VISION FOR LEARNING

Northeast Middle School is COMMITTED to serving as a vessel for the FUTURE for its students. We are an educational institution whose foundational goal is to equip all of our students with the necessary tools to support their academic, social-emotional, and career pathways while assisting them in becoming successful, contributing members of our community and beyond. This endeavor will be steered by ALL members of our school COMMUNITY.

STEERING COMMITTEE

Name	Position	Building/Group
Geraldine Sepulveda Torres	Principal	Northeast MS
Elizabeth Whitehouse	SPED Resource	Northeast MS
Linda Criss	ESL Resource	Northeast MS
Amanda Moser	Education Specialist	Northeast MS
Lindsey O'Hara	Regular Ed	Northeast MS
Loida Ayala	Parent Outreach Assistant	Northeast MS
Holly Conrad	Teacher	Northeast MS
Catherine Rodriguez	Parent	Northeast MS
Khaled Ashraf	Other	Northeast MS
Stacey Eiler	Teacher	Northeast MS
Stewart Lerch	Community Member	Northeast MS
David Consuegra	Parent	Northeast MS
Sarah Melzer	District Level Leaders	Northeast MS

Name	Position	Building/Group
Javier Martinez	Parent	Northeast MS
Cerisse Foster	Other	Northeast MS
Christina Foehl	Other	BCIU
Wanda Crespo	District Level Leaders	Reading School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we can identify student learning needs and teachers are provided with targeted professional learning to address student needs and the time to collaborate and implement, then classroom teachers and specialists will utilize instructional practices to address diverse needs and students will demonstrate growth and engagement.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If systems are created so students understand behavior expectations and have a positive relationship within the school, then student misbehavior will decrease as more focused learning time increases.	Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Utilizing data to inform instruction to meet student needs.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady	50% of students will meet their typical growth goal as measured by iReady by June 2024.
SRI	Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a data team and team responsibilities (team leaders, department heads)	2023-07-01 - 2023-09-30	Instructional Coach (iReady), Reading Specialist	Data resources
Create data protocols and schedule	2023-07-01 - 2023-09-30	Principal, AP, Data Lead	LEA: Reading SD School: NEMS Evidence Based Strategy: Utilizing data to inform instruction to meet student needs. Action Step Anticipated Start Date Anticipated Completion Date Lead Person/ Position Required Materials/ Resources/ Supports PD Step? (Y/N) Establish a data team and team responsibilities (team leaders, department heads) 7/1 9/30 Instructional Coach (iReady), Reading Specialist N Create data protocols and schedule 7/1 9/30 Principal, AP, Data Lead Protocols, District schedules, PD plans N Determine RAE and math scheduling/needs 7/1 9/30 Instructional Coach Student rosters N Provide professional learning for data team (IU Support?) 7/1 9/30 Data Lead, BCIU Data, protocols Y Administer assessments 9/1 9/30 CR Teachers assessments N Hold data meetings for all grade level teams using district determined data 9/30 10/30 Data Leads Data, protocols N Provide professional learning for all teachers on data processes, analysis, and teacher goal setting (IU Support?) 9/30 10/30 Data Leads, BCIU Data, student work, protocols Y Hold data meetings to determine next steps to address student needs in the classroom 9/30 10/30 Data Leads, BCIU Data, student work, protocols N Student goal setting 11/1 12/30 CR Teachers Student data & work, goal setting sheets N Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) 11/1 12/30 Instructional Coach, Reading

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Specialist, BCIU Schedule, team focus areas Y Utilize building professional learning days for data analysis or support/coaching (IU Support?) 11/1 12/30 Instructional Coach, Reading Specialist, BCIU Schedule, team focus areas Y Hold data meetings to determine next steps to address student needs in the classroom 11/1 12/30 Data Leads, BCIU N Student goal setting 1/1 1/30 CR Teachers N Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) 1/1 3/30 Instructional Coach, Reading Specialist, BCIU Y Utilize building professional learning days for data analysis or support/coaching (IU Support?) 1/1 3/30 Instructional Coach, Reading Specialist, BCIU N Hold data meetings to determine next steps to address student needs in the classroom 1/1 3/30 Data Leads, BCIU N Student goal setting 4/1 4/30 CR Teachers N Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) 4/1 5/30 Instructional Coach, Reading Specialist, BCIU Y Utilize building professional learning days for data analysis or support/coaching (IU Support?) 4/1 5/30 Instructional Coach, Reading Specialist, BCIU N Analyze end of year data 5/1 6/30 Principal, AP, Data Leads N Professional Development Plan Action Step from Above Audience Topics Evidence of Learning Lead Person/ Position Start/ End Date Provide professional learning for data team (IU Support?) Data Team Data reports, protocols Facilitation of data teams Data Lead, BCIU 7/1 - 9/30 Provide professional learning for all teachers on data processes and analysis (IU Support?) CR Teachers Data, protocols Increased use of data Data Leads, BCIU 9/30 - 10/30 Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) CR Teachers Instructional practices Shifts in practice, Student engagement and learning Instructional Coach, Reading Specialist, BCIU 11/1 12/30, 1/1 - 3/30, 4/1 - 5/30 Utilize building professional learning days for data analysis or support/coaching (IU Support?) CR

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Teachers Instructional practices Shifts in practice, Student engagement and learning Instructional Coach, Reading Specialist, BCIU 11/1 12/30, 1/1 - 3/30, 4/1 - 5/30
Determine RAE and math scheduling/needs	2023-07-01 - 2023-09-30	Instructional Coach	Student rosters
Provide professional learning for data team (IU Support?)	2023-07-01 - 2023-09-30	Data Lead, BCIU	Data, protocols
Administer assessments	2023-09-01 - 2023-09-30	Classroom Teachers	Assessments
Hold data meetings for all grade level teams using district determined data	2023-09-30 - 2023-10-30	Data Leads	Data, protocols
Provide professional learning for all teachers on data	2023-09-30 - 2023-10-30	Data Leads, BCIU	Data, student work, protocols

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
processes, analysis, and teacher goal setting (IU Support?)			
Hold data meetings to determine next steps to address student needs in the classroom	2023-09-30 - 2023-10-30	Data Leads, BCIU	Data, student work, protocols
Student goal setting	2023-11-01 - 2023-12-30	Classroom Teachers	Student data & work, goal setting sheets
Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	2023-11-01 - 2023-12-30	Instructional Coach, Reading Specialist, BCIU	Schedule, team focus areas
Utilize building professional	2023-11-01 - 2023-12-30	Instructional Coach,	Schedule, team focus areas

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
learning days for data analysis or support/coaching (IU Support?)		Reading Specialist, BCIU	
Hold data meetings to determine next steps to address student needs in the classroom	2023-11-01 - 2023-12-30	Data Leads, BCIU	Data
Student goal setting	2024-01-01 - 2024-01-30	Classroom Teachers	Student Data
Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	2024-01-01 - 2024-03-30	Instructional Coach, Reading Specialist, BCIU	Data
Utilize building professional learning days for data analysis or	2024-01-01 - 2024-03-30	Instructional Coach, Reading Specialist,	Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support/coaching (IU Support?)		BCIU	
Hold data meetings to determine next steps to address student needs in the classroom	2024-01-01 - 2024-03-30	Data Leads, BCIU	Data
Student goal setting	2024-04-01 - 2024-05-30	Classroom Teachers	
Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	2024-04-01 - 2024-05-30	Instructional Coach, Reading Specialist, BCIU	
Utilize building professional learning days for data analysis or support/coaching	2024-04-01 - 2024-05-30	Instructional Coach, Reading Specialist, BCIU	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
(IU Support?)			
Analyze end of year data	2024-05-01 - 2024-06-30	Principal, AP, Data Leads	

Anticipated Outcome

Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Monitoring/Evaluation

Data meetings on a quarterly basis

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Referrals	By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year.
CHAMPS	Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level.

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Solidify a PBIS team	2023-07-01 - 2023-08-30	Assistant Principal	
Create a meeting schedule	2023-07-01 - 2023-08-30	Assistant Principal	District schedules, PD plans
Hold summer meeting to solidify team responsibilities	2023-07-01 - 2023-08-30	Assistant Principal	PBIS materials
Schedule quarterly events	2023-07-01 - 2023-08-30	Assistant Principal	District and building schedules
Set up data systems to collect points with consistency	2023-07-01 - 2023-08-30	Assistant Principal	
Create posters celebrating CHAMPS behaviors	2023-07-01 - 2023-08-30	PBIS Team	
Provide August in-service - PBIS points, behavior expectations, CHAMPS lessons, code of conduct review, connection to restorative practices	2023-08-01 - 2023-08-30	PBIS Team	
Provide Cultural sensitivity workshop	2023-08-01 -	Equity Team	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2023-09-30		
Provide training for all support staff (security guards, secretaries...) - PBIS points, behavior expectations, code of conduct review, connection to restorative practices	2023-08-01 - 2023-09-30	PBIS Team	
Schedule quarterly assemblies with music department	2023-09-01 - 2023-09-30	Assistant Principal	
Analyze behavior data (IU Support?)	2023-11-01 - 2023-11-30	Assistant Principal	
Plan Assembly	2023-10-01 - 2023-10-30	Assistant Principal	
Plan assembly	2023-10-01 - 2023-10-30	Grade Level, PBIS Team	
Hold student recognition assemblies	2023-11-01 - 2023-11-30	Grade Level, PBIS Team	
Engage staff in restorative/team building check-in	2023-11-01 - 2023-12-30	RP Lead, Department/ Grade Level Leads	
Analyze behavior data (IU Support?)	2024-01-01 - 2024-01-30	Assistant Principal	
Plan assembly	2024-01-01 -	Grade Level, PBIS	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2024-01-30	Team	
Hold student recognition assemblies	2024-01-01 - 2024-02-28	Grade Level, PBIS Team	
Engage staff in restorative/team building check-in	2024-01-01 - 2024-03-30	RP Lead, Department/ Grade Level Leads	
Further review of Code of Conduct and Tier I management, de-escalation	2024-01-01 - 2024-03-30	Assistant Principal	
Analyze behavior data (IU Support?)	2024-04-01 - 2024-04-30	Assistant Principal	
Plan assembly	2024-04-01 - 2024-04-30	Grade Level, PBIS Team	
Hold student recognition assemblies	2024-04-15 - 2024-05-15	Grade Level, PBIS Team	
Engage staff in restorative/team building check-in	2024-04-01 - 2024-06-15	Restorative Practices Lead, Department/ Grade Level Leads	
Analyze behavior data (IU Support?)	2024-05-01 - 2024-05-30	Assistant Principal	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Plan assembly	2024-05-01 - 2024-06-15	Grade Level, PBIS Team	
Hold student recognition assemblies	2024-06-01 - 2024-06-15	Grade Level, PBIS Team	

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide professional learning for data team (IU Support?)	07/01/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide professional learning for all teachers on data processes, analysis, and teacher goal setting (IU Support?)	09/30/2023 - 10/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	11/01/2023 - 12/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Utilize building professional learning days for data analysis or support/coaching (IU Support?)	11/01/2023 - 12/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	01/01/2024 - 03/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	04/01/2024 - 05/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year. (Referrals) Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level. (CHAMPS)	PBIS	Provide August in-service - PBIS points, behavior expectations, CHAMPS lessons, code of conduct review, connection to restorative practices	08/01/2023 - 08/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year. (Referrals) Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level. (CHAMPS)	PBIS	Provide Cultural sensitivity workshop	08/01/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year. (Referrals) Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level. (CHAMPS)	PBIS	Provide training for all support staff (security guards, secretaries...) - PBIS points, behavior expectations, code of conduct review, connection to restorative practices	08/01/2023 - 09/30/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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.

Signature (Entered Electronically and must have access to web application).

_____

Chief School Administrator

_____

School Improvement Facilitator Signature

_____

Building Principal Signature

_____

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
82.5% of the students in the all student group were regular attenders. The all student group met the attendance performance standard.	Students with Disabilities ELA Proficiency - Proficiency is at 11% and is flat
Math Growth - The all student group exceeded the growth standard in Math. Growth is 76.2.	English Learners and Students with Disabilities Math Proficiency - Proficiency has decreased from 4.2% to 3.1%, and from 8.7% to 4.8% respectively.
Science Growth - The all student group exceeded the growth standard in Science. Growth is 74.6.	ELA Proficiency - The all student group did not meet the interim goal in ELA. Proficiency levels is 30.5%.
6th Grade Students demonstrated growth on SRI	Math Proficiency - The all student group did not meet the interim goal in Math. Proficiency levels is 4.9%
100% of 6th grade students demonstrated typical annual growth on iReady.	Decreased the Number of students Advanced or Proficient in MATH
Students on grade level or above increased from 5% to 12% on iReady	All grade levels show students are growing in math, but not enough to close the gap.
NA	NA
ELA Growth - The all student group exceeded the growth standard in ELA. Growth is 76.	Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
5th Grade Career Exploration/Pathways through the Naviance	

Strengths	Challenges
Program was 92% completion.	
Attendance rates for both students with disabilities and English Learners increased.	Practice 4: Identify and address individual student learning needs
	Practice 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports
Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	Some students needed additional encouragement to complete Naviance Pathways tasks.
Open house had over 25 local agencies available.	Behavior referrals for both students with disabilities and English learners increased across the year.
5th - 8th Grade Career Exploration/Pathways through the Naviance Program was 89% completion.	Teachers needed to prioritize Naviance Pathways work.
	3% of students with disabilities are on grade level or above on iReady.
	No dually identified students are on grade level on iReady
	Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
	The majority of students in 5th through 8th grade were basic or below basic on SRI
	Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

There is disproportionality between student with disabilities and non-special education students regarding iReady performance

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Students with Disabilities ELA Proficiency - Proficiency is at 11% and is flat		
English Learners and Students with Disabilities Math Proficiency - Proficiency has decreased from 4.2% to 3.1%, and from 8.7% to 4.8% respectively.		
All grade levels show students are growing in math, but not enough to close the gap.		
Practice 4: Identify and address individual student learning needs	The majority of students are not able to perform well in grade-level content, even though many students find the content interesting. A	✓

Challenges	Discussion Point	Priority for Planning
	lack of targeted professional development, flexible grouping, and collaboration time has not equipped teachers to address diverse needs.	
Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	The behavior of some students is adversely impacting the learning of many students. Restorative practices and PBIS is utilized, but is not fully implemented. Consistent consequences are not imposed.	✓
Practice 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports		
Behavior referrals for both students with disabilities and English learners increased across the year.		

ADDENDUM B: ACTION PLAN

Action Plan: Utilizing data to inform instruction to meet student needs.

Action Steps	Anticipated Start/Completion Date
Establish a data team and team responsibilities (team leaders, department heads)	07/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed		PD Step
Data resources		no

Action Steps	Anticipated Start/Completion Date
Create data protocols and schedule	07/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
LEA: Reading SD School: NEMS Evidence Based Strategy: Utilizing data to inform instruction to meet student needs. Action Step Anticipated Start Date Anticipated Completion Date Lead Person/ Position Required Materials/ Resources/ Supports PD Step? (Y/N) Establish a data team and team responsibilities (team leaders, department heads) 7/1 9/30 Instructional Coach (iReady), Reading Specialist N Create data protocols and schedule 7/1 9/30 Principal, AP, Data Lead Protocols, District schedules, PD plans N Determine RAE and math scheduling/needs 7/1 9/30 Instructional Coach Student rosters N Provide professional learning for data team (IU Support?) 7/1 9/30 Data Lead, BCIU Data, protocols Y Administer assessments 9/1 9/30 CR Teachers assessments N Hold data meetings for all grade level teams using district determined data 9/30 10/30 Data Leads Data, protocols N Provide professional learning for all teachers on data processes, analysis, and teacher goal setting (IU Support?) 9/30 10/30 Data Leads, BCIU Data, student work, protocols Y Hold data meetings to determine next steps to address student needs in the classroom 9/30 10/30 Data Leads, BCIU Data, student work, protocols N Student goal setting 11/1 12/30 CR Teachers Student data & work, goal setting sheets N Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) 11/1 12/30 Instructional Coach, Reading Specialist, BCIU Schedule, team focus areas Y Utilize building professional learning days for data analysis or support/coaching (IU Support?) 11/1 12/30 Instructional Coach, Reading Specialist, BCIU Schedule, team focus areas Y Hold data meetings to determine next steps to address student needs in the classroom 11/1 12/30 Data Leads, BCIU N Student goal setting 1/1 1/30 CR Teachers N Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) 1/1 3/30 Instructional Coach, Reading Specialist, BCIU Y Utilize building professional learning days for data analysis or support/coaching (IU Support?) 1/1 3/30 Instructional Coach, Reading Specialist, BCIU N Hold data meetings to determine next steps to address student needs in the classroom 1/1 3/30 Data Leads, BCIU N Student goal setting 4/1 4/30 CR Teachers N Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) 4/1 5/30 Instructional Coach, Reading Specialist, BCIU Y Utilize building professional learning days for data analysis or support/coaching (IU Support?) 4/1 5/30 Instructional Coach, Reading	no

Material/Resources/Supports Needed	PD Step

Specialist, BCIU N Analyze end of year data 5/1 6/30 Principal, AP, Data Leads N Professional Development Plan Action Step from Above Audience Topics Evidence of Learning Lead Person/ Position Start/ End Date Provide professional learning for data team (IU Support?) Data Team Data reports, protocols Facilitation of data teams Data Lead, BCIU 7/1 - 9/30 Provide professional learning for all teachers on data processes and analysis (IU Support?) CR Teachers Data, protocols Increased use of data Data Leads, BCIU 9/30 - 10/30 Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?) CR Teachers Instructional practices Shifts in practice, Student engagement and learning Instructional Coach, Reading Specialist, BCIU 11/1 12/30, 1/1 - 3/30, 4/1 - 5/30 Utilize building professional learning days for data analysis or support/coaching (IU Support?) CR Teachers Instructional practices Shifts in practice, Student engagement and learning Instructional Coach, Reading Specialist, BCIU 11/1 12/30, 1/1 - 3/30, 4/1 - 5/30

Action Steps	Anticipated Start/Completion Date
Determine RAE and math scheduling/needs	07/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Student rosters	no

Action Steps	Anticipated Start/Completion Date
Provide professional learning for data team (IU Support?)	07/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data, protocols	yes

Action Steps	Anticipated Start/Completion Date
Administer assessments	09/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Assessments	no

Action Steps	Anticipated Start/Completion Date
Hold data meetings for all grade level teams using district determined data	09/30/2023 - 10/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data, protocols	no

Action Steps	Anticipated Start/Completion Date
Provide professional learning for all teachers on data processes, analysis, and teacher goal setting (IU Support?)	09/30/2023 - 10/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data, student work, protocols	yes

Action Steps	Anticipated Start/Completion Date
Hold data meetings to determine next steps to address student needs in the classroom	09/30/2023 - 10/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data, student work, protocols	no

Action Steps	Anticipated Start/Completion Date
Student goal setting	11/01/2023 - 12/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Student data & work, goal setting sheets	no

Action Steps	Anticipated Start/Completion Date
Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	11/01/2023 - 12/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Schedule, team focus areas	yes

Action Steps	Anticipated Start/Completion Date
Utilize building professional learning days for data analysis or support/coaching (IU Support?)	11/01/2023 - 12/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Schedule, team focus areas	yes

Action Steps	Anticipated Start/Completion Date
Hold data meetings to determine next steps to address student needs in the classroom	11/01/2023 - 12/30/2023

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data	no

Action Steps	Anticipated Start/Completion Date
Student goal setting	01/01/2024 - 01/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Student Data	no

Action Steps	Anticipated Start/Completion Date
Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	01/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data	yes

Action Steps	Anticipated Start/Completion Date
Utilize building professional learning days for data analysis or support/coaching (IU Support?)	01/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data	no

Action Steps	Anticipated Start/Completion Date
Hold data meetings to determine next steps to address student needs in the classroom	01/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
Data	no

Action Steps	Anticipated Start/Completion Date
Student goal setting	04/01/2024 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	04/01/2024 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
Utilize building professional learning days for data analysis or support/coaching (IU Support?)	04/01/2024 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Analyze end of year data	05/01/2024 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Data meetings on a quarterly basis	Teachers have better understanding of data and student needs; Student needs are addressed; Teachers develop practices beneficial for diverse needs

Material/Resources/Supports Needed	PD Step
	no

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date	
Solidify a PBIS team	07/01/2023 - 08/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Create a meeting schedule	07/01/2023 - 08/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
District schedules, PD plans		no

Action Steps	Anticipated Start/Completion Date
Hold summer meeting to solidify team responsibilities	07/01/2023 - 08/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
PBIS materials		no

Action Steps	Anticipated Start/Completion Date
Schedule quarterly events	07/01/2023 - 08/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
District and building schedules		no

Action Steps	Anticipated Start/Completion Date
Set up data systems to collect points with consistency	07/01/2023 - 08/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date
Create posters celebrating CHAMPS behaviors	07/01/2023 - 08/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date
Provide August in-service - PBIS points, behavior expectations, CHAMPS lessons, code of conduct review, connection to restorative practices	08/01/2023 - 08/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
		yes

Action Steps	Anticipated Start/Completion Date	
Provide Cultural sensitivity workshop	08/01/2023 - 09/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		yes

Action Steps	Anticipated Start/Completion Date
Provide training for all support staff (security guards, secretaries...) - PBIS points, behavior expectations, code of conduct review, connection to restorative practices	08/01/2023 - 09/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
		yes

Action Steps	Anticipated Start/Completion Date	
Schedule quarterly assemblies with music department	09/01/2023 - 09/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Analyze behavior data (IU Support?)	11/01/2023 - 11/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Plan Assembly	10/01/2023 - 10/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Plan assembly	10/01/2023 - 10/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Hold student recognition assemblies	11/01/2023 - 11/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Engage staff in restorative/team building check-in	11/01/2023 - 12/30/2023	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Analyze behavior data (IU Support?)	01/01/2024 - 01/30/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Plan assembly	01/01/2024 - 01/30/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date
Hold student recognition assemblies	01/01/2024 - 02/28/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date
Engage staff in restorative/team building check-in	01/01/2024 - 03/30/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Further review of Code of Conduct and Tier I management, de-escalation	01/01/2024 - 03/30/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Analyze behavior data (IU Support?)	04/01/2024 - 04/30/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Plan assembly	04/01/2024 - 04/30/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Hold student recognition assemblies	04/15/2024 - 05/15/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Engage staff in restorative/team building check-in	04/01/2024 - 06/15/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Analyze behavior data (IU Support?)	05/01/2024 - 05/30/2024	

Monitoring/Evaluation	Anticipated Output	

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date	
Plan assembly	05/01/2024 - 06/15/2024	
Monitoring/Evaluation	**Anticipated Output**	
Material/Resources/Supports Needed		**PD Step**
		no

Action Steps	Anticipated Start/Completion Date	
Hold student recognition assemblies	06/01/2024 - 06/15/2024	
Monitoring/Evaluation	**Anticipated Output**	
Material/Resources/Supports Needed		**PD Step**
		no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide professional learning for data team (IU Support?)	07/01/2023 - 09/30/2023
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide professional learning for all teachers on data processes, analysis, and teacher goal setting (IU Support?)	09/30/2023 - 10/30/2023
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady)	Utilizing data to	Provide teams support/coaching	11/01/2023 - 12/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	inform instruction to meet student needs.	during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Utilize building professional learning days for data analysis or support/coaching (IU Support?)	11/01/2023 - 12/30/2023
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady) Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	Utilizing data to inform instruction to meet student needs.	Provide teams support/coaching during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	01/01/2024 - 03/30/2024
50% of students will meet their typical growth goal as measured by iReady by June 2024. (iReady)	Utilizing data to	Provide teams support/coaching	04/01/2024 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each grade level will improve the percentage of students performing in the advanced and proficient ranges on SRI by 10% from baseline to June 2024. (SRI)	inform instruction to meet student needs.	during Monday collaboration/ planning time (Avoid section 30s) (IU Support?)	05/30/2024
By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year. (Referrals) Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level. (CHAMPS)	PBIS	Provide August in-service - PBIS points, behavior expectations, CHAMPS lessons, code of conduct review, connection to restorative practices	08/01/2023 - 08/30/2023
By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year. (Referrals) Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level. (CHAMPS)	PBIS	Provide Cultural sensitivity workshop	08/01/2023 - 09/30/2023
By the end of the 2023-24 school year, referrals will decrease by 10% in each grade level compared to the 2022-23 school year. (Referrals)	PBIS	Provide training for all support staff	08/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Student CHAMPS behaviors will be maintained from the first quarter to the last quarter in each grade level. (CHAMPS)		(security guards, secretaries...) - PBIS points, behavior expectations, code of conduct review, connection to restorative practices	09/30/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Workshops	Data Teams	Data reports, protocols

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Facilitation of data teams	07/01/2023 - 10/30/2023	Data Lead, BCIU

Danielson Framework Component Met in this Plan:

1f: Designing Student Assessments

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Support and Coaching	Classroom Teachers	Instructional Practice

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Shifts in practice, Student engagement and learning	11/01/2023 - 05/30/2024	Instructional Coach, Reading Specialist, BCIU

Danielson Framework Component Met in this Plan:

3d: Using Assessment in Instruction

1f: Designing Student Assessments

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Behavior, PBIS, Restorative Practices	Faculty	PBIS points, behavior expectations, CHAMPS lessons, code of conduct review, connection to restorative practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved student behavior and student-teacher interation	08/01/2024 - 08/30/2024	Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
Equity	Faculty	Developing a sense of belonging in classrooms and mutual respect

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Respectful behaviors, improved school climate and classroom culture	08/01/2023 - 09/30/2023	Equity Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
28 Day Posting	Request for Feedback	Website Posting	Community, faculty	Mid-July to Mid-August
Share A-TSI Plan	A-TSI Plan Requirements	Faculty Meeting	Faculty	Early school year
PBIS Communication	CHAMPS model and connection to PBIS	Classroom explanation	Students	Early in the School year