Student Subgroups | Comments/Notable Observations All Student Group is at 97.1%. All student subgroups are at 96.3% or above. |
| Indicator PVAAS Science/Biology ESSA Student Subgroups | Comments/Notable Observations The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology. |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |

Summary

Strengths

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

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|--|
| The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology. |
| The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. |

Challenges

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

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|---|
| ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. |
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|---|
| The percent regular attendance of 48.2% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level. |
| Sixth grade students across BOTH ELA and Math have a 3-year average of not meeting the standard for academic growth. Student groups coming in each of the 3 years are exiting 6th grade with a lower average achievement than what they entered with. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before. |
| Seventh and Eighth grade students have a 3-year average of not meeting the standard for academic growth. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before. We know that our students need to be exceeding the growth standard to begin to close the achievement gap. |
| The Child Success Summary for Math shows that most of the student groups across grades 6-8 are not meeting the PA academic standard for growth. |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|---------------------------------------|---|
| 2022-2023 MAP Data all grade (growth) | Language Arts- % average or above Reading- % Average or above |
| 2022-2023 MAP Data 6th grade data | Language Arts- 36% average or above Reading- 30% Average or above |
| 2022-2023 MAP Data 7th grade data | Language Arts- 43% average or above Reading- 35% Average or above |
| 2022-2023 MAP Data 8th grade data | Language Arts- 31% average or above Reading- 29% Average or above |
| 2022-2023 MAP Data all grade data | Language Arts- % average or above Reading- % Average or above |

English Language Arts Summary

Strengths

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|--|
| Continued implementation of Title 1 Reading facilitator in 6th grade. |
| Based on data and in response to learning needs, we are continuing with the 80 minute ELA block. Additionally, teachers have a co-teaching block with one group of students. |
| ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting. |

Challenges

| |
|--|
| The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support. |
| Student attendance is low, creating loss of learning for groups of students. |

Mathematics

| Data | Comments/Notable Observations |
|-------------------------|-------------------------------|
| 2022-2023 MAP 6th grade | 21% Average or above |
| 2022-2023 MAP 7th grade | 31% average or above |
| 2022-2023 MAP 8th grade | 28% average or above |

Mathematics Summary

Strengths

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|---|
| Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement. |
| Continued implementation of Title 1 Math facilitator and district Math Coordinator. |

Challenges

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|---|
| Teachers were adjusting to a new curriculum this year. |
| The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support. |

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|--|
| Math teachers are in continued need of more thorough professional development. |
| Student attendance is low, creating loss of learning for groups of students. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|--|
| PSSA Science Test (we do not have local data because we did not offer the Science test through MAP testing this year. | All student Group was 11.9% compared to the statewide average of 54.4%. This was a noticeable drop from the previous year. |

Science, Technology, and Engineering Education Summary

Strengths

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|---|
| Department time to discuss and plan for NGSS. |
|---|

Challenges

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|---|
| Consistency of instructor in the STEM class |
| The lack of data in science throughout the school year to measure student growth. |
| Student attendance is low, creating loss of learning for groups of students. |
| Transition to NGSS standards. |

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|----------------------------|---|
| Career Standards Benchmark | 99.2% was achieved during the 21-22 school year as per the Future Ready PA Index. This percentage is above the statewide average. |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

| |
|---|
| Founders' Hall was able to continue a Career Readiness class in each grade level specials rotation class to ensure that all students were able to achieve the state required Career Readiness expectations. |
|---|

| |
|---|
| Founders' Hall was able to continue a STEM class in the specials rotation to help address deficiencies in the Science/Biology curriculum. |
|---|

| |
|---|
| Utilizing 1:1 devices during enrichment period (Exact Path) is better managed through the use of iBoss. |
|---|

Challenges

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

Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there is extra time for them to complete the lessons/tasks with the rest of their peers.

Historically low Math and Science PSSA scores, has shown a need for a designated STEM class that will work in conjunction with the schools' Math and Science initiative.

Utilizing 1:1 devices during enrichment period (Exact Path) is difficult due to devices not being brought to school each day and students navigating away from the assigned task.

Equity Considerations

English Learners

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

Students with Disabilities

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

| Data | Comments/Notable Observations |
|------------------|--|
| Proficiency ELA | The percent advanced/proficient of 6.4% is well below the statewide average of 54.1% and the all student group at 26.5% |
| Proficiency Math | The percent advanced/proficient of 1.5% is well below the statewide average of 35.7% and below the all student group at 5.5% |
| Growth ELA | This student group (74%) did not exceed the statewide growth target at 70.0%. |
| Growth Math | This student group (50%) did not exceed the growth target with a 70%. |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|------------------|--|
| Proficiency ELA | The percent advanced/proficient of 26.6% is well below the statewide average of 54.1% and the all student group at 26.5% |
| Proficiency Math | The percent advanced/proficient of 5.5% is well below the statewide average of 35.7% and met the all student group at 5.5% |
| Growth ELA | This student group did not meet the statewide growth target at 70.0 and increased their score from the year before. |
| Growth Math | This student group did not meet the statewide growth target at 70.0% |

Student Groups by Race/Ethnicity

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

| Student | Comments/Notable Observations |
|---------|-------------------------------|
|---------|-------------------------------|

| | |
|--------|---|
| Groups | |
| Black | Proficiency ELA - The percent advanced/proficient of 20.4% is well below the statewide average of 54.1% and the all student group at 26.5% Proficiency Math - The percent advanced/proficient of 2.6% is well below the statewide average of 35.7% and below the all student group at 5.5% Growth ELA - This student group exceeded the statewide growth target at 70.0. Growth Math - This student group did not exceed the statewide growth target at 70.0. |

Summary

Strengths

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

| |
|---|
| Six out of 6 measured student groups (all students, Black, White, 2 or more races, Economically Disadvantaged and student with disabilities) for ELA met or exceeded the statewide target for growth. |
| Students with disabilities demonstrated the ability to grow on their most recent assessments. |
| Half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth. |
| |
| |

Challenges

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

| |
|---|
| Only half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth. |
| Proficiency percentages in ELA are low for all student groups especially Students with Disabilities. |
| Proficiency percentages in Math are low for all student groups. |
| |
| |

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

| |
|---|
| Collectively shape the vision for continuous improvement of teaching and learning |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community |
| Continuously monitor implementation of the school improvement plan and adjust as needed, including identifying professional learning needs through analysis of a variety of data. |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |

Challenges

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

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|---|
| EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |
| EP 13: Implement a Multi-tiered system of supports for academics and behavior. |

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 |
|---|---------------------------------|
| The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology. | False |
| The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. | False |
| Continued implementation of Title 1 Reading facilitator in 6th grade. | True |
| Based on data and in response to learning needs, we are continuing with the 80 minute ELA block. Additionally, teachers have a co-teaching block with one group of students. | False |
| Founders' Hall was able to continue a Career Readiness class in each grade level specials rotation class to ensure that all students were able to achieve the state required Career Readiness expectations. | True |
| Department time to discuss and plan for NGSS. | False |
| Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement. | False |
| Continued implementation of Title 1 Math facilitator and district Math Coordinator. | False |
| ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting. | False |
| Half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth. | False |
| Six out of 6 measured student groups (all students, Black, White, 2 or more races, Economically Disadvantaged and student with disabilities) for ELA met or exceeded the statewide target for growth. | False |
| Founders' Hall was able to continue a STEM class in the specials rotation to help address deficiencies in the Science/Biology curriculum. | False |
| Students with disabilities demonstrated the ability to grow on their most recent assessments. | False |
| Collectively shape the vision for continuous improvement of teaching and learning | False |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed, including identifying professional learning needs through analysis of a variety of data. | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |

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|---|------|
| Utilizing 1:1 devices during enrichment period (Exact Path) is better managed through the use of iBoss. | True |
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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 |
|---|---------------------------------|
| ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. | False |
| The percent regular attendance of 48.2% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level. | False |
| Sixth grade students across BOTH ELA and Math have a 3-year average of not meeting the standard for academic growth. Student groups coming in each of the 3 years are exiting 6th grade with a lower average achievement than what they entered with. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before. | False |
| Seventh and Eighth grade students have a 3-year average of not meeting the standard for academic growth. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before. We know that our students need to be exceeding the growth standard to begin to close the achievement gap. | False |
| The Child Success Summary for Math shows that most of the student groups across grades 6-8 are not meeting the PA academic standard for growth. | False |
| Teachers were adjusting to a new curriculum this year. | False |
| Consistency of instructor in the STEM class | False |
| Math teachers are in continued need of more thorough professional development. | False |
| The lack of data in science throughout the school year to measure student growth. | False |
| Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there inso extra time for them to complete the lessons/tasks with the rest of their peers. | False |
| Only half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth. | False |
| Proficiency percentages in ELA are low for all student groups especially Students with Disabilities. | False |
| Proficiency percentages in Math are low for all student groups. | False |
| Historically low Math and Science PSSA scores, has shown a need for a designated STEM class that will work in conjunction with the schools' Math and Science initiative. | False |
| Student attendance is low, creating loss of learning for groups of students. | False |
| The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support. | False |
| The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support. | False |
| Utilizing 1:1 devices during enrichment period (Exact Path) is difficult due to devices not being brought to school each day and | False |

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|---|-------|
| students navigating away from the assigned task. | |
| EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | True |
| Student attendance is low, creating loss of learning for groups of students. | True |
| Student attendance is low, creating loss of learning for groups of students. | False |
| Transition to NGSS standards. | False |
| EP 13: Implement a Multi-tiered system of supports for academics and behavior. | True |

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.

1. To promote and sustain a positive school environment by addressing how students engage in meaningful academic discourse. Students report that they feel confident in their classrooms, but evidence reveals that they are not engaging in meaningful academic discourse. Teachers do not have consistent routines established for facilitating and fostering academic discourse across content areas. 2. To identify and address individual student learning needs by demonstrating the ability to identify and utilize text evidence that most strongly supports analysis of what the text says. Students struggle with citing the strongest evidence that adequately and relevantly supports their ideas, accurately answers a question or task, or supports their claim. Not all teachers have established routines across content areas that embed instructional strategies into their daily lessons thereby strengthening the students ability to cite evidence that most strongly supports analysis of what the text says.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|--|--------------------|
| EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Based on students focus groups and surveys, students stated they feel more welcome in some spaces more than others. | True |
| Student attendance is low, creating loss of learning for groups of students. | Multiple waves of buses created staggered start and dismissal for students, reducing the number of instructional minutes to remain equitable among all students. Class attendance was not marked throughout the day. | True |
| EP 13: Implement a Multi-tiered system of supports for academics and behavior. | The implementation and training of the initial team occurred this year, including a Tier 1 needs assessment. | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|--|
| Continued implementation of Title 1 Reading facilitator in 6th grade. | Continued additional support for the regular education teacher and classroom setting not to mention additional smaller sized classes to target individual student needs. |
| Founders' Hall was able to continue a Career Readiness class in each grade level specials rotation class to ensure that all students were able to achieve the state required Career Readiness expectations. | This class has allowed the students within Founders' Hall to reach the necessary state expectations and percentages in the area of Career Readiness. |
| Utilizing 1:1 devices during enrichment period (Exact Path) is better managed through the use of iBoss. | Teachers can monitor the student screens and redirect them towards the Preferred task. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---|
| | If we implement PBIS, relationship building skills and social-emotional learning practices, then students will feel welcome, safe and supported in school; socially, emotionally and physically. |
| | If we utilize Attendance Works and utilize the Community Outreach Attendance Liaison to address and monitor chronic absenteeism, then students will be present, on time, in school to increase achievement. |
| | If we implement MTSS with fidelity, students are better supported and student achievement increases. |

Goal Setting

Priority: If we implement PBIS, relationship building skills and social-emotional learning practices, then students will feel welcome, safe and supported in school; socially, emotionally and physically.

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|--|---|---|--|
| Outcome Category | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By the end of the 4th quarter (June 30th), at least 80% of students in each grade level will report feeling safe and welcome in school at least most of the time as measured by Google Survey. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| PBIS | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of the first quarter (September 30th), 50% of students in each grade level will report feeling safe and welcome in school- at least most of the time. | By the end of the second quarter (December 30th), 60% of students in each grade level will report feeling safe and welcome in school at least most of the time. | By the end of the 3rd quarter (March 30th), 70% of students in each grade level will report feeling safe and welcome in school at least most of time. | By the end of the 4th quarter (June 30th), 80% of students in each grade level will report feeling safe and welcome in school at least most of the time. |

| | | | |
|---|--|---|--|
| Outcome Category | | | |
| School climate and culture | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals as measured by Google Forms Data. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Major ODRs | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of the 1st quarter, September 30th, 50% of students across all grade levels will have less than 5 major referrals through Google Forms | By the end of the 2nd quarter, December 30th, 60% of students across all grade levels will have less than 5 major referrals through Google Forms | By the end of the 3rd quarter, March 30th, 70% of students across all grade levels will have less than 5 major referrals through Google Forms | By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals through Google Forms |

Priority: If we utilize Attendance Works and utilize the Community Outreach Attendance Liaison to address and monitor chronic absenteeism, then students will be present, on time, in school to increase achievement.

| | | | |
|---|--|--|--|
| Outcome Category | | | |
| Regular Attendance | | | |
| Measurable Goal Statement (Smart Goal) | | | |

| | | | |
|---|--|---|---|
| By June 30th of 2024, regular attendance will be at least 70% of students who have fewer than 18 absences. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Attendance | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of the 1st quarter, September 30th, at least 85% of the students will have fewer than 18 absences. | By the end of the 2nd quarter, December 30th, at least 80% of the students will have fewer than 18 absences. | By the end of the 3rd quarter, March 30th, at least 75% of the students will have fewer than 18 absences. | By June 30th of 2024, regular attendance will be at least 70% of the students will have fewer than 18 absences. |

Priority: If we implement MTSS with fidelity, students are better supported and student achievement increases.

| | | | |
|--|--|---|---|
| Outcome Category | | | |
| English Language Growth and Attainment | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP assessment. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| ELA | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of the 1st quarter, September 30th, 95% of all students will have completed the Fall MAPS Reading Assessment | By the end of the 2nd quarter, December 30th, an average of 30% of students across grade levels will score average or above on the Fall MAP Reading assessment | By the end of the 3rd quarter, March 30th, an average of 40% of students across grade levels will score average or above on the Winter MAP Reading assessment | By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Reading assessment |

| | | | |
|--|---|--|--|
| Outcome Category | | | |
| Mathematics | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Math | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By the end of the 1st quarter, September 30th, 95% of all students will have completed the Fall MAPS Math Assessment | By the end of the 2nd quarter, December 30th, an average of 30% of students across grade levels will score average or above on the Fall MAP Math assessment | By the end of the 3rd quarter, March 30th, an average of 40% of students across grade levels will score average or above on the Winter MAP Math assessment | By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment |

Action Plan

Measurable Goals

| | |
|------------|------------|
| PBIS | Major ODRs |
| Attendance | ELA |
| Math | |

Action Plan For: PBIS

| |
|---|
| <p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals as measured by Google Forms Data. By the end of the 4th quarter (June 30th), at least 80% of students in each grade level will report feeling safe and welcome in school at least most of the time as measured by Google Survey. |
|---|

| Action Step | | Anticipated Start/Completion Date | |
|--|---|-----------------------------------|------------|
| Redefine categories (e.g. major/minor, classroom/office, etc...) and related documents (e.g. flowchart, interventions, consequences, etc...) | | 2023-07-03 | 2023-08-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team, PBIS Team, Character Education Teacher (Lena Fitchwell) | Previous category definitions, flowchart. PBIS.org PBISWorld.com SWIS | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Booster session for teachers and admin. | | 2023-07-03 | 2023-08-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal | Carrie Frohnafel from AIU | Yes | |
| Action Step | | Anticipated Start/Completion Date | |
| Orientation for Students | | 2023-08-21 | 2023-09-15 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Slidedeck | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Increase/ adjust PBIS Rewards for Tier 1 students based on student voice | | 2023-07-03 | 2024-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | End of Year Student Survey, supplies for school store, PBIS Rewards Program | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|--|------------|
| Professional Development for admin team on Tier 2 interventions and strategies | | 2023-08-08 | 2023-09-29 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | You Hue/ Oasis Check in and Connect AIU3 Personnel | Yes | |
| Action Step | | Anticipated Start/Completion Date | |
| Support District vision for implementing restorative practices. | | 2023-08-17 | 2024-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Licia Lentz | Yes | |
| Action Step | | Anticipated Start/Completion Date | |
| Redefine PBIS Team members and responsibilities | | 2023-07-03 | 2023-08-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Building Committee assignments | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Booster session(s) for new students and mid-year refresher | | 2023-08-21 | 2024-01-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Student Handbook, PBIS Matrix | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Revamp In School Suspension Room to utilize reflection and restorative practices. | | 2023-07-03 | 2023-08-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Reflection sheets, SEL Curriculum | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|-------------------------------------|---|
| Decrease in office referrals, {SEL} | SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in. |

Action Plan For: MTSS

| Measurable Goals: |
|--|
| <ul style="list-style-type: none"> By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP assessment. By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment |

| | | | |
|--|---|--|------------|
| Action Step | | Anticipated Start/Completion Date | |
| Review Tier 1 Needs Assessment from Spring to determine next steps. | | 2023-07-03 | 2023-08-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | RTI Readiness Self-Assessment Survey | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Redo master schedule to increase math minutes per day. | | 2023-07-03 | 2023-08-18 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Previous Master Schedule | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Utilize data (MAPs, PVAAS and Math placement CBT) to determine groupings for scheduling to provide balanced class rosters . | | 2023-07-03 | 2023-08-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal and Guidance Counselors | CBT Results MAP Data PVAAS Data | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Monitor Tier 1 Instruction through data analysis, classroom walkthroughs, and best practices including use of standardized lesson plan template. | | 2023-08-21 | 2024-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | Walkthrough Form, SIFs, revised lesson plan template | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Revise Walkthrough form to include components of the lesson plan template, structured lesson formatting, and PBIS implementation. | | 2023-07-03 | 2023-10-13 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin Team | SIFs, Google Form, Instructional Coaches and Department Chairs. | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Restructure the Enrichment period to accommodate enrichment and intervention needs (WIN) based on data and progress monitoring. | | 2023-07-03 | 2023-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Admin team, teachers | instructional coaches, department chairs | No | |
| Action Step | | Anticipated Start/Completion Date | |

| | | | |
|--|--|--|------------|
| STATE REQUIRED: Administer state generated diagnostic survey of school's current data capacity | | 2023-08-14 | 2023-09-01 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| SIF | State generated survey | No | |
| Action Step | | Anticipated Start/Completion Date | |
| STATE REQUIRED: Analysis of state data survey results in October's monitoring routine meeting. | | 2023-09-01 | 2023-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| SIF, SI School Team | State generated survey response data | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Additional training on CRA Models, Word Problem Schema, Cubes and 3Read strategies | | 2023-08-17 | 2023-12-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Math Coordinator and Math Specialist | Math Manipulatives, AIU personnel, classroom posters, Math Google Site | Yes | |

| | |
|--|---|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Increase in student achievement/performance on benchmark testing | MAP testing 3 times per year and progress monitoring data from WIN. |

Action Plan For: Attendance Works

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> By June 30th of 2024, regular attendance will be at least 70% of students who have fewer than 18 absences. |

| | | |
|---|---|--|
| Action Step | Anticipated Start/Completion Date | |
| Create awareness campaign (posters, social media posts, parent mailing) | 2023-07-03 | 2023-08-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Laureese Harper | Poster making materials, Attendance Works Website | No |
| Action Step | | Anticipated Start/Completion Date |
| Revise attendance incentive programming | | 2023-07-03 2023-08-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Laureese Harper | End of year student surveys, SIF | No |
| Action Step | | Anticipated Start/Completion Date |
| Review Data bi-weekly to identify at-risk students. | | 2023-07-03 2024-06-05 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Laureese Harper/ Attendance Team/ Indiya Conway | Skyward attendance data | No |

| Action Step | | Anticipated Start/Completion Date | |
|--|---|--|------------|
| Streamline attendance procedures for communicating absences and repercussions. | | 2023-07-03 | 2023-08-16 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Laureese Harper | | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Carryout attendance procedures established prior to the school year. | | 2023-07-03 | 2024-06-05 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Attendance Team/ Indiya Conway | Skyward data, rewards | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--------------------------------|---|
| Increase in student attendance | Attendance team at bi-weekly meetings with tracking through a Google Sheet. |

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

| Expenditure Description | Action Plan(s) | E-grant Budget Category (Set Aside grant) | ESSA Tier | Amount |
|--|--|--|------------------|---------------|
| 50% of Secondary Literacy Coach Salary- Guadalupe | <ul style="list-style-type: none">• MTSS | Salary | 3 | 46652 |
| 100% of Special Education Teacher Salary - Schnatterly | <ul style="list-style-type: none">• MTSS | Salary | 3 | 46628 |
| 100% of ELA Teacher Salary - Williams | <ul style="list-style-type: none">• MTSS | Salary | 3 | 46628 |

| | | | | |
|--|--|----------|---|-------|
| | | | | |
| 50% of Secondary Literacy Coach Gov't Benefits - Guadalupe | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 12060 |
| 100% of Special Education Teacher Gov't Benefits - Schnatterly | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 12054 |
| 100% of ELA Teacher Gov't Benefits - Williams | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 12054 |

| | | | | |
|--|--|----------|---|-------|
| | | | | |
| 100% of ELA Teacher Health and Life Benefits - Williams | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 9750 |
| 100% of Special Education Teacher Health and Life Benefits - Schnatterly | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 12940 |
| 50% of Math Specialist Gov't Benefits - Shank | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 11730 |

| | | | | |
|--|--|----------|---|--------|
| | | | | |
| 100% of Math Specialist Health and Life Benefits - Shank | <ul style="list-style-type: none"> • MTSS | Benefits | 3 | 6700 |
| 50% of the Math Specialist Salary - Shank | <ul style="list-style-type: none"> • MTSS | Salary | 3 | 45378 |
| Total Expenditures | | | | 262574 |

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

| Expenditure Description | Action Plan(s) | E-grant Budget Category (Schoolwide Funding) | Amount |
|---|--|--|----------|
| 50% of health and life insurance benefits of Special Education teacher at Founders' Hall Middle School (School Improvement is paying everything else) John Snatterly Reservation of Funds Salary and Fringe Benefits Differentials \$7,820.00 Allocated to Founders' Hall \$5,120.00. | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 5120.00 |
| 50% of gov't benefits (FICA, Medicare, Retirement, WC and UC) of Math Specialist at Founders' Hall Middle School Christina Shank Reservation of Funds Salary and Fringe Benefits Differentials \$6,007.00 Allocated to Founders' Hall \$5,723.00 | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 5723.00 |
| 100% health and life insurance benefits of Career Education Teacher at Founders' Hall Middle School Lena Fitchwell Reservation of Funds Salary and Fringe Benefits Differentials \$17,559.00 Allocated to Founders' Hall \$10,239.00. | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 10239.00 |
| 100% health and life insurance benefits of Career | <ul style="list-style-type: none"> • PBIS • MTSS | Instruction | 10239.00 |

| | | | |
|---|--|-------------|----------|
| Readiness Teacher at Founders' Hall Middle School India Conway Reservation of Funds Salary and Fringe Benefits Differentials \$0.00 Allocated to Founders' Hall \$10,239.00 | <ul style="list-style-type: none"> • Attendance Works | | |
| 100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of Career Education Teacher at Founders' Hall Middle School Lena Fitchwell Reservation of Funds Salary and Fringe Benefits Differentials \$3,318.00 Allocated to Founders' Hall \$11,446.00 | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 11446.00 |
| 100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of Career Readiness Teacher at Founders' Hall Middle School India Conway Reservation of Funds Salary and Fringe Benefits Differentials \$284.00 Allocated to Founders' Hall \$11,446.00. | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 11446.00 |
| 50% salary of Math Specialist at Founders' Hall Middle School Christina Shank Reservation of Funds Salary and Fringe Benefits Differentials \$23,239.00 Allocated to Founders' Hall \$22,139.00 | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 22139.00 |
| 100% salary of Career Education Teacher at Founders' Hall Middle School | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 44278.00 |

| | | | |
|--|--|-------------|----------|
| Lena Fitchwell Reservation of Funds Salary and Fringe Benefits Differentials \$12,835.00 Allocated to Founders' Hall \$44,278.00. | | | |
| 100% salary of Career Readiness Teacher at Founders' Hall Middle School India Conway Reservation of Funds Salary and Fringe Benefits Differentials \$1,100.00 Allocated to Founders' Hall \$44,278.00. | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 44278.00 |
| 100% of Reading Specialist Salary at Founders' Hall Middle School Kaylee Savulak Budgeted in Title IV, All Title IV funds moved to Title I | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 47228.00 |
| 100% of Reading Specialist Gov't Benefits (FICA, Medicare, Retirement, WC and UC) at Founders' Hall Middle School Kaylee Savulak Budgeted in Title IV, All Title IV funds moved to Title I | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 12208.00 |
| 100% of Reading Specialist Health and Life Insurance Benefits at Founders' Hall Middle School Kaylee Savulak Budgeted in Title IV, All Title IV funds moved to Title I | <ul style="list-style-type: none"> • PBIS • MTSS • Attendance Works | Instruction | 26032.00 |
| Total Expenditures | | | 250376 |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|-------------------------|--|
| PBIS | Booster session for teachers and admin. |
| PBIS | Professional Development for admin team on Tier 2 interventions and strategies |
| PBIS | Support District vision for implementing restorative practices. |
| MTSS | Additional training on CRA Models, Word Problem Schema, Cubes and 3Read strategies |

PBIS

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Booster session for teachers and admin. | | |
| Audience | | |
| All staff (teachers, administrators, and support staff) | | |
| Topics to be Included | | |
| Infraction definitions, flowchart, classroom/team norms, ROAR posters | | |
| Evidence of Learning | | |
| Implementation with fidelity | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Admin | 2023-07-03 | 2023-08-18 |

Learning Format

| | |
|---|---|
| Type of Activities | Frequency |
| Other | Twice a year- Beginning of year and mid- year |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

PBIS2

| | |
|--|--|
| Action Step | |
| <ul style="list-style-type: none"> Professional Development for admin team on Tier 2 interventions and strategies | |
| Audience | |
| Admin Team | |
| Topics to be Included | |
| Tier 2 Interventions, Check in and Connect, | |

| | | |
|--|--------------------------|-------------------------------|
| Evidence of Learning | | |
| Implementation of Check in and Connect with fidelity | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| AIU3 personnel | 2023-07-03 | 2023-08-18 |

Learning Format

| | |
|---|-------------------|
| Type of Activities | Frequency |
| Workshop(s) | Beginning of year |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

Restorative Practices

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Support District vision for implementing restorative practices. | | |
| Audience | | |
| All staff | | |
| Topics to be Included | | |
| Strengthening relationships, repairing harm | | |
| Evidence of Learning | | |
| Improved inter-personal relationships. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Licia Lenz/ AIU3 Supports | 2023-07-03 | 2024-06-05 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Workshop(s) | Ongoing |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

Restorative Practices

| | | |
|---|--|--|
| Action Step | | |
| <ul style="list-style-type: none"> Support District vision for implementing restorative practices. | | |
| Audience | | |
| | | |

| | | |
|---|--------------------------|-------------------------------|
| All staff | | |
| Topics to be Included | | |
| Strengthening relationships, repairing harm | | |
| Evidence of Learning | | |
| Improved inter-personal relationships. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Licia Lenz/ AIU3 Supports | 2023-07-03 | 2024-06-05 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Workshop(s) | Ongoing |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

Math Training

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Additional training on CRA Models, Word Problem Schema, Cubes and 3Read strategies | | |
| Audience | | |
| Math Teachers, Math Specialists and Special Education Teachers | | |
| Topics to be Included | | |
| CRA Models, Word Problem Schema and annotation strategies, CUBES, 3Read Strategies | | |
| Evidence of Learning | | |
| Implementation on lesson plan and walkthrough observations | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Math Teacher leaders | 2023-08-17 | 2023-12-30 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Workshop(s) | ongoing |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1e: Designing Coherent Instruction | |

| |
|---|
| This Step Meets the Requirements of State Required Trainings |
| |

Approvals & Signatures

| Uploaded Files |
|---|
| <ul style="list-style-type: none">MASD Reg. Mgt. Board Minutes 08_096_2023 Item# 6.15 Pg. 7.pdf |

| Chief School Administrator | Date |
|--|------------|
| Tia M. Wanzo | 2023-11-20 |
| Building Principal Signature | Date |
| Jamie Lusebrink | 2023-11-28 |
| School Improvement Facilitator Signature | Date |
| Holly Y. Pope | 2023-11-29 |