

Profile and Plan Essentials

School		AUN/Branch
Trexler Middle School		121390302
Address 1		
851 N. 15th Street		
Address 2		
City	State	Zip Code
Allentown	PA	18102
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Bob Morrow		
Principal Email		
morrowb@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-4600		
School Improvement Facilitator Name		School Improvement Facilitator Email
Jamie Cameron		jcameron@massinsight.org

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
Meridth 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
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	Allentown School District	birksc@allentownsd.org

	Administrator		
Jaqueline Thorne	Education Specialist	Allentown School District	thornej@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

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance Data	SY24.25: 60.9% of students were not marked chronically absent in 2023-24, up from 48.8% the previous year
EL Growth	SY24.25: English proficiency increased to 7.3% from 4.7% the previous year

Challenges

Indicator	Comments/Notable Observations
EL growth and attainment	SY24.25: Overall English language proficiency is 7.3% in 2023-24, well below the State average of 31.7%
Statewide Assessment (ELA)	SY24.25: ELA proficiency is 17.9% in 2023-24, well below the State average of 53.9%
Regular Attendance	SY24-25: 39.1% of students were chronically absent in 2023-24

Statewide Assessment (Math)	SY24.25: Math proficiency is 4.6% in 2023-24, well below the State average of 40.2%
Career Standards Benchmark	SY24.25: 4.3% of students met the career standards benchmark in 2023-24, compared to the State average of 91.4%

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

Strengths

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
Indicator Academic Growth Score (Math) ESSA Student Subgroups Hispanic, English Learners	Comments/Notable Observations SY24-25: SY24-25: The following subgroups saw an increase in their academic growth score in Math in 2023-24. Hispanic: 50.8 up from 50 English learners: 71 up from 57
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24-25: The percentage of students NOT marked chronically absent increased for the following subgroups in 2023-24. Black: 55%, an increase from 48.5% Hispanic: 62.3%, an increase from 49.3% White: 60.9%, an increase from 46.4% Economically disadvantaged: 57.4%, an increase from 45.8% English learners: 76.5%, an increase from 45.8% Students with disabilities: 46.3%, an increase from 38.7% Students of combined ethnicity: 60.8%, an increase from 48.9%
Indicator PSSA Science Proficiency ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 20% of Black students tested proficient in science in SY22-23, up from 3% in SY21-22
Indicator PSSA Math proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: 4.5% of Hispanic students tested proficient in Math in SY22-23, up from 3.2% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups White	Comments/Notable Observations SY23-24: 47.7% of White students tested proficient in ELA in SY22-23, up from 45.8% in SY21-22

Indicator PSSA Math proficiency ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations SY23-24: 4.1% of economically disadvantaged students tested proficient in Math in SY22-23, up from 2% in SY21-22
Indicator PSSA ELA proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 12.2% of English learners tested proficient in English in SY22-23, up from 10.5% in SY21-22
Indicator PSSA ELA proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY23-24: 5.2% on students with disabilities tested proficient in ELA in SY22-23, up from 4.1% in SY21-22

Challenges

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
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Academic Growth Score (Math) ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations SY24-25: The following subgroups saw a decrease in their academic growth score in Math in 2023-24. Black: 64 down from 71 Economically disadvantaged: 50 down from 51.3 Students with disabilities: 61 down from 69 Students of combined ethnicity: 50 down from 50.3
Indicator Academic Growth Score (ELA) ESSA Student Subgroups	Comments/Notable Observations SY24-25: The following subgroups saw a decrease in their academic growth score in ELA in 2023-24. Black: 50 down from 71 Economically disadvantaged: 50 down from 78 Students with disabilities: 51 down from 78 Students of combined ethnicity: 50 down from 89 Hispanic: 50 down from 94 English Learners: 73 down from 97
Indicator	Comments/Notable Observations

Indicator PSSA ELA proficiency ESSA Student Subgroups African-American/Black	SY23-24: 15.5% of Black students tested proficient in ELA in SY22-23, down from 23.3% in SY21-22
Indicator PSSA ELA proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: 23.1% of Hispanic students tested proficient in ELA in SY22-23, down from 24.9% in SY21-22
Indicator attendance data ESSA Student Subgroups White	Comments/Notable Observations SY23-24: 46.4% of White students were not marked chronically absent in SY22-23, down from 75.5% in SY21-22
Indicator PSSA ELA proficiency ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations SY23-24: 21% of economically disadvantaged students tested proficient in ELA in SY22-23, down from 22.5% in SY21-22
Indicator PSSA ELA proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 4.7% of English learners demonstrated English proficiency in SY22-23, down from 12.7% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25: The following sub groups demonstrated proficiency below state average Black students - 2.3% Hispanic students - 3.8% White students - 18.2% Students of two or more races - 0% Economically disadvantaged students - 4.5% English learners - 2.2% Students with disabilities - 2.3% Students with combined ethnicities - 3.5%
Indicator PSSA ELA Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25: The following sub groups demonstrated proficiency below state average Black students - 6.9% Hispanic students - 17.5% White students - 39.4% Students of two or more races - 26.1% Economically disadvantaged students - 17.9% English learners - 9.7% Students with disabilities - 5.2% Students with combined ethnicities - 16.4%

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.

SY24.25: 60.9% of students were not marked chronically absent in 2023-24, up from 48.8% the previous year
SY24.25: English proficiency increased to 7.3% from 4.7% the previous year

Challenges

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

SY24.25: Overall English language proficiency is 7.3%, well below the State average of 31.7%
SY24.25: ELA proficiency is 17.9%, well below the State average of 53.9%
SY24.25: Math proficiency is 4.6% in 2023-24, well below the State average of 40.2%
SY24.25: 4.3% of students met the career standards benchmark in 2023-24, compared to the State average of 91.4%
SY24-25: 39.1% of students were chronically absent in 2023-24

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR ELA	SY23-24: Overall proficiency on STAR ELA increased from 16.8% to 26.2% in SY23-24.
STAR ELA	SY23-24: The proficiency of Black students fell from 22.3% to 17.5% as measured by STAR ELA
STAR ELA	SY24-25: Overall proficiency in ELA increased from 20.2% in Q1 to 24.8% in Q4.
STAR ELA	SY24-25: Trexler ensured a testing sample of ~90% for STAR ELA for Q4 of SY24-25
STAR ELA	SY24-25: 60.3% of students were at or above the SGP in ELA

English Language Arts Summary

Strengths

SY24-25: 60.3% of students were at or above the SGP in ELA
SY24-25: Trexler ensured a testing sample of ~90% for STAR ELA for Q4 of SY24-25
SY24-25: Overall proficiency in ELA increased from 20.2% in Q1 to 24.8% in Q4.

Challenges

SY24-25: The percentage of students achieving of exceeding SGP regressed by 5.8% from SY23-24 to SY24-25
SY24-25: Both growth and proficiency regressed on ELA STAR in SY24-25 compared to SY23-24
SY24-25: The overall growth and proficiency of students regressed from SY23-24 to SY24-25 according to STAR ELA

Mathematics

Data	Comments/Notable Observations
STAR Math	SY23-24: 3.5% of English Learners are proficient in Math as measured by STAR.
STAR Math	SY23-24: Overall proficiency in STAR math increased from 8.1% in Fall 2023 to 12.1% in Spring 2024.
STAR Math	SY24-25: Overall proficiency in STAR Math increased from 8.6% in Fall to 12% in Spring
STAR Math	SY24-25: 63% of students scored above typical growth according to STAR Math
STAR Math	SY24-25: Trexler ensured a testing sample of ~90% for STAR Math for Q4 of SY24-25

Mathematics Summary

Strengths

SY24-25: 63% of students scored above typical growth according to STAR Math
SY24-25: Overall proficiency in STAR Math increased from 8.6% in Fall to 12% in Spring

Challenges

SY24-25: Teachers are working to implement curricular materials with increasing consistency, particularly the online component of Reveal
SY24-25: Overall proficiency and growth is in line with SY23-24. There was no significant increase in students moving to proficiency or an acceleration of student growth overall.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The following percentages of Trexler students are 'in the green' according to CDT 6th Grade: 5.08% 7th Grade: 2.42% 8th Grade: 4.3%	Science teachers are in year two of implementation of a new science curriculum

Science, Technology, and Engineering Education Summary

Strengths

SY24-25: NA

Challenges

SY24-25: 5% of 6th grade students are in track in science, according to Q4 CDT data
SY24-25: 2.4% of 7th grade students are in track in science, according to Q4 CDT data
SY24-25: 4.3% of 8th grade students are in track in science, according to Q4 CDT data

Related Academics

Career Readiness

Data	Comments/Notable Observations
SMART Futures	SY24-25: 99% of 8th grade students are on track to meet the required artifacts for SMART Futures
SMART Futures	SY24-25: 58% of 7th grade students are on track to meet the required artifacts for SMART Futures
Career Standards Benchmark	SY24-25: 4.3% of students met the career standards benchmark, compared to the Statewide average of 91.4%
SMART Futures	SY24-25: 5% of 6th grade students are on track to meet the required artifacts for SMART Futures

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.

SY24-25: 58% of 7th grade students are on track to meet the required artifacts for SMART Futures
SY24-25: 99% of 8th grade students are on track to meet the required artifacts for SMART Futures

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.

SY24-25: 5% of 6th grade students are on track to meet the required artifacts for SMART Futures
SY24-25: 4.3% of students met the career standards benchmark, compared to the Statewide average of 91.4%

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
STAR Math	SY23-24: 70% of English learners met or exceeded their language growth goals for SY23-24, an increase of 13% from SY22-23.
LAS Links	SY23-24: 3.5% of English Learners ended the year proficient in Math, according to STAR.
Regular Attendance	SY24-25: Regular attendance for English Learners increased from 64.8% in SY22-23 to 76.5% in SY23.24
LAS Links	SY24-25: 54% of students met or exceeded their language growth goal
English Language Proficiency	SY24-25: 7.3% of English learners demonstrated english language proficiency, an increase from 4.7% in the previous school year

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

SY24-25: Regular attendance for English Learners increased from 64.8% in SY22-23 to 76.5% in SY23.24
SY24-25: 7.3% of English learners demonstrated english language proficiency, an increase from 4.7% in the previous school year

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.

SY24-25: 23.5% of English learners were chronically absent
SY24-25: 54% of students met or exceeded their language growth goal
SY24-25: 7.3% of English learners demonstrated english language proficiency

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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
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	Emerging
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?

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
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Identify professional learning needs through analysis of a variety of data
Use multiple professional learning designs to support the learning needs of staff

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?

Implement evidence-based strategies to engage families to support learning
Provide frequent, timely, and systematic feedback and support on instructional practices
Monitor and evaluate the impact of professional learning on staff practices and student learning
Implement a multi-tiered system of supports for academics and behavior
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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
SY24.25: 60.9% of students were not marked chronically absent in 2023-24, up from 48.8% the previous year	False
SY24.25: English proficiency increased to 7.3% from 4.7% the previous year	False
SY24-25: 60.3% of students were at or above the SGP in ELA	False
SY24-25: Trexler ensured a testing sample of ~90% for STAR ELA for Q4 of SY24-25	True
SY24-25: 63% of students scored above typical growth according to STAR Math	True
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
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	False
SY24-25: Overall proficiency in STAR Math increased from 8.6% in Fall to 12% in Spring	True
SY24-25: 58% of 7th grade students are on track to meet the required artifacts for SMART Futures	False
SY24-25: 99% of 8th grade students are on track to meet the required artifacts for SMART Futures	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
SY24-25: Overall proficiency in ELA increased from 20.2% in Q1 to 24.8% in Q4.	False
SY24-25: NA	False
SY24-25: Regular attendance for English Learners increased from 64.8% in SY22-23 to 76.5% in SY23.24	False
SY24-25: 7.3% of English learners demonstrated english language proficiency, an increase from 4.7% in the previous school year	True

Challenges

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

Strength	Check for Consideration in Plan
SY24.25: ELA proficiency is 17.9%, well below the State average of 53.9%	False
SY24.25: Overall English language proficiency is 7.3%, well below the State average of 31.7%	False
SY24.25: 4.3% of students met the career standards benchmark in 2023-24, compared to the State average of 91.4%	False
SY24-25: Teachers are working to implement curricular materials with increasing consistency, particularly the online component	True

of Reveal	
SY24-25: The percentage of students achieving of exceeding SGP regressed by 5.8% from SY23-24 to SY24-25	True
SY24-25: 54% of students met or exceeded their language growth goal	True
Implement evidence-based strategies to engage families to support learning	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
SY24-25: 5% of 6th grade students are on track to meet the required artifacts for SMART Futures	False
SY24-25: Both growth and proficiency regressed on ELA STAR in SY24-25 compared to SY23-24	True
SY24-25: 23.5% of English learners were chronically absent	False
Implement a multi-tiered system of supports for academics and behavior	False
SY24-25: Math proficiency is 4.6% in 2023-24, well below the State average of 40.2%	False
SY24-25: 39.1% of students were chronically absent in 2023-24	True
SY24-25: The overall growth and proficiency of students regressed from SY23-24 to SY24-25 according to STAR ELA	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
SY24-25: Overall proficiency and growth is in line with SY23-24. There was no significant increase in students moving to proficiency or an acceleration of student growth overall.	False
SY24-25: 4.3% of students met the career standards benchmark, compared to the Statewide average of 91.4%	False
SY24-25: 5% of 6th grade students are in track in science, according to Q4 CDT data	False
SY24-25: 2.4% of 7th grade students are in track in science, according to Q4 CDT data	False
SY24-25: 4.3% of 8th grade students are in track in science, according to Q4 CDT data	False
SY24-25: 7.3% of English learners demonstrated english language proficiency	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.

The TMS team made strong inroads into chronic absenteeism leveraging systems and structures to support regular attendance. Growth in proficiency was made in both math and ELA, but not at the rate demanded by TMS' SIP goals. The concludes that more effective monitoring of the follow up from instructional walkthroughs is needed to ensure feedback is being implemented in teaching and learning with consistency. More targeted use of morning meeting/teacher collaborative time and LT time are opportunities to leverage in SY25.26.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY24-25: Teachers are working to implement curricular materials with increasing consistency, particularly the online component of Reveal	This has led to increases in both growth and proficiency in math benchmark testing.	True
SY24-25: 54% of students met or exceeded their language growth goal	This is a step back from results in the previous school year. Less data point for language growth and attainment and less leadership support were challenges in 2024-25. Transitioning to examine more data points for EL students in 2025-26.	True
SY24-25: The percentage of students achieving of exceeding SGP regressed by 5.8% from SY23-24 to SY24-25	ELA increases in proficiency and growth did not match the rates accomplished in math.	False
SY24-25: Both growth and proficiency regressed on ELA STAR in SY24-25 compared to SY23-24	ELA increases in proficiency and growth did not match the rates accomplished in math.	True
SY24-25: 7.3% of English learners demonstrated english language proficiency	Less data point for language growth and attainment and less leadership support were challenges in 2024-25. Transitioning to examine more data points for EL students in 2025-26.	False
SY24-25: 39.1% of students were chronically absent in 2023-24	Worked hard to reduce this number in 2024-25, with promising results (unofficial)	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY24-25: Trexler ensured a testing sample of ~90% for STAR ELA for Q4 of SY24-25	Strong testing samples throughout the year ensure TMS is confident in the integrity of our data and analysis.
SY24-25: 63% of students scored above typical growth according to STAR Math	Evidence of increases in both proficiency and rate of growth in math in 2024-25, second year leveraging new curricular materials
SY24-25: Overall proficiency in STAR Math increased from 8.6% in Fall to 12% in Spring	Evidence of increases in both proficiency and rate of growth in math in 2024-25, second year leveraging new curricular materials
SY24-25: 99% of 8th grade students are on track to meet the required artifacts for SMART Futures	Strong completion from 8th grade.
SY24-25: 7.3% of English learners demonstrated english language proficiency, an increase from 4.7% in the previous school year	A small increase from 2022-23.

Priority Challenges

Analyzing Priority	Priority Statements
--------------------	---------------------

Challenges	
	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 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.
	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 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.

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 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the Math benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will decrease the percentage of students in 'below basic' according to the Math benchmark by 6%			
Measurable Goal Nickname (35 Character Max)			
Math Below Basic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for percentage of students below basic in Math benchmark	-2% from baseline	-4% from baseline	-6% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, the TMS leadership team will complete 160 instructional walkthroughs in Math classrooms			
Measurable Goal Nickname (35 Character Max)			
Math Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 40 instructional walkthroughs completed	At least 80 instructional walkthroughs completed	At least 120 instructional walkthroughs completed	At least 160 instructional walkthroughs completed

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 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment.			
Measurable Goal Nickname (35 Character Max)			
WIDA/LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for WIDA and LAS Links	NA	NA	+3% English Language Proficiency on WIDA

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, increase the percentage of students meeting or exceeding their language growth goals by 5%, as measured by LAS Links			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for LAS Links	NA	NA	+5% students meeting or exceeding their language growth goals

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase the percentage of EL students proficient in math by 6%, as measured by the math benchmark			
Measurable Goal Nickname (35 Character Max)			
EL Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline proficiency for EL students in math.	+2% from baseline	+4% from baseline	+6% from baseline

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 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline on the ELA benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will decrease the percentage of students in 'below basic' according to the ELA benchmark by 6%			
Measurable Goal Nickname (35 Character Max)			
ELA Below Basic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for percentage of students below basic in ELA benchmark	-2% from baseline	-4% from baseline	-6% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, the TMS leadership team will complete 224 instructional walkthroughs in ELA classrooms			
Measurable Goal Nickname (35 Character Max)			
ELA Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 56 instructional walkthroughs completed	At least 112 instructional walkthroughs completed	At least 168 instructional walkthroughs completed	At least 224 instructional walkthroughs completed

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			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will reduce the percentage of students marked chronically absent from 31% to no more than 20%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 28% of students marked chronically absent	No more than 25% of students marked chronically absent	No more than 22% of students marked chronically absent	No more than 20% of students marked chronically absent

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, TMS will increase it's SEL domain score on the PDE Climate Survey from 2.31 to 3.4			
Measurable Goal Nickname (35 Character Max)			
SEL Survey			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
75% of students show desired response on school climate survey indicators	75% of students show desired response on school climate survey indicators	75% of students show desired response on school climate survey indicators	3.4 on PDE Climate Survey SEL Domain

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase the percentage of families participating in scheduled conferences by 10% from a baseline of 47% in Fall and a baseline of 20.8% in Winter			
Measurable Goal Nickname (35 Character Max)			
Student Conferences			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
57% of families participate in Fall conferences	NA	30.8% of families participate in Winter conferences	NA

Action Plan

Measurable Goals

Math PSSA	Math Below Basic
WIDA/LAS Links	LAS Links
ELA PSSA	ELA Below Basic
Math Instructional Walkthroughs	EL Math
ELA Instructional Walkthroughs	Regular Attendance
SEL Survey	Student Conferences

Action Plan For: ECED

Measurable Goals:
- By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. - By June 2026, we will decrease the percentage of students in 'below basic' according to the Math benchmark by 6% - By June 2026, the TMS leadership team will complete 160 instructional walkthroughs in Math classrooms

Action Step		Anticipated Start/Completion Date	
Leverage instructional rounds to refine and progress monitor small group instruction and differentiation of instruction for Trexler students.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, ILT	Scheduling, Instructional Rounds Supplies	Yes	
Action Step		Anticipated Start/Completion Date	
ILT will collect data by visiting classrooms and observing school-wide trends. Observations will be documented using a Data Collection Google Form. The Data Collection Form will be modified as the year progresses and we identify look-fors to focus on.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, ILT	Learning Walk Template, Possible sub coverage	Yes	
Action Step		Anticipated Start/Completion Date	
ILT will ensure clear actionable feedback aligned to Trexler's problem of practices and instructional priorities is delivered to teachers with consistency after classroom visits.		2025-09-08	2026-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, ILT	Content Look Fors Rubric, Data Collection Form	No	
Action Step		Anticipated Start/Completion Date	
Through classroom visits, ILT will observe classrooms and provide consistent feedback to teachers on the implementation of core curricular materials to ensure instructional consistency across TMS classrooms.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, ILT	Reveal, ALEKS, Academic Journals	No	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership team will meet on a consistent cadence throughout each quarter to discuss and analyze relevant school data and common assessments. The ILT will turn around next steps and findings in staff facing professional learning.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, ILT	STAR, PVAAS, Common Unit Assessments	No	
Action Step		Anticipated Start/Completion Date	
ILT will meet at least once per week to analyze the data gathered during instructional walkthroughs. These meetings will incorporate the Data Wise process. The meetings will conclude with a plan of action for the week, assigned number of classrooms to visit for each person in the ILT, an updated data collection form, and classroom celebrations/challenges. The coaches will use this data analysis to identify areas of growth and provide needed support. The data will also be shared at weekly, full faculty data meetings.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math coach, ILT	Meeting minutes and agendas	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: ECED

Measurable Goals:		
- By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. - By June 2026, we will decrease the percentage of students in 'below basic' according to the ELA benchmark by 6% - By June 2026, the TMS leadership team will complete 224 instructional walkthroughs in ELA classrooms		

Action Step		Anticipated Start/Completion Date	
Leverage instructional rounds to refine and progress monitor small group instruction and differentiation of instruction for Trexler students.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach, ILT	Scheduling, Instructional Rounds Supplies	Yes	
Action Step		Anticipated Start/Completion Date	
ILT will collect data by visiting classrooms and observing school-wide trends. Observations will be documented using a Data Collection Google Form. The Data Collection Form will be modified as the year progresses and we identify look-fors to focus on.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach, ILT	Learning Walk Template, Possible sub coverage	Yes	
Action Step		Anticipated Start/Completion Date	
ILT will ensure clear actionable feedback aligned to Trexler's problem of practices and instructional priorities is delivered to teachers with consistency after classroom visits.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach, ILT	Content Look Fors Rubric, Data Collection Form	No	
Action Step		Anticipated Start/Completion Date	
Through classroom visits, ILT will observe classrooms and provide consistent feedback to teachers on the implementation of core curricular materials to ensure instructional consistency across TMS classrooms.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach, ILT	Study Sync, Lexia, Academic Journal, Progression of Standards	No	
Action Step		Anticipated	

		Start/Completion Date	
Instructional Leadership team will meet on a consistent cadence throughout each quarter to discuss and analyze relevant school data and common assessments. The ILT will turn around next steps and findings in staff facing professional learning.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach, ILT	PVAAS, STAR, Common Assessments Spreadsheet	No	
Action Step		Anticipated Start/Completion Date	
ILT will meet at least once per week to analyze the data gathered during instructional walkthroughs. These meetings will incorporate the Data Wise process. The meetings will conclude with a plan of action for the week, assigned number of classrooms to visit for each person in the ILT, an updated data collection form, and classroom celebrations/challenges. The coaches will use this data analysis to identify areas of growth and provide needed support. The data will also be shared at weekly, full faculty data meetings.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Coach, ILT	Meeting minutes and agendas	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: PBIS

Measurable Goals:
- By June 2026, we will increase the percentage of families participating in scheduled conferences by 10% from a baseline of 47% in Fall and a baseline of 20.8% in Winter - By June 2026, TMS will increase it's SEL domain score on the PDE Climate Survey from 2.31 to 3.4 - By June 2026, we will reduce the percentage of students marked chronically absent from 31% to no more than 20%

Action Step	Anticipated Start/Completion Date	
Implement a comprehensive behavior support initiative led by the school's behavioral specialist. The behavioral specialist will	2025-08-	2025-10-

collaborate with the whole school community and provide targeted support and professional development to teachers to improve general student behaviors across all settings. This includes analyzing school-wide behavior data, developing and supporting the consistent application of positive behavior interventions and strategies		18	03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Behavioral specialist, BS school wide action plan (updated quarterly), SAP documentation, Community Partners, Trexler Communication Plan	Yes	
Action Step		Anticipated Start/Completion Date	
Attendance. All staff will engage in a tiered framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism. The school's attendance team will meet every two weeks to review comprehensive attendance data, identify students exhibiting patterns of concern (e.g., unexcused absences, tardiness, early dismissals), and develop individualized and group intervention strategies.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Home and School Visitor, Parent Square/Power School, Parent University, Coffee & Conversations, Back to School Night, Nurse, Immunizations, Dental Van, Hazel Health, Teacher Attendance Ambassador (Google Form to fill out for attendance concerns, receive attendance reports from HSV, Check in with attendance concerns bi-weekly.) Weekly/Monthly Rewards for Attendance (Gift Cards, Food, Free Time)/Attendance Board in lobby, student surveys, Community School Coordinator assistance	Yes	
Action Step		Anticipated Start/Completion Date	
Teams will create a plan for awarding PBIS points when there is a substitute or absence on the team and dedicate team meeting time weekly to check PBIS point reports (points awarded by teacher), student points, barriers and successes. Teachers will facilitate conversations with students about their points and aid students in tracking their points throughout the school year. Student advisory groups will meet at least 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		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Point reports, PLC for teachers "How To Use", SEL protected teacher time on Fridays for conferencing, monthly BARK committee meeting	No	
Action Step		Anticipated Start/Completion Date	
The Restorative Leadership Team will oversee the design and implementation of all goals by delivering a schedule of professional development sessions throughout the academic year for all staff. Training will focus on the core principles and practical application of		2025-09-08	2026-06-05

both PBIS and Restorative Practices. RLT will also facilitate opportunities for relationship building within the school.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Title 1 documentation requirements, United Way (Community School Coordinator), Parent Square, School Messenger, Speakers, Computer and printer for PACK room.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance committee and other structures to support increased regular attendance Regularly scheduled events to bring parent/families/community into the school Building out systems and structures relating to PBIS	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: Teacher Study Groups

Measurable Goals:
- By June 2026, we will increase the percentage of EL students proficient in math by 6%, as measured by the math benchmark - By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. - By June 2026, increase the percentage of students meeting or exceeding their language growth goals by 5%, as measured by LAS Links

Action Step	Anticipated Start/Completion Date	
Part 1: Conduct Monthly ELD Data Meetings with ELD team: We will hold monthly, structured, data-driven meetings to identify a Priority Question, learner-centered problem and a problem of practice. The team will hold three meetings aligned with Steps 3, 4, and 5 of the Data Wise process. Each meeting may be split into two parts, depending on progress. See below for key tasks covered in each meeting.	2025-08-18	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
EL SOI, EL Facilitator	"Running Agenda .docx, Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning, Meeting Wise: Making the Most of Collaborative Time for Educators By Kathryn Parker Boudett and Elizabeth A. City - LAS LINKS Interactive Reports -Wida 2025 Frequency Report -Future Ready data -ELD Classroom Look -Fors Checklist"	No
Action Step	Anticipated	

		Start/Completion Date	
Part 2: Conduct Montly ELD Data Meetings with ELD Team: We will hold monthly, structured, data-driven meetings to identify evidence-based instructional strategies and develop an actionable implementation plan. Using LAS Links, Language Program data, and formative assessments to measure impact, the team will conduct two meetings aligned with Steps 6, 7 and 8 of the Data Wise process. Each meeting may be divided into two parts based on progress. See below for key tasks covered in each meeting:		2026-01-05	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator	Copy of Action Plan for Improving Learning in Teaching- Step 6	Yes	
Action Step		Anticipated Start/Completion Date	
Monitor EI Growth and Academic Achievement: Following each testing event, conduct monthly ELD meetings to analyze language development data from LAS Links and evaluate whether students are meeting interim growth targets. Use STAR data to monitor academic achievement, with a focus on English learners in the 3.0–4.0 proficiency range. Identify students not demonstrating expected progress and collaborate on targeted instructional strategies. Targeted support strategies may include: • Instructional coaching • Co-planning between content and EL teachers • Student goal setting and progress monitoring		2025-09-22	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator	Meeting minutes and agenda	No	
Action Step		Anticipated Start/Completion Date	
Develop and execute professional development opportunities including best- teaching practices for ELs, implementing English Language Objectives (ELOs) and Key Language Uses in teaching with a particular focus on progression of skills.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator	ELO/KLU resource, progression of skills for content areas	No	
Action Step		Anticipated Start/Completion Date	
Institute ELD-focused classroom lesson structure and look-fors protocol including English Language Objectives and key language uses, provide continuous feedback using the walkthrough form on a biweekly basis.		2025-09-08	2026-06-05
Lead	Material/Resources/Supports Needed	PD Step?	

Person/Position			
EL SOI, EL Facilitator	ELD-focused classroom lesson structure and look-fors protocol	No	
Action Step		Anticipated Start/Completion Date	
Ensure ELD Protocol is in place for all student with varying proficiency levels.		2025-08-18	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI, EL Facilitator	ELD Protocol	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to instructional strategies that support english learners Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ECED	Leverage instructional rounds to refine and progress monitor small group instruction and differentiation of instruction for Trexler students.
ECED	ILT will collect data by visiting classrooms and observing school-wide trends. Observations will be documented using a Data Collection Google Form. The Data Collection Form will be modified as the year progresses and we identify look-fors to focus on.
ECED	Leverage instructional rounds to refine and progress monitor small group instruction and differentiation of instruction for Trexler students.
ECED	ILT will collect data by visiting classrooms and observing school-wide trends. Observations will be documented using a Data Collection Google Form. The Data Collection Form will be modified as the year progresses and we identify look-fors to focus on.
PBIS	Implement a comprehensive behavior support initiative led by the school's behavioral specialist. The behavioral specialist will collaborate with the whole school community and provide targeted support and professional development to teachers to improve general student behaviors across all settings. This includes analyzing school-wide behavior data, developing and supporting the consistent application of positive behavior interventions and strategies
PBIS	Attendance. All staff will engage in a tiered framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism. The school's attendance team will meet every two weeks to review comprehensive attendance data, identify students exhibiting patterns of concern (e.g., unexcused absences, tardiness, early dismissals), and develop individualized and group intervention strategies.
Teacher Study Groups	Part 2: Conduct Montly ELD Data Meetings with ELD Team: We will hold monthly, structured, data-driven meetings to identify evidence-based instructional strategies and develop an actionable implementation plan. Using LAS Links, Language Program data, and formative assessments to measure impact, the team will conduct two meetings aligned with Steps 6, 7 and 8 of the Data Wise process. Each meeting may be divided into two parts based on progress. See below for key tasks covered in each meeting:

PBIS PD

Action Step		
Implement a comprehensive behavior support initiative led by the school's behavioral specialist. The behavioral specialist will collaborate with the whole school community and provide targeted support and professional development to teachers to improve general student behaviors across all settings. This includes analyzing school-wide behavior data, developing and supporting the consistent application of positive behavior interventions and strategies		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Regular Attendance

Action Step		
Attendance. All staff will engage in a tiered framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism. The school's attendance team will meet every two weeks to review comprehensive attendance data, identify students exhibiting patterns of concern (e.g., unexcused absences, tardiness, early dismissals), and develop individualized and group intervention strategies.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

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

EL Data Meetings

Action Step	
Part 2: Conduct Monthly ELD Data Meetings with ELD Team: We will hold monthly, structured, data-driven meetings to identify evidence-based instructional strategies and develop an actionable implementation plan. Using LAS Links, Language Program data, and formative assessments to measure impact, the team will conduct two meetings aligned with Steps 6, 7 and 8 of the Data Wise process. Each meeting may be divided into two parts based on progress. See below for key tasks covered in each meeting:	
Audience	

Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

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

Problem of Practice

Action Step		
- Leverage instructional rounds to refine and progress monitor small group instruction and differentiation of instruction for Trexler students. - Leverage instructional rounds to refine and progress monitor small group instruction and differentiation of instruction for Trexler students.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

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

Instructional Rounds

Action Step		
• ILT will collect data by visiting classrooms and observing school-wide trends. Observations will be documented using a Data Collection Google Form. The Data Collection Form will be modified as the year progresses and we identify look-fors to focus on. • ILT will collect data by visiting classrooms and observing school-wide trends. Observations will be documented using a Data Collection Google Form. The Data Collection Form will be modified as the year progresses and we identify look-fors to focus on.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date