VISION FOR LEARNING

Together as a community, we will empower and equip our learners to succeed in all aspects of life through innovative learning environments, rigorous curriculum and real-world experiences within a safe and supportive school.
## STEERING COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Building/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Kidd</td>
<td>Principal</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Christine Galantuomo</td>
<td>Assistant Principal</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>JuliAnne Kline</td>
<td>District Administrator</td>
<td>Reading School District</td>
</tr>
<tr>
<td>John Reinhard</td>
<td>Teacher</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Amy Anders</td>
<td>Teacher</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Vicky Halferty</td>
<td>Teacher</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Linda Fredericks</td>
<td>Teacher</td>
<td>Southern Middle School</td>
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<tr>
<td>Katie Seifrit</td>
<td>Teacher</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Julie Rutt</td>
<td>Teacher</td>
<td>Southern Middle School</td>
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<tr>
<td>Justin Dahlquist</td>
<td>Teacher</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Minerva Cruz</td>
<td>School Counselor</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Trisha Engle</td>
<td>Teacher</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Ryan Gruber</td>
<td>Case Manager</td>
<td>Communities in Schools</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Building/Group</td>
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</tr>
<tr>
<td>Wanda Colon</td>
<td>Parent Engagement Facilitator</td>
<td>Communities in Schools</td>
</tr>
<tr>
<td>Julie Natoli</td>
<td>Parent</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Scott Lindsey</td>
<td>Parent</td>
<td>Southern Middle School</td>
</tr>
<tr>
<td>Jennifer Reinhart</td>
<td>School Improvement Facilitator</td>
<td>CCIU</td>
</tr>
<tr>
<td>Nick Barkauskas</td>
<td>CTM</td>
<td>CCIU</td>
</tr>
<tr>
<td>Rose Sampson</td>
<td>CTM</td>
<td>CCIU</td>
</tr>
</tbody>
</table>
# ESTABLISHED PRIORITIES

<table>
<thead>
<tr>
<th>Priority Statement</th>
<th>Outcome Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>By using a variety of assessment data, teaching teams will reflect, review, and</td>
<td>Essential Practices 1: Focus on Continuous Improvement of Instruction</td>
</tr>
<tr>
<td>construct learner centered problems and provide changes to instructional</td>
<td>Essential Practices 1: Focus on Continuous Improvement of Instruction</td>
</tr>
<tr>
<td>practices to increase student growth on standards based assessments.</td>
<td>English Language Growth and Attainment</td>
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<tr>
<td>By improving two-way communication within the Southern Middle School community,</td>
<td>Regular Attendance</td>
</tr>
<tr>
<td>stakeholders will more engaged in supporting student success.</td>
<td>Parent and family engagement</td>
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# ACTION PLAN AND STEPS

<table>
<thead>
<tr>
<th>Evidence-based Strategy</th>
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<tbody>
<tr>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
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<table>
<thead>
<tr>
<th>Measurable Goals</th>
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<tbody>
<tr>
<td>Goal Nickname</td>
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<tr>
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</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Action Step</td>
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</tr>
<tr>
<td>Provide professional development for new teaching staff about Data Wise protocols. The PD will be the free Data wise course online and will focus on Data Wise protocols</td>
</tr>
<tr>
<td>Create Data Wise templates for Data overview, Check in meetings, Learner centered problem and Action plan. Datawise templates manual will be distributed/shared with teaching staff.</td>
</tr>
<tr>
<td>Utilized Individual professional development goal program through the Danielson group Access to The Framework Clusters Powered by 2gnoMe for 70 users&quot;</td>
</tr>
<tr>
<td>Establish and finalize professional development plan. Include presentations on Data Wise and instructional expectations associated with Danielson framework.</td>
</tr>
</tbody>
</table>

EL growth goals
By June 30, 2022, 90% of EL students will meet their designated yearly growth target.

ELA growth goals
By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment.

Math growth goals
By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment.
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Anticipated Start/Completion</th>
<th>Lead Person/Position</th>
<th>Materials/Resources/Supports Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan will include topics for scheduled professional development days, the 1st, 2nd and 3rd Mondays of the month and responsible parties.</td>
<td></td>
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</tr>
<tr>
<td>Contact and Schedule Support Ed to be part of the SOMS Professional Development Plan</td>
<td>2021-07-01 - 2021-08-17</td>
<td>Principal / Assistant Principal</td>
<td>Professional development schedule</td>
</tr>
<tr>
<td>Contact and schedule Josh Hoyt (Math Coach) SOMS Professional Development Plan. Provide professional development by Josh Hoyt on Concrete Representational Abstract practice and instructional sequencing for mathematics for math teachers</td>
<td>2021-07-12 - 2021-08-17</td>
<td>Principal and Assistant Principal and Josh Hoyt, IU 14</td>
<td>Professional Development Schedule</td>
</tr>
<tr>
<td>Provide professional development to new staff on effective coteaching strategies (Incorporate topic into professional development plan).</td>
<td>2021-08-24 - 2021-11-25</td>
<td>Principal &amp; Assistant Principal Department Leaders</td>
<td>Co teaching presentation / PD evaluation</td>
</tr>
<tr>
<td>Contact and Schedule ESL Professional Development Facilitator (Idalmy Cedeno-Naylor and Angel Zimmerman) to provide professional development on utilizing rubrics to score tasks, Can Do Descriptors, Academic language and strategies with working with ELLs.</td>
<td>2021-08-24 - 2021-09-01</td>
<td>ESL PDF</td>
<td>WIDA ACCESS Speaking &amp; Writing Rubric / PD Evaluation</td>
</tr>
<tr>
<td>ESL certification cohort of teachers complete Turn Around PD on ESL best practices and strategies for all</td>
<td>2021-08-25 - 2022-05-25</td>
<td>Teachers who completed ESL</td>
<td>ESL best practices presentation / Schedule of seminars and PD</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
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<tr>
<td>staff. Teachers will use professional development presentations created during certification classes. The presentation will be shared with all staff during scheduled Professional Development days and schedule after school seminars or new teacher induction. Seminars will be completed on a quarterly basis.</td>
<td></td>
<td>cert. from Alvernia cohort</td>
<td></td>
</tr>
<tr>
<td>ESL Summer Leadership team - Teachers will create professional development presentation based on summer learning sessions. The presentation will be shared with all staff during scheduled Professional Development days in August.</td>
<td>2021-08-25 - 2022-05-25</td>
<td>ESL Summer leadership team</td>
<td>ESL best practices presentation / Schedule of seminars and PD</td>
</tr>
<tr>
<td>Provide overview and expectations of implementation of CRA strategies during weekly department meetings. Department members will provide student work samples as evidence of implementation and tracking student progress. Members will collaborate about instructional best practice with the CRA.</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Department Leaders of Math and Science Teachers</td>
<td>Manipulatives and CRA materials</td>
</tr>
<tr>
<td>Utilize DataWise meeting agenda template as the agenda for continued department planning. The meeting agenda will be used to help staff organize for collaborative work during weekly department meetings. (Data Wise Step 1 Organize for Collaborative</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Assistant Principal Department Leaders</td>
<td>Data Wise meeting agenda template and presentation / PD Evaluation</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
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</tr>
<tr>
<td><strong>Provide professional development to staff on effectively utilizing data from various resources to enhance instruction in a differentiated model. Staff will understand how to access different score reports and utilize a variety of data evidence to inform practice (Data Wise Step 2 Build Assessment Literacy)</strong></td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Assistant Principal</td>
<td>Data---OnHands, PVAAS, SRI, SMI, WIDA, etc./ PD evaluation</td>
</tr>
<tr>
<td><strong>Create a Data Overview based on the data resources provided in the professional development and submit to administration. (All Departments). (Data Wise Step 3 Create Data Overview)</strong></td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Assistant Principal Department Leaders</td>
<td>Data overview template</td>
</tr>
<tr>
<td><strong>Conduct weekly department meetings to look at the importance of looking at many different types of data, from student work to exam results to conversations with students on a quarterly basis. From this, each departmart will produce learner-centered problem(skills) (All Departments) (Data Wise Step 4 Dig into Student Data)</strong></td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Assistant Principal Department Leaders</td>
<td>Data Wise meeting agenda / data sources - student work and assessments</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
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</tr>
<tr>
<td>problem(skills) (All Departments) (Data Wise Step 4 Dig into Student Data)</td>
<td></td>
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</tr>
<tr>
<td>Complete Learning Walks by all teaching staff. Instructional learning walk (teacher to teacher): non-evaluative and are focused on specific indicators of identified problem of practice. Teachers will then collaborate about learning walks and the use of instructional strategies and data sources utilized in various classrooms (Data Wise Step 5 Examine Instruction)</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Classroom teachers</td>
<td>Learning walk template / Google form</td>
</tr>
<tr>
<td>Create an Action plan on work completed with data overview, developing a learner centered problem, and examining instruction (All Departments) on a quarterly basis. Plans will be submitted to Building administration for review and finalization. SIP team will also review plans. (Data Wise Step 6 Develop Action Plan)</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Classroom teachers / Department Leaders</td>
<td>Action plan template</td>
</tr>
<tr>
<td>Check in with Building administration on a monthly basis. Building administration will attend department meetings to check in on progress towards action plan and discuss steps with department leaders. (Data Wise Step 7 Plan to Assess Progress)</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Assistant Principal</td>
<td>Check in template</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
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</tr>
<tr>
<td>Conduct weekly Department Meetings at each grade level to analyze and interpret data and use that information to develop strong instructional practices based on the Danielson model and Action Plan. (Data Wise Step 8 Act and Assess)</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Classroom teachers</td>
<td>Data Wise agenda template</td>
</tr>
<tr>
<td>&quot;Create an individual professional development goal based on the Danielson Framework (all teaching staff). Danielson group Access to The Framework Clusters Powered by 2gnoMe for 70 users Plan will be submitted to Building administration for review.&quot;</td>
<td>2021-08-25 - 2021-09-30</td>
<td>Classroom teachers</td>
<td>Professional Development goal template</td>
</tr>
<tr>
<td>Provide professional development to entire staff by ESL Supervisor (Idalmy Naylor and Angel Zimmerman) on the rubrics utilized for Speaking and Writing for ELs and how to score</td>
<td>2021-08-25 - 2021-11-09</td>
<td>ESL PDF</td>
<td>WIDA ACCESS Speaking &amp; Writing Rubric / PD Evaluation</td>
</tr>
<tr>
<td>Provide overview and expectations of implementation of the RACER writing strategy during weekly department meetings. Department members will provide student work samples as evidence of implementation and tracking student progress. Members utilize instructional best practices when using the RACER strategy.</td>
<td>2021-08-27 - 2022-06-11</td>
<td>Department Leaders of ELA, SS and Specialist teachers</td>
<td>RACER strategy materials and posters for classrooms</td>
</tr>
<tr>
<td>Administer Benchmark Baseline Test - CDT</td>
<td>2021-09-07 - 2021-09-30</td>
<td>Classroom teachers</td>
<td>Benchmark test / chromebooks / student tickets</td>
</tr>
<tr>
<td>Action Step</td>
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<tr>
<td>Administer benchmark Test - SRI and SMI on a quarterly basis</td>
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<tr>
<td><strong>Anticipated Start/Completion:</strong> 2021-09-07 - 2022-05-28</td>
<td></td>
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<tr>
<td><strong>Lead Person/Position:</strong> Classroom teachers</td>
<td></td>
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<tr>
<td><strong>Materials/Resources/Supports Needed:</strong> SRI and SMI test and Chromebooks</td>
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<thead>
<tr>
<th>Action Step</th>
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<tbody>
<tr>
<td>Contact and schedule Donna Heele (ELA Coach) and Melissa Eggert (District PDF) to be part of the SOMS Professional Development Plan (specifically Wonders and My Perspectives).</td>
</tr>
<tr>
<td><strong>Anticipated Start/Completion:</strong> 2021-07-01 - 2021-08-25</td>
</tr>
<tr>
<td><strong>Lead Person/Position:</strong> Director of Instructional Services &amp; PD</td>
</tr>
<tr>
<td><strong>Materials/Resources/Supports Needed:</strong> Contract</td>
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</table>

<table>
<thead>
<tr>
<th>Action Step</th>
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</thead>
<tbody>
<tr>
<td>Contract with a Support Ed (ELL Consulting Firm) to provide an in person ELL coach. This contract will be for one year.</td>
</tr>
<tr>
<td><strong>Anticipated Start/Completion:</strong> 2021-09-07 - 2022-06-11</td>
</tr>
<tr>
<td><strong>Lead Person/Position:</strong> Director of Instructional Services &amp; PD and Support Ed LLC</td>
</tr>
<tr>
<td><strong>Materials/Resources/Supports Needed:</strong> Contract</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Action Step</th>
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<tbody>
<tr>
<td>Contract ELA Coach (Donna Healy) to support instructional practices of ELA teachers.” In person coaching.</td>
</tr>
<tr>
<td><strong>Anticipated Start/Completion:</strong> 2021-09-07 - 2022-06-11</td>
</tr>
<tr>
<td><strong>Lead Person/Position:</strong> Director of Instructional Services and PD and DONNA LEE HEALY, LLC</td>
</tr>
<tr>
<td><strong>Materials/Resources/Supports Needed:</strong> Contract</td>
</tr>
</tbody>
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<tr>
<th>Action Step</th>
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</thead>
<tbody>
<tr>
<td>Contract Math Coach (Josh Hoyt) to support instructional practices of Math teachers and data review practices of all teachers. In person coaching.</td>
</tr>
<tr>
<td><strong>Anticipated Start/Completion:</strong> 2021-09-07 - 2022-06-11</td>
</tr>
<tr>
<td><strong>Lead Person/Position:</strong> Director of Instructional Services and PD and Josh Hoyt, IU 14.</td>
</tr>
<tr>
<td><strong>Materials/Resources/Supports Needed:</strong> Contract</td>
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<tr>
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<tbody>
<tr>
<td>Complete Scholastic Math Inventory (SMI) test: SMI will</td>
</tr>
<tr>
<td><strong>Anticipated Start/Completion:</strong> 2021-09-07 -</td>
</tr>
<tr>
<td><strong>Lead Person/Position:</strong> Classroom</td>
</tr>
<tr>
<td><strong>Materials/Resources/Supports Needed:</strong> SMI test and chromebooks</td>
</tr>
<tr>
<td>Action Step</td>
</tr>
<tr>
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</tr>
<tr>
<td>Be taken by all students and reviewed to create Math intervention groups. Individualized intervention for students based on their SMI scores. Data will be used to track individual student progress with math readiness and inform teachers of student levels.</td>
</tr>
<tr>
<td>Complete Scholastic Math Inventory (SMI) test: SMI will be taken by all students and reviewed to create Math intervention groups. Individualized intervention for students based on their SMI scores. Data will be used to track individual student progress with math readiness and inform teachers of student levels.</td>
</tr>
<tr>
<td>Provide specific feedback &amp; individual conferencing conducted with students throughout the year (allowing revisions by students where permitted)</td>
</tr>
<tr>
<td>Action Step</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provide on-site coaching and professional development for all teachers on effective data analysis strategies</td>
</tr>
<tr>
<td>Review benchmark Test data (using DataWise protocols) (CDT / SRI / SMI)</td>
</tr>
<tr>
<td>Review benchmark Test data (using DataWise protocols) (CDT / SRI / SMI)</td>
</tr>
<tr>
<td>Conduct walk-throughs by building administrators focusing on Domain 3 of Danielson. Feedback on walkthroughs provided to staff through PA-ETEP custom forms template. Focus will be on Danielson framework and work towards individual professional development goal.</td>
</tr>
<tr>
<td>Schedule Testing calendar for 21-22 school year</td>
</tr>
<tr>
<td>Evaluate the impact of instructional strategies through data gathered from walk throughs and learning walks to determine the progress of school wide</td>
</tr>
<tr>
<td>Action Step</td>
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</tr>
<tr>
<td>implementation of instructional best practices. Evaluation of data will be used to determine instructional focus and needs based professional development for upcoming school year.</td>
</tr>
<tr>
<td>Evaluate the impact of ELL, ELA, and Math coach through data gathered from data wise action plans, walk-throughs and observations.</td>
</tr>
<tr>
<td>Conduct Data Analysis of the CDT end of year test to see growth report for students and if growth goals were attained. Report data analysis to building administration.</td>
</tr>
</tbody>
</table>

**Anticipated Outcome**

Standardized data analysis using the Data Wise framework to impact instruction. Structured Meeting agendas that follow Data Wise framework. Learning walk data and walkthrough data to inform best practice. Data from benchmarks and student assessments in a central locations for data analysis. Significant growth reports from the CDT and Action plans from each department.

**Monitoring/Evaluation**

Monitoring will occur on a quarterly basis utilizing benchmark assessments as well as walk-through and observation data.
## Evidence-based Strategy

Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research

## Measurable Goals

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Communication 2-way</td>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types.</td>
</tr>
<tr>
<td>Engagement Impact on Attendance</td>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population</td>
</tr>
</tbody>
</table>

## Action Step

<table>
<thead>
<tr>
<th>Action Step</th>
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<th>Materials/Resources/Supports Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select types of Parent Involvement from Epstein's framework for each type of involvement by Action Team of Partnerships</td>
<td>2021-07-01 - 2021-08-14</td>
<td>Action Team of Partnerships</td>
<td>Epstein Framework</td>
</tr>
<tr>
<td>Assemble Action Team for Partnerships (6-10 members) Model after Epstein's Framework for Family Engagement</td>
<td>2021-07-01 - 2021-08-17</td>
<td>Principal &amp; Family/Community Engagement Liaison</td>
<td>Google form interest survey</td>
</tr>
<tr>
<td>Schedule professional development with staff on School, Family, and Community Partnerships by Joyce Epstein conducted by Family/Community Engagement Liaison</td>
<td>2021-07-01 - 2021-08-17</td>
<td>Family/Community Engagement Liaison</td>
<td>Schedule for professional development PD evaluation</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
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</tr>
<tr>
<td>Create a monthly goal sheet for each student for teachers, students</td>
<td>2021-07-01 - 2021-08-21</td>
<td>SIP Team</td>
<td>Goal sheet</td>
</tr>
<tr>
<td>and parents to connect and discuss. The goal could be academic, attendance</td>
<td></td>
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<tr>
<td>and/or behavior. Provide a digital option.&quot;</td>
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</tr>
<tr>
<td>Establish meeting times over the summer for Action Team of Partnerships</td>
<td>2021-07-01 - 2021-08-21</td>
<td>Principal &amp; Family/Community Engagement</td>
<td>Calendar/ Extra wages, contractual hourly wage, for meeting beyond</td>
</tr>
<tr>
<td>to meet</td>
<td></td>
<td>Liaison</td>
<td>contractual time</td>
</tr>
<tr>
<td>Develop Week at a Glance template that can be distributed as a hard or</td>
<td>2021-07-01 - 2021-08-21</td>
<td>SIP Team</td>
<td>Week at a Glance template</td>
</tr>
<tr>
<td>digital copy to students and parents weekly.</td>
<td></td>
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</tr>
<tr>
<td>Establish Family engagement calendar for Family engagement activities</td>
<td>2021-07-01 - 2021-08-21</td>
<td>Parent Action Teams for Partnerships</td>
<td>Calendar / District calendar; funding for materials for activities</td>
</tr>
<tr>
<td>being held every Wednesday - Assign teams to parent nights - team</td>
<td></td>
<td></td>
<td>and extra contractual hourly wages for meeting beyond contractual</td>
</tr>
<tr>
<td>originated for the theme for that night Department heads - effectively</td>
<td></td>
<td></td>
<td>time</td>
</tr>
<tr>
<td>use content at home</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Coordinate and organize community resources for Family Engagement</td>
<td>2021-07-01 - 2021-08-21</td>
<td>Parent Action Teams for Partnerships</td>
<td>Calendar / District calendar; funding for materials for activities</td>
</tr>
<tr>
<td>programs including Family nights and providing Adopt-A-Block drop-offs:</td>
<td></td>
<td></td>
<td>and extra contractual hourly wages for meeting beyond contractual</td>
</tr>
<tr>
<td>non-persishable food/meal, community information, and opportunity to</td>
<td></td>
<td></td>
<td>time</td>
</tr>
<tr>
<td>address needs (basic &amp; educational)</td>
<td></td>
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</tr>
<tr>
<td>Action Step</td>
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<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Develop Action Plan from Epstein's Framework using the Template provided and the focus being on incorporating academic activities and parent understanding / involvement in student academic growth.</td>
<td>2021-07-01 - 2021-08-21</td>
<td>Parent Action Team</td>
<td>Template for Action Plan</td>
</tr>
<tr>
<td>Continue services from Family/Community Engagement Liaison: Provide professional development to teachers and parents, contact community agencies, text families/parents, track parent engagement activities.</td>
<td>2021-08-03 - 2022-06-30</td>
<td>Principal</td>
<td>Funding for staff member / Contract</td>
</tr>
<tr>
<td>Ask Parent Advisory Committee to review Action Plan and send back to Parent Action Team with suggestions and questions.</td>
<td>2021-08-24 - 2021-09-11</td>
<td>Family/Community Engagement Liaison</td>
<td>Completed Action plan</td>
</tr>
<tr>
<td>Review tracking sheet for Family engagement events and include school wide protocols for tracking community partners</td>
<td>2021-08-24 - 2022-06-11</td>
<td>Family/Community Engagement Liaison &amp; Parent Action team</td>
<td>Google form tracking sheet / protocols one sheeter</td>
</tr>
<tr>
<td>Develop Parent Advisory Council (PAC) meeting schedule for school year.</td>
<td>2021-08-24 - 2022-06-11</td>
<td>Family/Community Engagement Liaison</td>
<td>PAC Schedule for posting digital and hardcopy</td>
</tr>
<tr>
<td>Conduct professional development for new staff on developing SMART goals and conferencing with students and protocols for the use of the Personal Goal sheets</td>
<td>2021-08-25 - 2021-08-28</td>
<td>Principal / Assistant Principal</td>
<td>Goal sheet, protocols one sheeter, and presentation</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Create calendar of monthly parent communication themes (themes include</td>
<td>2021-07-12 - 2021-08-17</td>
<td>Team leaders</td>
<td>Communication calendar</td>
</tr>
<tr>
<td>attendance, PBIS items, grade/feedback/report cards, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send home the monthly Personal goal sheet for the parents and students to</td>
<td>2021-08-25 - 2022-06-11</td>
<td>All teaching staff</td>
<td>Personal Goal sheets</td>
</tr>
<tr>
<td>discuss. Students that return the goal sheet will receive an incentive. (CHAMPS points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracking of engagement data of families, community and teachers</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Family/Community</td>
<td>Tracking sheet Google form</td>
</tr>
<tr>
<td>Engagement Liaison &amp; Parent Action team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a community engagement professional development with staff on the</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Family/</td>
<td>&quot;School, Family, and Community Partnerships Book by Joyce Epstein</td>
</tr>
<tr>
<td>School, Family and Community Partnerships by Joyce Epstein conducted by</td>
<td></td>
<td>Community Engagement</td>
<td>(purchased) Quarterly professional development Schedule for professional</td>
</tr>
<tr>
<td>Parent Community Engagement Liaison. The community engagement professional</td>
<td></td>
<td>Liaison</td>
<td>development&quot;</td>
</tr>
<tr>
<td>development will occur throughout the school year as part of the</td>
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<tr>
<td>professional development plan.</td>
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</tr>
<tr>
<td>Notify parent/community via text and class dojo of activities, events, and</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal &amp; Family/</td>
<td>Class Dojo / Blackboard</td>
</tr>
<tr>
<td>volunteering opportunities</td>
<td></td>
<td>Community Engagement</td>
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<tr>
<td></td>
<td></td>
<td>Liaison</td>
<td></td>
</tr>
<tr>
<td>Evaluate communication between teachers and families on a quarterly basis</td>
<td>2021-08-25 - 2022-06-11</td>
<td>SIP team</td>
<td>OnHands reports</td>
</tr>
<tr>
<td>using OnHands reports and attendance from sign in</td>
<td></td>
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</tr>
<tr>
<td>Hold parent/community activities</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Family/Community Engagement Liaison &amp; Parent Action team</td>
<td>Funds for extra wages, contractual hourly wage, for meeting beyond contractual time, materials for events, space for events</td>
</tr>
<tr>
<td>Establish monthly planning meeting schedule for Action Team for</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Family/Community Engagement Liaison</td>
<td>&quot;Common meeting time and space, funds for extra wages, contractual hourly wage, for meeting beyond contractual time, meeting agendas and sign in sheets&quot;</td>
</tr>
<tr>
<td>Establish monthly meetings for the Parent Advisory Counsel to meet with Parent Outreach Assistant and Family/Community Engagement Liaison</td>
<td>2021-08-31 - 2022-06-11</td>
<td>Family/Community Engagement Liaison &amp; Parent Outreach Assistant</td>
<td>Calendar and other planning templates. Funding for materials for activities</td>
</tr>
<tr>
<td><em>Provide parents and families monthly on-site opportunities to learn about Communication tools and Digital Learning resources. Parent</em></td>
<td>2021-08-31 - 2022-06-11</td>
<td>Family/Community Engagement</td>
<td>Calendar of events, Use of computers</td>
</tr>
<tr>
<td>Identify preferred communication method for each family through Class Dojo (Texting) survey.</td>
<td>2021-08-31 - 2021-11-09</td>
<td>Family/Community Engagement Liaison / Parent Outreach Assistant</td>
<td>Google form survey</td>
</tr>
<tr>
<td>Action Step</td>
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</tr>
<tr>
<td><strong>Provide OnHands professional development and coaching for teachers to utilize the platform. Coaching will focus on entering parent communication and running reports.</strong></td>
<td>2021-08-17 - 2022-06-11</td>
<td>OnHands Coach</td>
<td>OnHands program</td>
</tr>
<tr>
<td>Tracking system for Teacher and Parent communication using OnHands: includes contacts with parents via Class Dojo, Email, Phone, and Personal goal sheets</td>
<td>2021-08-31 - 2022-06-11</td>
<td>Classroom teachers</td>
<td>OnHands / Reports</td>
</tr>
<tr>
<td><strong>Conduct professional development to entire staff on the role of the Action team and activities for the year (including roles of the team members and events calendar)</strong></td>
<td>2021-09-07 - 2021-09-28</td>
<td>Family/Community Engagement Liaison &amp; Parent Action Team</td>
<td>Action Plan, Epstein Framework, and Calendar of events</td>
</tr>
<tr>
<td><strong>Evaluate the Family/Community Engagement Liaison. The team will utilize the tracking sheets for engagement as well as staff and parent surveys which will include questions on interpersonal skills. Evaluation forms from the professional development will be utilized as well.</strong></td>
<td>2021-05-17 - 2022-06-18</td>
<td>Principal</td>
<td>Tracking sheets, parent surveys, and evaluations from professional development</td>
</tr>
<tr>
<td><strong>Hold Education Week on a quarterly basis where parents join their student's classroom. Parent will meet with administration before joining and will receive further information about student academic growth, curriculum, and testing.</strong></td>
<td>2021-09-03 - 2022-05-28</td>
<td>Action team for partnerships / Principal / Assistant Principal</td>
<td>Presentation and Themes</td>
</tr>
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<td>Action Step</td>
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</tr>
<tr>
<td>Contract with Reading Area Community College to provide Basic conversation Spanish with staff.</td>
<td>2021-08-25 - 2022-05-28</td>
<td>Principal</td>
<td>Contract and schedule.</td>
</tr>
<tr>
<td>Provide online Attendance Works PD for classroom teachers and support staff on best practices to help with student attendance.</td>
<td>2021-08-25 - 2022-06-11</td>
<td>Principal / Assistant principal</td>
<td>attendanceworks.org PD contract and PD usage</td>
</tr>
<tr>
<td>Hold attendance summit from Berk County attendance initiative with select groups of students and parents</td>
<td>2021-09-03 - 2022-05-28</td>
<td>CIS / Principal / Assistant Principal</td>
<td>Contract, schedule, resources</td>
</tr>
<tr>
<td>Hold attendance incentives and events for parents and students a weekly, monthly and quarterly basis.</td>
<td>- 2022-05-28</td>
<td>CSI / ATP / CHAMPS</td>
<td>Incentives</td>
</tr>
</tbody>
</table>

**Anticipated Outcome**

Data from communication logs, events tracker, and daily student attendance.

**Monitoring/Evaluation**

This action plan will be monitored quarterly on two way effective communication with parents and the impact on daily student attendance.

**Evidence-based Strategy**

Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research
## Measurable Goals

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
</table>

**Anticipated Outcome**

Data from communication logs, events tracker, and daily student attendance.

**Monitoring/Evaluation**

This action plan will be monitored quarterly on two way effective communication with parents and the impact on daily student attendance.
**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

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<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
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<tbody>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment. (ELA growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Provide professional development for new teaching staff about Data Wise protocols. The PD will be the free data wise course online and will focus on Data Wise protocols</td>
<td>07/01/2021 - 12/30/2021</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td></td>
<td></td>
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<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
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<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Provide professional development to new staff on effective coteaching strategies (Incorporate topic into professional development plan).</td>
<td>08/24/2021 - 11/25/2021</td>
</tr>
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<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
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<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment. (ELA growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Contact and Schedule ESL Professional Development Facilitator (Idalmy Cedeno-Naylor and Angel Zimmerman) to provide professional development on utilizing rubrics to score tasks, Can Do Descriptors, Academic language and strategies with working with ELLs.</td>
<td>08/24/2021 - 09/01/2021</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td></td>
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<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>ESL certification cohort of teachers complete Turn Around PD on ESL best practices and strategies for all staff. Teachers will use professional development presentations created during certification classes. The presentation will be shared with all staff during scheduled Professional Development days and schedule after school seminars or new</td>
<td>08/25/2021 - 05/25/2022</td>
</tr>
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<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
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<tr>
<td>Teacher induction.</td>
<td>Seminars will be completed on a quarterly basis.</td>
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<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>ESL Summer Leadership team - Teachers will create professional development presentation based on summer learning sessions. The presentation will be shared with all staff during scheduled Professional Development days in August.</td>
<td>08/25/2021 - 05/25/2022</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
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</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment. (ELA growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Provide professional development to staff on effectively utilizing data from various resources to enhance instruction in a differentiated model. Staff will understand how to access different score reports and utilize a variety of data evidence to inform practice (Data Wise Step 2 Build Assessment Literacy)</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
</tbody>
</table>
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<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Conduct weekly department meetings to look at the importance of looking at many different types of data, from student work to exam results to conversations with students on a quarterly basis. From this, each departmart will produce learner-centered problem(skills) (All Departments) (Data Wise Step 4 Dig into Student Data)</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
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<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth</td>
<td>Engage Instructional Teams</td>
<td>Provide professional development to entire staff by ESL Supervisor (Idalmy Naylor and Angel</td>
<td>08/25/2021 -</td>
</tr>
<tr>
<td>target (EL growth goals)</td>
<td>in Assessing and</td>
<td>Zimmerman) on the rubrics utilized for Speaking and Writing for ELs and how to score</td>
<td>11/09/2021</td>
</tr>
<tr>
<td></td>
<td>Monitoring Student Mastery</td>
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<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Provide on-site coaching and professional development for all teachers on effective data analysis strategies</td>
<td>09/28/2021 - 02/08/2022</td>
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<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)</td>
<td>Epstein Framework</td>
<td>Conduct professional development for new staff on developing SMART goals and conferencing with students and protocols for the use of the Personal Goal sheets</td>
<td>08/25/2021 - 08/28/2021</td>
</tr>
<tr>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)</td>
<td>Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
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**By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)**

**By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)**
By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)

By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)

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<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)</td>
<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Conduct a community engagement professional development with staff on the School, Family and Community Partnerships by Joyce Epstein conducted by Parent Community Engagement Liaison. The community engagement professional development will occur throughout the school year as part of the professional development</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
<td>Professional Development Step</td>
<td>Anticipated Timeline</td>
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<tr>
<td></td>
<td></td>
<td>development plan.</td>
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</tbody>
</table>
## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
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<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the</td>
<td>Epstein Framework</td>
<td>Provide OnHands professional development and coaching for teachers to utilize the platform.</td>
<td>08/17/2021 - 06/11/2022</td>
</tr>
<tr>
<td>parents/guardians and receive an average for the school year of 75% response rate</td>
<td>Framework Developing and Sustaining Research-based Programs of School, Family,</td>
<td>Coaching will focus on entering parent communication and running reports.</td>
<td></td>
</tr>
<tr>
<td>that was collected on a monthly basis using a variety of communication methods and</td>
<td>and Community Partnerships: A summary of five years of NNPS Research</td>
<td></td>
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<tr>
<td>response types. (Parent Communication 2 way)</td>
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<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Conduct professional development to entire staff on the role of the Action team and activities for the year (including roles of the the team members and events calendar)</td>
<td>09/07/2021 - 09/28/2021</td>
</tr>
</tbody>
</table>
### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Contract with Reading Area Community College to provide Basic conversation Spanish with staff.</td>
<td>08/25/2021 - 05/28/2022</td>
</tr>
<tr>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)</td>
<td></td>
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</table>
## Professional Development Steps and Timelines:

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<tbody>
<tr>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the</td>
<td>Epstein Framework Developing and Sustaining Research-based Programs of School,</td>
<td>Provide online Attendance Works PD for classroom teachers and support staff on best practices to help with student attendance.</td>
<td>08/25/2021 – 06/11/2022</td>
</tr>
<tr>
<td>parents/guardians and receive an average for the school year of 75% response rate</td>
<td>Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td></td>
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</tr>
<tr>
<td>that was collected on a monthly basis using a variety of communication methods and</td>
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**APPROVALS & SIGNATURES**

**Assurance of Quality and Accountability**

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets ESSA requirements
- Reflects **evidence-based strategies** that meet the three highest levels of evidence outlined in ESSA
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**
School Board Minutes or Affirmation Statement

<table>
<thead>
<tr>
<th>Signature (Entered Electronically and must have access to web application).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/Chief Executive Officer</td>
</tr>
<tr>
<td>School Improvement Facilitator Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Principal Signature</th>
<th>Andrew M. Kidd</th>
<th>2021-06-04</th>
</tr>
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</table>
### ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities exceeded the state target for demonstrating growth in math and increased performance from the previous year.</td>
<td>All Student Group did not meet Interim Goal/Improvement Target for English Language Growth and Attainment. It was well below the state average of 31.2%. Southern was at 10.3%.</td>
</tr>
<tr>
<td>English Learners met the target for demonstrating growth in math and increased performance from the previous year.</td>
<td>ED students did not meet the interim ELA goal/improvement targets of 27.4% and they decreased in performance from the previous year. They scored 17.80%, a decrease of 1.8% from previous year. This group makes up the 93% of the population at Southern Middle School.</td>
</tr>
<tr>
<td>Of the students that completed both Reading inventory tests in September and then in January, an average of 48% of students by grade level showed growth in their Lexile score.</td>
<td>ED students did not meet the interim goal/improvement targets and they maintained the same performance from the previous year. This group makes up the 93% of the population at Southern Middle School.</td>
</tr>
<tr>
<td>84% of the walkthroughs identified that teachers clearly stated the lesson's purpose and used vocabulary and language appropriately and accurately.</td>
<td>All student Group did not meet the interim goal/improvement target and decreased in performance from the previous year.</td>
</tr>
<tr>
<td>Of the 61 Formal observations completed, 25% identified the strength area for the teacher to be in domain 3A Communicating with students during instruction. 21% of the formal observations had a strength area identified in 3E demonstrating flexibility and responsiveness during instruction.</td>
<td>Regular Attendance average was 74.2%. The statewide average was 85.8%.</td>
</tr>
<tr>
<td>91.3% of students surveyed indicated that during instruction the teacher and students review key words and vocabulary for a lesson.</td>
<td>Only 1% of the students moved from below basic from October to January.</td>
</tr>
</tbody>
</table>
**Strengths**

<p>| | |</p>
<table>
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<tbody>
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<td>92.3% of students indicated they always or twice a week explained how they solved a problem to the class.</td>
<td></td>
</tr>
<tr>
<td>84% of the walkthroughs identified that teachers clearly stated the lesson's purpose and used vocabulary and language appropriately and accurately.</td>
<td></td>
</tr>
<tr>
<td>Of the students that completed both Math inventory tests in September and then in January, an average of 58% of students by grade level showed growth in their quantile score.</td>
<td></td>
</tr>
<tr>
<td>Southern's Feeder school scored, 45.4% proficient/advanced on the PSSA in 2019.</td>
<td></td>
</tr>
<tr>
<td>The feeder elementary schools to Southern Middle, exceeded the performance standard for the percent career standards benchmark.</td>
<td></td>
</tr>
<tr>
<td>As of May 2021, 92% of 5th and 6th graders completed their grade level threshold, 91% of 7th graders and 96% of 8th graders completed their grade level threshold for Naviance.</td>
<td></td>
</tr>
<tr>
<td>For the 18 - 19 school year, within ELL population, there was an 86% average regular attendance. The all student average was 80%.</td>
<td></td>
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</tbody>
</table>

**Challenges**

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>181 walk throughs were conducted. During the walkthroughs, 28% of the walkthroughs needed improvement with discussions and questioning techniques. 21% of the walkthroughs identified that students were somewhat engaged in activities or needing improvement with engaging students in learning.</td>
<td></td>
</tr>
<tr>
<td>Of the 61 Formal observations completed, 44% identified the growth area for the teacher to be in domain 3B Questioning and Discussion during instruction. 30% of the formal observations had a growth area identified in 3D Using assessment during instruction.</td>
<td></td>
</tr>
<tr>
<td>At the 3rd quarter of the school year, 6% of the students were proficient. 4% were advanced. In the beginning of the year 3% were proficient and 1% advanced. At the beginning of the 83% were below basic and at 3rd quarterly 73% were below basic.</td>
<td></td>
</tr>
<tr>
<td>Southern's feeder school's PVAAS, three year average is a -21.4R.</td>
<td></td>
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<tr>
<td>As of May 2021, 82% of 3rd graders and 76% of 4th graders from</td>
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<td><strong>Strengths</strong></td>
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<tr>
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</tr>
<tr>
<td>Collectively shape the vision for continuous improvement of teaching and learning</td>
<td>feeder school to Southern Middle school complete their grade level threshold for Naviance career readiness.</td>
</tr>
<tr>
<td>Collectively shape the vision for continuous improvement of teaching and learning</td>
<td>Approximately 64% of ELs in grade 6 lost Scaled Score points. 36% made gains. Approximately 34% of ELs in grade 7 lost scaled score points. 66% made gains. Overall, approximately 48% of ELs at SOMS lost Scaled Score point. 52% made gains.</td>
</tr>
<tr>
<td>Continuously monitor implementation of the school improvement plan and adjust as needed</td>
<td>1% of 7th graders identifies with disabilities were proficient/advanced on the PSSA Math. 92% were Below Basic.</td>
</tr>
<tr>
<td>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically</td>
<td>ED students in 6th grade scored below the district 5.8% proficient/advanced in math at 2.9%.</td>
</tr>
<tr>
<td>Provide frequent, timely, and systematic feedback and support on instructional practices</td>
<td>Foster a culture of high expectations for success for all students, educators, families, and community members</td>
</tr>
<tr>
<td>Foster a culture of high expectations for success for all students, educators, families, and community members</td>
<td>Implement evidence-based strategies to engage families to support learning</td>
</tr>
<tr>
<td>Implement evidence-based strategies to engage families to support learning</td>
<td>Use multiple professional learning designs to support the learning needs of staff</td>
</tr>
<tr>
<td>Use multiple professional learning designs to support the learning needs of staff</td>
<td>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and</td>
</tr>
</tbody>
</table>
**Challenges**

**Most Notable Observations/Patterns**

Implementation of best practices in not happening consistently for all levels of learners. We also currently don't match high expectations with students' needs (teach to the middle). Assessments are not used consistently to impact and plan for future instruction. Benchmark assessment data was reviewed but constant data analysis focused on learner centered problems and needs has not been addressed. We provide informal opportunities for families to interact with schools; however we have not included opportunities for our families to learn ways to support learning from home and increase stakeholders understanding of the students' academic progress.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Discussion Point</th>
<th>Priority for Planning</th>
</tr>
</thead>
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<td>All Student Group did not meet Interim Goal/Improvement Target for English Language Growth and Attainment. It was well below the state average of 31.2%. Southern was at 10.3%.</td>
<td>Regular Attendance average was 74.2%. The statewide average was 85.8%.</td>
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<td>Foster a culture of high expectations for success for all students, educators, families, and community members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement evidence-based strategies to engage families to support learning</td>
<td>We may not fully understand our families and what opportunities would engage them and meet their needs. Informal opportunities are present, yet, not always meaningful.</td>
<td></td>
</tr>
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<td>Approximately 64% of ELs in grade 6 lost Scaled Score points. 36% made gains. Approximately 34% of ELs in grade 7 lost scaled score points. 66% made gains. Overall, approximately 48% of ELs at SOMS lost Scaled Score point. 52% made gains.</td>
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<td>Assessments are not used consistently to impact and plan for future instruction. Benchmark assessment data was reviewed but constant data analysis focused on learner centered problems and needs has not been addressed. Implementation of best practices is not happening consistently for all levels of learners. We currently do not consistently match/have high expectations with students' needs.</td>
<td></td>
</tr>
<tr>
<td>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *</td>
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</table>
ADDENDUM B: ACTION PLAN

Action Plan: Engage Instructional Teams in Assessing and Monitoring Student Mastery

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Anticipated Start/Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional development for new teaching staff about Data Wise protocols. The PD will be the free data wise course online and will focus on Data Wise protocols</td>
<td>07/01/2021 - 12/30/2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring/Evaluation</th>
<th>Anticipated Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring will occur on a quarterly basis utilizing benchmark assessments as well as walk-through and observation data.</td>
<td>Standardized data analysis using the Data Wise framework to impact instruction. Structured Meeting agendas that follow Data Wise framework. Learning walk data and walkthrough data to inform best practice. Data from benchmarks and student assessments in a central locations for data analysis. Significant growth reports from the CDT and Action plans from each department.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
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</thead>
<tbody>
<tr>
<td>Data Wise Overview course / <a href="https://www.edx.org/course/introduction-to-data-wise-a-collaborative-process">https://www.edx.org/course/introduction-to-data-wise-a-collaborative-process</a></td>
<td>yes</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Create Data Wise templates for Data overview, Check in meetings, Learner centered problem and Action plan. Datawise templates manual will be distributed/shared with teaching staff.</td>
<td>07/01/2021 - 12/30/2021</td>
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<tbody>
<tr>
<td>Data Wise templates for Data overview, Check in meetings, Action plans</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Utilized Individual professional development goal program through the Danielson group Access to The Framework Clusters Powered by 2gnoMe for 70 users”</td>
<td>07/01/2021 - 06/09/2022</td>
</tr>
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<tr>
<td>Professional Development Goal program 2gnoMe</td>
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<td><strong>Action Steps</strong></td>
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<td>------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Establish and finalize professional development plan. Include presentations on Data Wise and instructional expectations associated with Danielson framework. The plan will include topics for scheduled professional development days, the 1st, 2nd and 3rd Mondays of the month and responsible parties.</td>
<td>07/01/2021 - 08/17/2021</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Contact and Schedule Support Ed to be part of the SOMS Professional Development Plan</td>
<td>07/01/2021 - 08/17/2021</td>
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<tr>
<th>Material/Resources/Supports Needed</th>
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<tbody>
<tr>
<td>Professional development schedule</td>
<td>no</td>
</tr>
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<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Contact and schedule Josh Hoyt (Math Coach) SOMS Professional Development Plan. Provide professional development by Josh Hoyt on Concrete Representational Abstract practice and instructional sequencing for mathematics for math teachers</td>
<td>07/12/2021 - 08/17/2021</td>
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<td>Professional Development Schedule</td>
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<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
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<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Provide professional development to new staff on effective coteaching strategies (Incorporate topic into professional development plan).</td>
<td>08/24/2021 - 11/25/2021</td>
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<tr>
<td>Co teaching presentation / PD evaluation</td>
<td>yes</td>
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<tr>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Contact and Schedule ESL Professional Development Facilitator (Idalmy Cedeno-Naylor and Angel</td>
<td>08/24/2021 - 09/01/2021</td>
</tr>
<tr>
<td>Zimmerman) to provide professional development on utilizing rubrics to score tasks, Can Do</td>
<td></td>
</tr>
<tr>
<td>Descriptors, Academic language and strategies with working with ELLs.</td>
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<td>the Data Wise framework to impact</td>
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<tr>
<td></td>
<td>instruction. Structured Meeting</td>
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<tr>
<td></td>
<td>agendas that follow Data Wise</td>
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<tr>
<td></td>
<td>framework. Learning walk data</td>
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<tr>
<td></td>
<td>and walkthrough data to inform</td>
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<tr>
<td></td>
<td>best practice. Data from benchmarks</td>
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<td></td>
<td>and student assessments in a</td>
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<td>central locations for data</td>
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<td></td>
<td>analysis. Significant growth</td>
</tr>
<tr>
<td></td>
<td>reports from the CDT and Action</td>
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<td>plans from each department.</td>
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<tr>
<td>ESL certification cohort of teachers complete Turn Around PD on ESL best practices and strategies for all staff. Teachers will use professional development presentations created during certification classes. The presentation will be shared with all staff during scheduled Professional Development days and schedule after school seminars or new teacher induction. Seminars will be completed on a quarterly basis.</td>
<td>08/25/2021 - 05/25/2022</td>
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<td>yes</td>
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<td>Anticipated Start/Completion Date</td>
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<td>----------------------------------</td>
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<tr>
<td>ESL Summer Leadership team - Teachers will create professional development presentation based on summer learning sessions. The presentation will be shared with all staff during scheduled Professional Development days in August.</td>
<td>08/25/2021 - 05/25/2022</td>
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<td>Provide overview and expectations of implementation of CRA strategies during weekly department meetings. Department members will provide student work samples as evidence of implementation and tracking student progress. Members will collaborate about instructional best practice with the CRA.</td>
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<tr>
<td>Manipulatives and CRA materials</td>
<td>no</td>
</tr>
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<tr>
<td>Utilize DataWise meeting agenda template as the agenda for continued</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>department planning. The meeting agenda will be used to help staff organize</td>
<td></td>
</tr>
<tr>
<td>for collaborative work during weekly department meetings. (Data Wise Step 1</td>
<td></td>
</tr>
<tr>
<td>Organize for Collaborative Work)</td>
<td></td>
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<td></td>
<td>Structured Meeting agendas that follow Data Wise framework. Learning</td>
</tr>
<tr>
<td></td>
<td>walk data and walkthrough data to inform best practice. Data from</td>
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<tr>
<td></td>
<td>benchmarks and student assessments in a central locations for data</td>
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<td></td>
<td>analysis. Significant growth reports from the CDT and Action plans</td>
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<td>Data Wise meeting agenda template and presentation / PD Evaluation</td>
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<tbody>
<tr>
<td>Provide professional development to staff on effectively utilizing data from various resources to enhance instruction in a differentiated model. Staff will understand how to access different score reports and utilize a variety of data evidence to inform practice (Data Wise Step 2 Build Assessment Literacy)</td>
<td>08/25/2021 - 06/11/2022</td>
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<tr>
<td>Data---OnHands, PVAAS, SRI, SMI, WIDA, etc./ PD evaluation</td>
<td>yes</td>
</tr>
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<td><strong>Anticipated Start/Completion Date</strong></td>
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<tr>
<td>-----------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Create a Data Overview based on the data resources provided in the professional development and submit to administration. (All Departments). (Data Wise Step 3 Create Data Overview)</td>
<td>08/25/2021 - 06/11/2022</td>
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<td>Data overview template</td>
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<td>Anticipated Start/Completion Date</td>
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<tr>
<td>Conduct weekly department meetings to look at the importance of looking at</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>the many different types of data, from student work to exam results to</td>
<td></td>
</tr>
<tr>
<td>conversations with students on a quarterly basis. From this, each department</td>
<td></td>
</tr>
<tr>
<td>will produce learner-centered problem(skills) (All Departments) (Data Wise</td>
<td></td>
</tr>
<tr>
<td>Step 4 Dig into Student Data)</td>
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<td>data and walkthrough data to inform best practice. Data from benchmarks and</td>
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<td></td>
<td>student assessments in a central locations for data analysis. Significant</td>
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<td>growth reports from the CDT and Action plans from each department.</td>
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<td>framework. Learning walk data and walkthrough data to inform</td>
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<tr>
<td>Complete Learning Walks by all teaching staff. Instructional learning walk (teacher to teacher): non-evaluative and are focused on specific indicators of identified problem of practice. Teachers will then collaborate about learning walks and the use of instructional strategies and data sources utilized in various classrooms (Data Wise Step 5 Examine Instruction)</td>
<td>08/25/2021 - 06/11/2022</td>
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<tr>
<td>Create an Action plan on work completed with data overview, developing a learner centered problem, and examining instruction (All Departments) on a quarterly basis. Plans will be submitted to Building administration for review and finalization. SIP team will also review plans. (Data Wise Step 6 Develop Action Plan)</td>
<td>08/25/2021 - 06/11/2022</td>
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<tr>
<td>Check in with Building administration on a monthly basis. Building administration will attend department meetings to check in on progress towards action plan and discuss steps with department leaders. (Data Wise Step 7 Plan to Assess Progress)</td>
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<tr>
<td>Conduct weekly Department Meetings at each grade level to analyze and interpret data and use that information to develop strong instructional practices based on the Danielson model and Action Plan. (Data Wise Step 8 Act and Assess)</td>
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<tr>
<td>&quot;Create an individual professional development goal based on the Danielson Framework (all teaching staff). Danielson group Access to The Framework Clusters Powered by 2gnoMe for 70 users Plan will be submitted to Building administration for review.&quot;</td>
<td>08/25/2021 - 09/30/2021</td>
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<tr>
<td>Provide professional development to entire staff by ESL Supervisor (Idalmy Naylor and Angel Zimmerman) on the rubrics utilized for Speaking and Writing for ELs and how to score</td>
<td>08/25/2021 - 11/09/2021</td>
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<tr>
<td>Provide overview and expectations of implementation of the RACER writing strategy during weekly department meetings. Department members will provide student work samples as evidence of implementation and tracking student progress. Members utilize instructional best practices when using the RACER strategy.</td>
<td>08/27/2021 - 06/11/2022</td>
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<tbody>
<tr>
<td>RACER strategy materials and posters for classrooms</td>
<td>no</td>
</tr>
<tr>
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</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Administer Benchmark Baseline Test - CDT</td>
<td>09/07/2021 - 09/30/2021</td>
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<tbody>
<tr>
<td>Benchmark test / chromebooks / student tickets</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
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<td>--------------------------------------</td>
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<tr>
<td>Administer benchmark Test - SRI and SMI on a quarterly basis</td>
<td>09/07/2021 - 05/28/2022</td>
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<td>SRI and SMI test and Chromebooks</td>
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### Action Steps

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<tr>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Contact and schedule Donna Heeley (ELA Coach) and Melissa Eggert (District PDF) to be part of the SOMS Professional Development Plan (specifically Wonders and My Perspectives).</td>
<td>07/01/2021 - 08/25/2021</td>
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### Monitoring/Evaluation

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</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Contract with a Support Ed (ELL Consulting Firm) to provide an in person ELL coach. This contract will be for one year.</td>
<td>09/07/2021 - 06/11/2022</td>
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<tr>
<td>Contract ELA Coach (Donna Healy) to support instructional practices of ELA teachers.&quot;&quot; In person coaching.</td>
<td>09/07/2021 - 06/11/2022</td>
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<tr>
<td>Contract Math Coach (Josh Hoyt) to support instructional practices of Math teachers and data review practices of all teachers. In person coaching.</td>
<td>09/07/2021 - 06/11/2022</td>
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<td>Complete Scholastic Math Inventory (SMI) test: SMI will be taken by all students and reviewed to create Math intervention groups. Individualized intervention for students based on their SMI scores. Data will be used to track individual student progress with math readiness and inform teachers of student levels.</td>
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<tr>
<td>Complete Scholastic Reading Inventory (SRI) test: SRI will be taken by all students and reviewed to create Remediation Acceleration Enrichment (RAE) reading groups to provide individualized intervention for students on their reading and language skills. Data will be used to track individual student progress for reading comprehension and inform teachers of student reading levels.</td>
<td>09/07/2021 - 05/28/2022</td>
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<tr>
<td>Provide specific feedback &amp; individual conferencing conducted with students throughout the year (allowing revisions by students where permitted)</td>
<td>09/07/2021 - 06/11/2022</td>
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<td>Writing rubric</td>
<td>no</td>
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</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
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<tr>
<td>Provide on-site coaching and professional development for all teachers on effective data analysis strategies</td>
<td>09/28/2021 - 02/08/2022</td>
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<tr>
<td>Review benchmark Test data (using DataWise protocols) (CDT / SRI / SMI)</td>
<td>09/28/2021 - 05/28/2022</td>
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<td>Standardized data analysis</td>
</tr>
<tr>
<td>walk-through and observation data.</td>
<td>using the Data Wise framework to</td>
</tr>
<tr>
<td></td>
<td>impact instruction.</td>
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<td></td>
<td>Structured Meeting agendas that</td>
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<td>follow Data Wise framework.</td>
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<td>Learning walk data and</td>
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<td>walkthrough data to inform best</td>
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<tr>
<td></td>
<td>practice.</td>
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<td>Data from benchmarks and student</td>
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<tr>
<td>Conduct walk-throughs by building administrators focusing on Domain 3 of Danielson. Feedback on walkthroughs provided to staff through PA-ETEP custom forms template. Focus will be on Danielson framework and work towards individual professional development goal.</td>
<td>09/28/2021 - 06/11/2022</td>
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<td>Walk-through template on PA-ETEP</td>
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<tr>
<td>Provide on-site coaching for math teachers on the CRA model and instructional sequencing in mathematics.</td>
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<tr>
<td>Schedule Testing calendar for 21-22 school year</td>
<td>07/12/2021 - 08/18/2021</td>
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### Action Steps

Evaluate the impact of instructional strategies through data gathered from walk throughs and learning walks to determine the progress of school wide implementation of instructional best practices. Evaluation of data will be used to determine instructional focus and needs based professional development for upcoming school year.

### Anticipated Start/Completion Date

05/01/2022 - 06/11/2022

### Monitoring/Evaluation

Monitoring will occur on a quarterly basis utilizing benchmark assessments as well as walk-through and observation data.

### Anticipated Output

Standardized data analysis using the Data Wise framework to impact instruction. Structured Meeting agendas that follow Data Wise framework. Learning walk data and walkthrough data to inform best practice. Data from benchmarks and student assessments in a central locations for data analysis. Significant growth reports from the CDT and Action plans from each department.

### Material/Resources/Supports Needed

Walk through and observation data

### PD Step

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<tr>
<td>Evaluate the impact of ELL, ELA, and Math coach through data gathered from data wise action plans, walk-throughs and observations.</td>
<td>05/01/2022 - 06/11/2022</td>
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<td>Conduct Data Analysis of the CDT end of year test to see growth report for</td>
<td>05/12/2022 - 06/11/2022</td>
</tr>
<tr>
<td>students and if growth goals were attained. Report data analysis to building</td>
<td></td>
</tr>
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<td>administration.</td>
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<td>Monitoring will occur on a quarterly basis utilizing benchmark assessments as well</td>
<td>Standardized data analysis using the Data Wise framework to impact instruction.</td>
</tr>
<tr>
<td>as well as walk-through and observation data.</td>
<td>Structured Meeting agendas that follow Data Wise framework. Learning walk data</td>
</tr>
<tr>
<td></td>
<td>and walkthrough data to inform best practice. Data from benchmarks and student</td>
</tr>
<tr>
<td></td>
<td>assessments in a central locations for data analysis. Significant growth reports</td>
</tr>
<tr>
<td></td>
<td>from the CDT and Action plans from each department.</td>
</tr>
</tbody>
</table>

### Material/Resources/Supports Needed

<table>
<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
<th>PD Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action plan and Growth reports</td>
<td>no</td>
</tr>
</tbody>
</table>

---

**Action Plan: Epstein Framework**

Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Anticipated Start/Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select types of Parent Involvement from Epstein's framework for each type of involvement by Action Team of Partnerships</td>
<td>07/01/2021 - 08/14/2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring/Evaluation</th>
<th>Anticipated Output</th>
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<tbody>
<tr>
<td>This action plan will be monitored quarterly on two way effective communication with parents and the impact on daily student attendance.</td>
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<tr>
<th>Material/Resources/Supports Needed</th>
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<tbody>
<tr>
<td>Epstein Framework</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Assemble Action Team for Partnerships (6-10 members) Model after Epstein's Framework for Family Engagement</td>
<td>07/01/2021 - 08/17/2021</td>
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<tbody>
<tr>
<td>Google form interest survey</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Schedule professional development with staff on School, Family, and Community Partnerships by Joyce Epstein conducted by Family/Community Engagement Liason</td>
<td>07/01/2021 - 08/17/2021</td>
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<tbody>
<tr>
<td>Schedule for professional development PD evaluation</td>
<td>no</td>
</tr>
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<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Create a monthly goal sheet for each student for teachers, students and</td>
<td>07/01/2021 - 08/21/2021</td>
</tr>
<tr>
<td>parents to connect and discuss. The goal could be academic, attendance</td>
<td></td>
</tr>
<tr>
<td>and/or behavior. Provide a digital option.&quot;</td>
<td></td>
</tr>
<tr>
<td>Monitoring/Evaluation</td>
<td></td>
</tr>
<tr>
<td>This action plan will be monitored quarterly on two way effective</td>
<td>Data from communication logs,</td>
</tr>
<tr>
<td>communication with parents and the impact on daily student attendance.</td>
<td>events tracker, and daily student</td>
</tr>
<tr>
<td></td>
<td>attendance.</td>
</tr>
<tr>
<td>Material/Resources/Supports Needed</td>
<td></td>
</tr>
<tr>
<td>Goal sheet</td>
<td>PD Step</td>
</tr>
<tr>
<td></td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
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<tr>
<td>Establish meeting times over the summer for Action Team of Partnerships to meet</td>
<td>07/01/2021 - 08/21/2021</td>
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**Monitoring/Evaluation**

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<tr>
<th><strong>Material/Resources/Supports Needed</strong></th>
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<tbody>
<tr>
<td>Calendar/ Extra wages, contractual hourly wage, for meeting beyond contractual time</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Develop Week at a Glance template that can be distributed as a hard or digital copy to students and parents weekly.</td>
</tr>
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<tr>
<td>Week at a Glance template</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
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<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| Establish Family engagement calendar for Family engagement activities being held every Wednesday -  
  Assign teams to parent nights - team originated for the theme for that night Department heads - effectively  
  use content at home                                                                                   | 07/01/2021 - 08/21/2021          |

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<tr>
<td>Coordinate and organize community resources for Family Engagement programs including Family nights and providing Adopt-A-Block drop-offs: non-persishable food/meal, community information, and opportunity to address needs (basic &amp; educational)</td>
<td>07/01/2021 - 08/21/2021</td>
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<td><strong>Anticipated Start/Completion Date</strong></td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>Develop Action Plan from Epstein's Framework using the Template provided and the focus being on incorporating academic activities and parent understanding / involvement in student academic growth.</td>
<td>07/01/2021 - 08/21/2021</td>
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<td>Template for Action Plan</td>
<td>no</td>
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<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Continue services from Family/Community Engagement Liaison: Provide professional development to teachers and parents, contact community agencies, text families/parents, track parent engagement activities.</td>
<td>08/03/2021 - 06/30/2022</td>
</tr>
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<td>Funding for staff member / Contract</td>
<td>no</td>
</tr>
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<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Ask Parent Advisory Committee to review Action Plan and send back to Parent Action Team with suggestions and questions.</td>
<td>08/24/2021 - 09/11/2021</td>
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<tbody>
<tr>
<td>Completed Action plan</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Review tracking sheet for Family engagement events and include school wide protocols for tracking community partners</td>
<td>08/24/2021 - 06/11/2022</td>
</tr>
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<tbody>
<tr>
<td>Google form tracking sheet / protocols one sheeter</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Develop Parent Advisory Council (PAC) meeting schedule for school year.</td>
<td>08/24/2021 - 06/11/2022</td>
</tr>
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<tbody>
<tr>
<td>PAC Schedule for posting digital and hardcopy</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Conduct professional development for new staff on developing SMART goals and conferencing with students and protocols for the use of the Personal Goal sheets</td>
<td>08/25/2021 - 08/28/2021</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Goal sheet, protocols one sheeter, and presentation</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Create calendar of monthly parent communication</td>
<td>07/12/2021 - 08/17/2021</td>
</tr>
<tr>
<td>themes (themes include attendance, PBIS items,</td>
<td></td>
</tr>
<tr>
<td>grade/feedback/report cards, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring/Evaluation</strong></td>
<td><strong>Anticipated Output</strong></td>
</tr>
<tr>
<td>This action plan will be monitored quarterly on two</td>
<td>Data from communication logs, events</td>
</tr>
<tr>
<td>way effective communication with parents and the</td>
<td>tracker, and daily student attendance.</td>
</tr>
<tr>
<td>impact on daily student attendance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Material/Resources/Supports Needed</strong></td>
<td><strong>PD Step</strong></td>
</tr>
<tr>
<td>Communication calendar</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Send home the monthly Personal goal sheet for the parents and students to discuss. Students that return the goal sheet will receive an incentive. (CHAMPS points)</td>
<td>08/25/2021 - 06/11/2022</td>
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<tbody>
<tr>
<td>Personal Goal sheets</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Tracking of engagement data of families, community and teachers</td>
<td>08/25/2021 - 06/11/2022</td>
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<tr>
<td>Tracking sheet Google form</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Conduct a community engagement professional development with staff on the School, Family and Community Partnerships by Joyce Epstein conducted by Parent Community Engagement Liaison. The community engagement professional development will occur throughout the school year as part of the professional development plan.</td>
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<tr>
<td>&quot;School, Family, and Community Partnerships Book by Joyce Epstein (purchased) Quarterly professional development Schedule for yes professional development&quot;</td>
<td></td>
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<td><strong>Anticipated Start/Completion Date</strong></td>
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<td>-------------------------------------</td>
</tr>
<tr>
<td>Notify parent/community via text and class dojo of activities, events, and volunteering opportunities</td>
<td>08/25/2021 - 06/11/2022</td>
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<tbody>
<tr>
<td>Class Dojo / Blackboard</td>
<td>no</td>
</tr>
<tr>
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<td><strong>Anticipated Start/Completion Date</strong></td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Evaluate...</td>
<td>08/25/2021 - 06/11/2022</td>
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<td>OnHands reports</td>
<td>no</td>
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<td>Hold parent/community activities</td>
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<th><strong>Material/Resources/Supports Needed</strong></th>
<th><strong>PD Step</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds for extra wages, contractual hourly wage, for meeting beyond contractual time, materials for events, space for events</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Establish monthly planning meeting schedule for Action Team for Partnerships;</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Monitoring/Evaluation</strong></th>
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<tbody>
<tr>
<td>This action plan will be monitored quarterly on two way effective communication with parents and the impact on daily student attendance.</td>
<td>Data from communication logs, events tracker, and daily student attendance.</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>Material/Resources/Supports Needed</strong></th>
<th><strong>PD Step</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Common meeting time and space, funds for extra wages, contractual hourly wage, for meeting beyond contractual time, meeting agendas and sign in sheets&quot;</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Identify preferred communication method for each family through Class Dojo (Texting) survey.</td>
<td>08/31/2021 - 11/09/2021</td>
</tr>
</tbody>
</table>

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<tr>
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<tr>
<th><strong>Material/Resources/Supports Needed</strong></th>
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<tbody>
<tr>
<td>Google form survey</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Establish monthly meetings for the Parent Advisory Counsel to meet with</td>
<td>08/31/2021 - 06/11/2022</td>
</tr>
<tr>
<td>Parent Outreach Assistant and Family/Community Engagement Liaison</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring/Evaluation</th>
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<tbody>
<tr>
<td>This action plan will be monitored quarterly on two way effective</td>
<td>Data from communication logs,</td>
</tr>
<tr>
<td>communication with parents and the impact on daily student attendance.</td>
<td>events tracker, and daily student</td>
</tr>
<tr>
<td></td>
<td>attendance.</td>
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</tbody>
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<tr>
<th>Material/Resources/Supports Needed</th>
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</tr>
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<tbody>
<tr>
<td>Calendar and other planning templates. Funding for materials for activities</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>&quot;Provide parents and families monthly on-site opportunities to learn about Communication tools and Digital Learning resources. Parent Community Engagement Liaison, Student services, and POA&quot;</td>
<td>08/31/2021 - 06/11/2022</td>
</tr>
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<th>Material/Resources/Supports Needed</th>
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<tbody>
<tr>
<td>Calendar of events, Use of computers</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
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<td>------------------</td>
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</tr>
<tr>
<td>Provide OnHands professional development and coaching for teachers to utilize the platform. Coaching will focus on entering parent communication and running reports.</td>
<td>08/17/2021 - 06/11/2022</td>
</tr>
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<tbody>
<tr>
<td>OnHands program</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Tracking system for Teacher and Parent communication using OnHands: includes contacts with parents via Class Dojo, Email, Phone, and Personal goal sheets</td>
<td>08/31/2021 - 06/11/2022</td>
</tr>
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<tbody>
<tr>
<td>OnHands / Reports</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
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</tr>
<tr>
<td>Conduct professional development to entire staff on the role of the Action team and activities for the year (including roles of the team members and events calendar)</td>
<td>09/07/2021 - 09/28/2021</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Action Plan, Epstein Framework, and Calendar of events</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
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</tr>
<tr>
<td>Evaluate the Family/Community Engagement Liaison. The team will utilize the tracking sheets for engagement as well as staff and parent surveys which will include questions on interpersonal skills. Evaluation forms from the professional development will be utilized as well.</td>
<td>05/17/2021 - 06/18/2022</td>
</tr>
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<tbody>
<tr>
<td>Tracking sheets, parent surveys, and evaluations from professional development</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Hold Education Week on a quarterly basis where parents join their student's classroom. Parent will meet with administration before joining and will receive further information about student academic growth, curriculum, and testing.</td>
<td>09/03/2021 - 05/28/2022</td>
</tr>
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<tbody>
<tr>
<td>Presentation and Themes</td>
<td>no</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Contract with Reading Area Community College to provide Basic conversation Spanish with staff.</td>
<td>08/25/2021 - 05/28/2022</td>
</tr>
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<tr>
<td>Contract and schedule. Stipend for staff.</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Action Steps</strong></td>
<td><strong>Anticipated Start/Completion Date</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Provide online Attendance Works PD for classroom teachers and support staff on best practices to help with student attendance.</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
</tbody>
</table>

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<th><strong>PD Step</strong></th>
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<tbody>
<tr>
<td>attendanceworks.org PD contract and PD usage</td>
<td>yes</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Hold attendance summit from Berk County attendance initiative with select groups of students and parents</td>
<td>09/03/2021 - 05/28/2022</td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Contract, schedule, resources</td>
<td>no</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Hold attendance incentives and events for parents and students a weekly, monthly and quarterly basis.</td>
<td>01/01/0001 - 05/28/2022</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Incentives</td>
<td>no</td>
</tr>
</tbody>
</table>

**Action Plan: Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research**
### ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Provide professional development for new teaching staff about Data Wise protocols. The PD will be the free data wise course online and will focus on Data Wise protocols</td>
<td>07/01/2021 - 12/30/2021</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td>Provide professional development for new teaching staff about Data Wise protocols</td>
<td>08/24/2021 - 11/25/2021</td>
<td>08/24/2021 - 11/25/2021</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment. (ELA growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>(Incorporate topic into professional development)</td>
<td>08/24/2021 - 11/25/2021</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
<td>Professional Development Step</td>
<td>Anticipated Timeline</td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Contact and Schedule ESL Professional Development Facilitator (Idalmi Cedeno-Naylor and Angel Zimmerman) to provide professional development on utilizing rubrics to score tasks, Can Do Descriptors, Academic language and strategies with working with ELLs.</td>
<td>08/24/2021 - 09/01/2021</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment. (ELA growth goals)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>ESL certification cohort of teachers complete Turn Around PD on ESL best practices and</td>
<td>08/25/2021 - 05/25/2022</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
<td>Professional Development Step</td>
<td>Anticipated Timeline</td>
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<td>----------------------</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from their beginning of year CDT assessment. (ELA growth goals)</td>
<td>Monitoring Student Mastery</td>
<td>strategies for all staff. Teachers will use professional development presentations created during certification classes. The presentation will be shared with all staff during scheduled Professional Development days and schedule after school seminars or new teacher induction. Seminars will be completed on a quarterly basis.</td>
<td>08/25/2021</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td>Engage Instructional Leadership team</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
<td>Professional Development Step</td>
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<td>---------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from</td>
<td>Teams in Assessing and Monitoring</td>
<td>Teachers will create professional development presentation based on</td>
<td>05/25/2022</td>
</tr>
<tr>
<td>their beginning of year CDT assessment. (Math growth goals)</td>
<td>Student Mastery</td>
<td>summer learning sessions. The presentation will be shared with all</td>
<td></td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from</td>
<td></td>
<td>staff during scheduled Professional Development days in August.</td>
<td></td>
</tr>
<tr>
<td>their beginning of year CDT assessment. (ELA growth goals)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth</td>
<td>Engage Instructional Teams in</td>
<td>Provide professional development to staff on effectively utilizing</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>target (EL growth goals)</td>
<td>Assessing and Monitoring Student</td>
<td>data from various resources to enhance instruction in a differentiated</td>
<td></td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on ELA CDT from</td>
<td>Mastery</td>
<td>model. Staff will understand how</td>
<td></td>
</tr>
<tr>
<td>their beginning of year CDT assessment. (ELA growth goals)</td>
<td></td>
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<tr>
<td>By June 30, 2022, 90% of EL students will meet their designated yearly growth target (EL growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>to access different score reports and utilize a variety of data evidence to inform practice (Data Wise Step 2 Build Assessment Literacy)</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
<td></td>
<td>Conduct weekly department meetings to look at the importance of looking at many different types of data, from student work to exam results to conversations with students on a quarterly basis. From this, each departmart will produce learner-centered problem(skills) (All</td>
<td></td>
</tr>
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<td>Action Plan</td>
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<td>By June 30, 2022, 90% of students will show significant growth on Math CDT from their beginning of year CDT assessment. (Math growth goals)</td>
<td>Engage Instructional Teams in Assessing and Monitoring Student Mastery</td>
<td>Provide professional development to entire staff by ESL Supervisor (Idalmy Naylor and Angel Zimmerman) on the rubrics utilized for Speaking and Writing for ELs and how to score</td>
<td>08/25/2021 - 11/09/2021</td>
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</tr>
<tr>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)</td>
<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Conduct professional development for new staff on developing SMART goals and conferencing with students and protocols for the use of the Personal Goal sheets</td>
<td>08/25/2021 - 08/28/2021</td>
</tr>
<tr>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)</td>
<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Conduct a community engagement professional development with staff on the School, Family and Community Partnerships by</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)</td>
<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Conduct a community engagement professional development with staff on the School, Family and Community Partnerships by</td>
<td>08/25/2021 - 06/11/2022</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
<td>Professional Development Step</td>
<td>Anticipated Timeline</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>Family, and Community Partnerships: A summary of five years of NNPS Research</td>
<td>Joyce Epstein conducted by Parent Community Engagement Liason. The community engagement professional development will occur throughout the school year as part of the professional development plan.</td>
<td>Provide OnHand professional development and coaching for teachers to utilize the platform. Coaching will focus on entering parent communication</td>
<td>08/17/2021 - 06/11/2022</td>
</tr>
<tr>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)</td>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)</td>
<td></td>
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<td>Measurable Goals</td>
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<tr>
<td>By June 30, 2021, Southern Middle School will increase regular attendance to 95% of the school population (Engagement Impact on Attendance)</td>
<td>Community Partnerships: A summary of five years of NNPS Research</td>
<td>Conduct professional development to entire staff on the role of the Action team and activities for the year (including roles of the team members and events calendar)</td>
<td>09/07/2021 - 09/28/2021</td>
</tr>
<tr>
<td>By June 30, 2021, Southern Middle School teachers will contact 100% of the parents/guardians and receive an average for the school year of 75% response rate that was collected on a monthly basis using a variety of communication methods and response types. (Parent Communication 2 way)</td>
<td>Epstein Framework Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: A summary of five years of NNPS Research</td>
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<td></td>
<td>Epstein Framework Contract with Reading Area</td>
<td>08/25/2021 -</td>
</tr>
<tr>
<td>Measurable Goals</td>
<td>Action Plan Name</td>
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</tr>
<tr>
<td>was collected on a monthly basis using a variety of communication methods and</td>
<td>Developing and Sustaining Research-based Programs of School, Family, and Community</td>
<td>Community College to provide Basic conversation Spanish with staff.</td>
<td>05/28/2022</td>
</tr>
<tr>
<td>response types. (Parent Communication 2 way)</td>
<td></td>
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<tr>
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<tr>
<td>Professional Development Plan</td>
<td>Audience</td>
<td>Topics of Prof. Dev</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>New Teaching staff Data Wise course</td>
<td>New teaching staff</td>
<td>Data wise course steps</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence of Learning**

<table>
<thead>
<tr>
<th>Professional Development Step</th>
<th>Audience</th>
<th>Anticipated Timeframe</th>
<th>Lead Person/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion - review and reflection</td>
<td>08/17/2021 - 12/30/2021</td>
<td>Principal / Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**
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<tr>
<th>Professional Development Step</th>
<th>Audience</th>
<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teaching staff - Coteaching</td>
<td>Teaching staff new to Co teaching model</td>
<td>co teaching</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD evaluation</td>
<td>08/17/2021 - 08/30/2021</td>
<td>Principal / Assistant Principal</td>
</tr>
<tr>
<td>Danielson Framework Component Met in this Plan:</td>
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<tr>
<td>Professional Development Step</td>
<td>Audience</td>
<td>Topics of Prof. Dev</td>
</tr>
<tr>
<td>ESL PD - utilizing rubrics to score tasks, Can Do Descriptors, Academic language and strategies with working with ELLs.</td>
<td>All staff</td>
<td>utilizing rubrics to score tasks, Can Do Descriptors, Academic language and strategies with working with ELLs.</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD evaluation and implementation during learning walkthroughs</td>
<td>08/25/2021 - 11/06/2021</td>
<td>ESL PDF</td>
</tr>
<tr>
<td>Danielson Framework Component Met in this Plan:</td>
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<td>Topics of Prof. Dev</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>ESL best practices and strategies</td>
<td>All staff</td>
<td>ESL best practices and strategies</td>
</tr>
</tbody>
</table>

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<tr>
<th>Evidence of Learning</th>
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</thead>
<tbody>
<tr>
<td>PD evaluation and implementation in lesson plans and learning walkthroughs</td>
<td>09/06/2021 - 12/30/2021</td>
<td>ESL Alvernia Cohort</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>ESL Summer Leadership</td>
<td>All teaching staff</td>
<td>Progress monitoring EL students</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Evidence of Learning</th>
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</thead>
<tbody>
<tr>
<td>PD evaluation and implementation of practice during learning walks</td>
<td>09/06/2021 - 12/30/2021</td>
<td>ESL summer leadership committee</td>
</tr>
</tbody>
</table>
### Danielson Framework Component Met in this Plan:

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<tr>
<th>Professional Development Step</th>
<th>Audience</th>
<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Wise Step 2 Build Assessment Literacy</td>
<td>All staff</td>
<td>Staff will understand how to access different score reports and utilize a variety of data evidence to inform practice (Data Wise Step 2 Build Assessment Literacy)</td>
</tr>
</tbody>
</table>

### Evidence of Learning

<table>
<thead>
<tr>
<th>Anticipated Timeframe</th>
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<tbody>
<tr>
<td>09/09/2021 - 06/11/2022</td>
<td>Principal / Assistant principal</td>
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</table>

### PD evaluation and Data overview

Danielson Framework Component Met in this Plan:

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<tr>
<th>Professional Development Step</th>
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<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Wise Step 4 Dig into Student Data</td>
<td>All teaching staff</td>
<td>Conduct weekly department meetings to look at the importance of looking at many different types of data, from student work to exam results to conversations with students on a quarterly basis. From this, each department will produce learner-centered problem(skills) (All Departments) (Data Wise Step 4 Dig into Student Data)</td>
</tr>
<tr>
<td>Data Analysis Josh Hoyt</td>
<td>All teaching staff</td>
<td>Provide on-site coaching and professional development for all teachers on effective data analysis strategies</td>
</tr>
</tbody>
</table>

### Evidence of Learning

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<thead>
<tr>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>PD evaluation and Learner centered problem</td>
<td>09/20/2021 - 06/11/2022</td>
<td>Principal / Assistant Principal</td>
</tr>
</tbody>
</table>

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<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART goals and Conferencing</td>
<td>All teaching staff</td>
<td>SMART goals and teacher - student conferencing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>PD evaluation and conferencing schedule</td>
<td>08/25/2021 - 09/09/2021</td>
<td>Principal / Assistant principal</td>
</tr>
<tr>
<td>Professional Development Step</td>
<td>Audience</td>
<td>Topics of Prof. Dev</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>School, Family and Community Partnerships by Joyce Epstein</td>
<td>All teaching staff</td>
<td>Conduct a community engagement professional development with staff on the School, Family and Community Partnerships by Joyce Epstein conducted by Parent Community Engagement Liaison. The community engagement professional development will occur throughout the school year as part of the professional development plan.</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td>Anticipated Timeframe</td>
<td>Lead Person/Position</td>
</tr>
<tr>
<td>PD evaluation and individual teacher's plan to be involved in parent engagement</td>
<td>08/17/2021 - 01/01/0001</td>
<td>Parent Community Engagement Liaison.</td>
</tr>
<tr>
<td>Danielson Framework Component Met in this Plan:</td>
<td>This Step meets the Requirements of State Required Trainings:</td>
<td></td>
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</tr>
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<tbody>
<tr>
<td>OnHands PD</td>
<td>All teaching staff</td>
<td>OnHands reports for parent communication entry and tracking</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td>Anticipated Timeframe</td>
<td>Lead Person/Position</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>PD evaluation and task completion</td>
<td>08/17/2021 - 01/01/0001</td>
<td>OnHands presenter</td>
</tr>
</tbody>
</table>

Danielson Framework Component Met in this Plan:

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</tr>
</thead>
<tbody>
<tr>
<td>Attendance Works</td>
<td>All staff</td>
<td>Student attendance and the impact on learning</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>PD evaluation</td>
<td>08/17/2021 - 01/01/0001</td>
<td>Attendance works presenter</td>
</tr>
</tbody>
</table>

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:
<table>
<thead>
<tr>
<th>Communication Step</th>
<th>Topics of Message</th>
<th>Mode</th>
<th>Audience</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing of school improvement priorities and goals to receive feedback</td>
<td>Review Vision and Mission with staff</td>
<td>Presentation to staff</td>
<td>Southern Staff</td>
<td>June 2021</td>
</tr>
<tr>
<td>Presentation of entire plan to faculty</td>
<td>2021 - 2022 School Improvement Plan</td>
<td>Presentation</td>
<td>Southern staff - All stakeholder</td>
<td>June 2021</td>
</tr>
<tr>
<td>Presentation of plan to Parent and Community</td>
<td>2021 - 2022 School Improvement Plan</td>
<td>Presentation</td>
<td>Parent Advisory counsel</td>
<td>June 2021</td>
</tr>
<tr>
<td>Copy of the entire plan in the Southern Middle School main office for the community and parents to access</td>
<td>2021 - 2022 School Improvement Plan</td>
<td>Plan Access</td>
<td>Parents and Community</td>
<td>June 2021</td>
</tr>
<tr>
<td>Board Approval</td>
<td>Board approval of SIP</td>
<td>Board Presentation</td>
<td>Reading School District Board of Directors (SBOD)</td>
<td>June 23, 2021</td>
</tr>
<tr>
<td>Community Feedback</td>
<td>Display of SIP</td>
<td>Display plan on the Reading School District website homepage and Southern Middle School homepage and link shared on Class Dojo.</td>
<td>Public</td>
<td>June 2021</td>
</tr>
<tr>
<td>Communication Step</td>
<td>Topics of Message</td>
<td>Mode</td>
<td>Audience</td>
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</tr>
<tr>
<td>Parents</td>
<td>SIP at a Glance</td>
<td>Creation of a “one pager” of the plan in both English and Spanish to send home with registration packets.</td>
<td>Parents/Guardians and Community Members</td>
<td>August, 2021</td>
</tr>
<tr>
<td>Parent Event</td>
<td>Priorities of School</td>
<td>Beginning of the School Year orientation table to share with community, including Southern Alumni Association, and parents</td>
<td>Parents and community</td>
<td>September, 2021</td>
</tr>
<tr>
<td>Video and presentation of the plan at Title 1 meeting with parents</td>
<td>School Improvement Plan</td>
<td>Share the mission and vision with parents and families</td>
<td>Parents and families</td>
<td>September 2021</td>
</tr>
<tr>
<td>Updates/progress</td>
<td>Updates/progress on SIP</td>
<td>Updates /progress on plan provided to students, teachers, parents, and community through Black board newsletter posted on Class Dojo and School Website quarterly</td>
<td>Stakeholders - teachers, parents, community members</td>
<td>quarterly</td>
</tr>
<tr>
<td>Updates for families and community members</td>
<td>Parents and community members will receive updates and be able to discuss progress and concerns.</td>
<td>Parent Advisory Council meetings</td>
<td>Parents and Community members</td>
<td>February, 2022</td>
</tr>
</tbody>
</table>