# FRANCIS D RAUB MS

102 S Saint Cloud St

CSI School Plan | 2023 - 2024

# Steering Committee

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# Vision for Learning

MissionThe Raub Middle School family draws on the entire community to foster a safe, respectful environment that honors students’ voices, challenges students through authentic learning experiences, and celebrates accomplishments together. Instructional VisionRaub students will be lifelong learners empowered to lead with empathy, persevere through challenges, and use their voice to thrive in their community.Raub Middle School teachers will:- Utilize student work to drive discussion, celebrate successes, and make instructional decisions in the moment.- Provide structures for students to provide peers with feedback.- Model habits of discussion in a range of collaborative discussions (e.g., Socratic Rounds, Fishbowls, Turn and Talks), including: asking and answering questionsactive listeningrespectfully agreeing or disagreeingresponding to the thinking of others- Facilitate restorative circles and/or community building circles to promote student belonging and empowerment. Raub Middle School students will:- Give and accept positive and constructive feedback, including revising work or correcting mistakes when needed. - Engage in open-ended discussions on grade-level topics, texts, and issues by:asking and answering questionsactive listening respectfully agreeing or disagreeingresponding to the thinking of others- Participate in restorative circles and/or community building circles in a way that invites peers in to develop a sense of belonging.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| SY21-22: There was 1.5% increase in overall ELA proficiency from the winter 1 testing window in 20.21 (18.2%) to the winter 1 testing window in 21.22 (19.7%) | No |
| SY21-22: 7th grade proficiency in ELA increased 2.6% from the fall testing window to the winter 1 testing window in the 21-22 school year | No |
| SY22-23: Reading student growth proficiency (SGP) for Spanish speaking students increased 50 percentage points, when comparing STAR ELA assessments for SY22.23 Fall-to-Winter to SY21.22 Fall-to-Winter. | No |
| SY22-23: YTD Data: Students participated in 221 Restorative Conferences and 585 Restorative Conversations | Yes |
| SY22-23: Special education students grew from 1% proficient in the fall to 3.4% on the winter 1 ELA Star testing window. | No |
| SY22-23: Between SY22.23 Winter 1 and Winter 2 STAR ELA assessments, Black students' proficiency level has increased from 11.2% to 11.9%. | No |
| SY18-19: Raub’s academic growth score for science is 73; Raub exceeds the statewide growth standard (70) | No |
| SY18-19: Raub students exceed the statewide growth standard by 14 points - all student groups meet or exceed the growth goal (70). | No |
| SY18-19: Raub students exceed the statewide growth standard by 3 points - all student groups meet or exceed the growth goal (70). | No |
| SY19-20: English Learners have the highest regular attendance rate 74.9% [SY18-19: 77.1% and the lowest chronic absenteeism (6%)]. | No |
| SY22-23: Between the SY22.23 Fall and Winter 2 STAR Math assessments, 6th grade proficiency levels increased from 6% to 9.3%. | No |
| SY19-20: 94.6% career standards benchmark; Raub exceeds the statewide average performance (89%) | No |
| SY21-22: There was an increase in overall proficiency in Math of 2.2% from the 21-22 fall testing window 21-22 to winter 1 testing window | No |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | No |
| Collectively shape the vision for continuous improvement of teaching and learning | No |
| Continuously monitor implementation of the school improvement plan and adjust as needed | No |
| Implement evidence-based strategies to engage families to support learning | No |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA | No |
| SY22-23: 75% of students who took the Reading test in Spanish scored at or above typical growth between the SY22.23 Fall and Winter 2 assessments. | Yes |
| SY22-23: Between the SY21.22 Fall and SY22.23 Winter 2 STAR Math assessments, math proficiency increased from 5.1% to 8.5%. | Yes |
| SY22-23: Between the SY22.23 Fall and Winter 2 STAR Math assessments, our math proficiency increased from 6.2% to 8.5%. | No |
| SY22-23: There is a 13.07% increase in overall proficiency on LAS Links, from 2.63% (SY21.22 Spring) to 15.7% (SY22.23 Winter). | Yes |
| SY22-23: There is a 25.5% increase in student speaking proficiency, from 11.9% (SY21.22 Spring) to a 37.4% (SY22.23 Winter). | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| SY20-21: Overall math proficiency is 2.4%, a decrease of almost than 7%. [SY19-20: Less than 10% of students scored proficient or advanced on the 2019 Math PSSA; additionally, only 3.7% of EL students and 1.9% of students with IEPs scored proficient or advanced.] | No |
| SY19-20: 74% of students attend school regularly. [SY18-19: 74.7%]. | No |
| SY20-21: Percent English Language Growth and Attainment is 3.3%. [SY19-20: 6.1%] [SY18-19: 15.2%] | No |
| SY19-20: English Learners have the lowest proficiency of all student groups in ELA and science (and second lowest in math), despite having the highest regular attendance. | No |
| SY18-19: Raub’s ELA proficiency is 26.8% on the PSSA. | No |
| SY21-22: There was a decrease of 3% in math proficiency from the winter 1 testing window in 20-21 to the winter 1 testing window of 21-22. | No |
| SY21-22: Overall math proficiency is 8% as of the winter 1 testing window in 21-22 | No |
| SY21-22: All subgroups decreased in math proficiency from the fall testing window in 20-21 to the fall testing window in 21-22 | No |
| SY22-23: During SY21.22, 4.8% of students scored proficient/advanced on the STAR Math assessment, compared to the state average of 35.7%. | No |
| SY20-21: 85% career standards benchmark. This is a decrease of more than 10% from SY19-20. | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Yes |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | No |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | No |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | No |
| SY21-22: There was only a marginal increase in proficiency (+0.2%) from the fall testing window to winter 1 testing window in the 21-22 school year in ELA | No |
| SY 21-22 There was a decrease of 3.1% in proficiency in 6th grade students from the fall testing window to the winter 1 testing window in the 21.22 school year in ELA | No |
| SY22-23: Between the SY22.23 Winter 1 and Winter 2 STAR ELA assessments, female students' proficiency decreased from 15.8% to 14.4%. | No |
| SY22-23: Special education student proficiency decreased from 2% in the fall to 0% on the winter 1 math Star testing window. | No |
| SY22-23: In 8th Grade, there was a 7.4 % decrease in Reading Proficiency from 12% (SY 21.22 Spring) to 4.6% (SY 2.23 Winter) | Yes |
| SY22-23: There is a 1.83% increase in overall Reading proficiency from 6.67 % in (SY21.22 Spring) to 8.5% (SY22.23 Winter). The sub group with the least Growth is reading. | No |
| SY22-23: Latinx students' STAR Math proficiency scores have decreased from a high of 10.7% (SY21.22 Spring) to 7.7% (SY22.23 Winter 2). | Yes |
| SY18-19: PSSA science 2.5% advanced, 16.9% proficient, 33.9% basic, 46.6% below basic | No |
| SY22-23: Overall Star ELA scores decreased from 18% proficeint to 16.7% proficient from fall to winter 2. | Yes |
| SY21-22: Raub’s academic growth score for science is 50; Raub did not meet the statewide growth standard (70) | No |
| SY21-22: 7.4% of students proficient on the science state assessment. | No |
| SY21-22: 73.2% career standards benchmark. | No |

## Most Notable Observations/Patterns

Root Cause: The team noticed that challenges in implementation for action items from the 23.24 CSI plan were often grounded in (a) unclear vision for high-quality implementation of strategy and (b) the lack of protected time/capacity for the team driving the strategy to meet or carry out action steps.Building Partnership Between Staff and Administration: Staff feel that school administrators make top-down rather than collaborative decisions, lack consistency in communication and follow-through on decisions, and provide feedback in a punitive rather than constructive manner. In order to strengthen the staff-administrative relationship, for any change or initiative that the administrative team identifies, there is a need to (a) elicit stakeholder feedback, (b) communicate clear vision and guidelines, and (c) involve stakeholders in the planning, execution and progress monitoring of the change.Capacity: Despite increasing enrollment at Raub over the past few years, staffing has minimally changed and some positions are vacant. In order to achieve our vision for students with the staffing and capacity barriers we are experiencing, LT needs to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated, Academics: While students are making academic growth, it is not yet enough to achieve proficiency. For academic priorities (ELA, Math, EL) there is a need to there is a need to establish a consistent cycle of Danielson-aligned classroom visits, feedback, and professional development. Additionally, there is an opportunity to leverage collaborative staff time in ways that meet more needs (of both students and staff), especially special education and English language students. Culture: For culture and climate, there is a need to strengthen Tier 1 and Tier 2 systems (e.g. teacher provided supports and interventions, logistics around student referrals, the ATS process., etc ) in order to be able to effectively monitor the more lofty goals of implementing SEL, PBIS and restorative practices to fidelity. Academics & Culture: The team acknowledges that there is a symbiotic relationship between academics and culture/climate -- just as implementing clear expectations and procedures is important, so too is ensuring that instruction is relevant, engaging, and supportive of students’ needs and goals. Each informs and impacts the other.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| SY22-23: YTD Data: Students participated in 221 Restorative Conferences and 585 Restorative Conversations |  |
| SY22-23: 75% of students who took the Reading test in Spanish scored at or above typical growth between the SY22.23 Fall and Winter 2 assessments. |  |
| SY22-23: Between the SY21.22 Fall and SY22.23 Winter 2 STAR Math assessments, math proficiency increased from 5.1% to 8.5%. |  |
| SY22-23: There is a 13.07% increase in overall proficiency on LAS Links, from 2.63% (SY21.22 Spring) to 15.7% (SY22.23 Winter). |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | "Limited belief/mindset - We have to believe that the culture and climate committee has the power to change things and give them more autonomy to do so. The committee has executed a number of great student-centered, school-wide initiatives; this same level of attention needs to be devoted to focusing on strengthening the staff-administration relationships that we've received feedback on every quarter. This might look like the C&C committee identifying one action that LT & staff can take each quarter to strengthen the relationship, articulating why that action is important, and outlining expectations for staff and LT in relation to the prioritized action. | Yes | IF:- school leadership clarifies expectations for school-wide routines and procedures- school leadership involves stakeholders throughout the development and planning of any change/initiative- school leadership communicates explicit connections between stakeholder feedback and the vision, goals, guidelines, and progress monitoring structures for any change/ initiative-school leadership regularly provides stakeholders progress updates, support, and development for any change/ initiative-teachers are intentional about building relationships with students from the start of the year-teachers establish classroom rules and expectations for students, aligned with the school vision/mission-teachers follow through on Tiered intervention strategies and processes, and know what behaviors sit in their locus of control to resolve-students know the boundaries/standards for their behavior and that they will be held to those boundaries/standards-families know the boundaries/standards for students behavior and that students will be held accountable-families receive support in reinforcing boundaries/expectations with their studentsTHEN: Staff and students will establish positive relationships that will improve the school culture and climate. |
| SY22-23: In 8th Grade, there was a 7.4 % decrease in Reading Proficiency from 12% (SY 21.22 Spring) to 4.6% (SY 2.23 Winter) | "Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency.Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps - We need to use our reflective strengths to spend our time on the things that matter most. Given the large number of things that LT is responsible for, we need to use our vision to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated. | Yes | F:- school leadership provides professional learning (PD, training, coaching) to all staff and monitors impact - school leadership ensures that there are ongoing systems for teacher collaboration- all staff share collective responsibility for the success of EL students- all staff make a concerted effort to engage and communicate with families of EL students;- teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions;- students engage in conversations about their progress with their teachers- students set academic goals for themselves and employ strategies to reach those goals- families are aware of their students' academic progress and how they can support that progressTHEN: -The number of EL students meeting their growth goal for English Language Proficiency will increase. |
| SY22-23: Latinx students' STAR Math proficiency scores have decreased from a high of 10.7% (SY21.22 Spring) to 7.7% (SY22.23 Winter 2). | "Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency.Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps - We need to use our reflective strengths to spend our time on the things that matter most. Given the large number of things that LT is responsible for, we need to use our vision to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated. | Yes | IF:- school leadership regularly observes instructional practice to identify and provide professional learning (PD, training, coaching) for teachers and monitors impact- school leadership ensures that there are ongoing systems for teacher collaboration- teacher actions are aligned to Raub’s instructional vision- teachers use student data to inform instructional decisions- teachers maximize interventions, such as small group instruction, to meet student needs- students engage in conversations about their progress with their teachers- students set academic goals for themselves and employ strategies to reach those goals- families are aware of their students' academic progress and how they can support that progressTHEN:-math proficiency will improve |
| SY22-23: Overall Star ELA scores decreased from 18% proficeint to 16.7% proficient from fall to winter 2. | "Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency.Lack of protected time/capacity for the team driving the strategy to meet or carry out action steps - We need to use our reflective strengths to spend our time on the things that matter most. Given the large number of things that LT is responsible for, we need to use our vision to identify (a) what needs to get done at a high level, (b) what just needs to get done, and (c) what can be eliminated. | Yes | IF:- school leadership regularly observes instructional practice to identify and provide professional learning (PD, training, coaching) for teachers and monitors impact- school leadership ensures that there are ongoing systems for teacher collaboration- teacher actions are aligned to Raub’s instructional vision- teachers use student data to inform instructional decisions- teachers maximize interventions, such as small group instruction, to meet student needs- students engage in conversations about their progress with their teachers- students set academic goals for themselves and employ strategies to reach those goals- families are aware of their students' academic progress and how they can support that progressTHEN:-ELA proficiency will improve |

# Goal Setting

| **Priority:** IF:- school leadership clarifies expectations for school-wide routines and procedures- school leadership involves stakeholders throughout the development and planning of any change/initiative- school leadership communicates explicit connections between stakeholder feedback and the vision, goals, guidelines, and progress monitoring structures for any change/ initiative-school leadership regularly provides stakeholders progress updates, support, and development for any change/ initiative-teachers are intentional about building relationships with students from the start of the year-teachers establish classroom rules and expectations for students, aligned with the school vision/mission-teachers follow through on Tiered intervention strategies and processes, and know what behaviors sit in their locus of control to resolve-students know the boundaries/standards for their behavior and that they will be held to those boundaries/standards-families know the boundaries/standards for students behavior and that students will be held accountable-families receive support in reinforcing boundaries/expectations with their studentsTHEN: Staff and students will establish positive relationships that will improve the school culture and climate. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| School climate and culture | By the end of SY 23-24, Raub Middle School will score at least a 11 out of a possible 15 points on their Climate and Culture scorecard.Increase the number of opportunities to celebrate student and staff growth and achievement from last year to this yearIncrease family engagement/attendance at conferences, events, committees, and/or Parent network Reduce student discipline/suspensions from \_\_\_to\_\_\_ | Climate and Culture | Q1: at least 5 points 2 student Celebrations – Awards Assembly1 staff celebration5% Attendance Increase by end of Q1 | Q2: at least 7 points2 student Celebrations – Awards Assembly1 staff celebration10% Attendance Increase by end Q2 | Q3: at least 9 points2 student Celebrations – Awards Assembly1 staff celebration15% Attendance Increase by end of Q3 | Q4: at least 11 points2 student Celebrations – Awards Assembly1 staff celebration20% Attendance Increase by end of Q4 |
| Parent and family engagement | By the end of SY23-24, 15% more Raub Middle School families will complete the PDE Climate Survey, than at the end of SY22-23. | Parent and family engagement | Baseline: 45% completion | NA | NA | Q4: 60% completion |
| Social emotional learning | By the end of SY23-24, Raub Middle School will increase it's student SEL score by +.37 on the PDE Climate Survey. | Social emotional learning | Baseline: 2.49 | NA | NA | Q4: 2.86 |

| **Priority:** F:- school leadership provides professional learning (PD, training, coaching) to all staff and monitors impact - school leadership ensures that there are ongoing systems for teacher collaboration- all staff share collective responsibility for the success of EL students- all staff make a concerted effort to engage and communicate with families of EL students;- teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions;- students engage in conversations about their progress with their teachers- students set academic goals for themselves and employ strategies to reach those goals- families are aware of their students' academic progress and how they can support that progressTHEN: -The number of EL students meeting their growth goal for English Language Proficiency will increase. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Growth and Attainment | By the end of SY23-24, 74.3% of Raub Middle School Students will meet or exceed expected growth as measured by the LAS Links assessment. | EL | Baseline: 64.3% from final testing window in 22-23. | 68.3% of students will meet or exceed expected growth | No test | 74.3% of students will meet or exceed expected growth |
| English Language Growth and Attainment | Increase the number of ELs moving from a level 1 to level 2 as measured by WIDA performance. | WIDA 1 & 2 | 5% proficiency Increase by end of Q1 as measured by LAS LINKS as compared to BOY baseline assessment. | 5% proficiency Increase by end of Q2 as measured by LAS LINKS as compared to BOY baseline assessment. | 5% proficiency Increase by end of Q3 as measured by LAS LINKS as compared to BOY baseline assessment. | 5% proficiency Increase by end of Q4 as measured by LAS LINKS as compared to BOY baseline assessment. |
| English Language Growth and Attainment | Increase the number of ELs moving from a level 2 to level 3 as measured by WIDA performance. | WIDA 2 & 3 | 5% proficiency Increase by end of Q1 as measured by LAS LINKS as compared to BOY baseline assessment. | 5% proficiency Increase by end of Q2 as measured by LAS LINKS as compared to BOY baseline assessment. | 5% proficiency Increase by end of Q3 as measured by LAS LINKS as compared to BOY baseline assessment. | 5% proficiency Increase by end of Q4 as measured by LAS LINKS as compared to BOY baseline assessment. |

| **Priority:** IF:- school leadership regularly observes instructional practice to identify and provide professional learning (PD, training, coaching) for teachers and monitors impact- school leadership ensures that there are ongoing systems for teacher collaboration- teacher actions are aligned to Raub’s instructional vision- teachers use student data to inform instructional decisions- teachers maximize interventions, such as small group instruction, to meet student needs- students engage in conversations about their progress with their teachers- students set academic goals for themselves and employ strategies to reach those goals- families are aware of their students' academic progress and how they can support that progressTHEN:-math proficiency will improve | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | By the end of SY23-24, Raub Middle School students will improve overall proficiency by 10% in math as measured by the Star math assessment. | Math STAR | Q1 Baseline Expected Proficiency: 6% | Q2: +4% increase from baseline | Q3: +7% increase from baseline | Q4: +10% increase from baseline |
| Mathematics | By the end of SY23-24, 8th grade students at Raub Middle School will improve overall proficiency by 15% in math as measured by the PSSA math assessment. | Math PSSA | Q1 Baseline: 0.98% | No test | No test | Q4: 15.98% |
| Mathematics | 1. For SY 2023-24, Raub Middle School will increase Increase Math benchmark assessment performance from Quarter 1 to Quarter 4, from 21.5% (SY 2022-23) to 25% proficiency2. Increase the number of students utilizing On Demand Tutoring for Math each quarter3. Increase the number of passing/on grade level students by in core math classes by 10% | bench mark | Baseline 2% of studentsbaseline | 28.5%6% of students3.5% or more improvement | 32%12% of students3.5% or more improvement | 35%16% of students3.5% or more improvement |

| **Priority:** IF:- school leadership regularly observes instructional practice to identify and provide professional learning (PD, training, coaching) for teachers and monitors impact- school leadership ensures that there are ongoing systems for teacher collaboration- teacher actions are aligned to Raub’s instructional vision- teachers use student data to inform instructional decisions- teachers maximize interventions, such as small group instruction, to meet student needs- students engage in conversations about their progress with their teachers- students set academic goals for themselves and employ strategies to reach those goals- families are aware of their students' academic progress and how they can support that progressTHEN:-ELA proficiency will improve | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | By the end of SY23-24, Raub Middle School students will improve overall proficiency by 10% in ELA as measured by the Star ELA assessment. | ELA STAR | Q1 Baseline Expected Proficiency: 15.4% | Q2: +4% from baseline | Q3: +7% from baseline | Q4: +10% from baseline |
| English Language Arts | By the end of SY23-24, 8th grade students at Raub Middle School will improve overall proficiency by 12% in ELA as measured by the PSSA ELA assessment. | ELA PSSA | Q1 Baseline: 13.75% | No test | No test | Q4: 25.75% |
| English Language Arts | 1. For SY 2023-24, Raub Middle School will increase Increase Reading benchmark assessment performance from Quarter 1 to Quarter 2, from 26.2% (SY 2022-23) to 29.7% proficiency2. Increase the number of students utilizing On Demand Tutoring for ELA each quarter3. Increase the number of passing/on grade level students by in core ELA classes by 10% | tutoring | Baseline 2% of studentsBaseline | 29.7%6% of students3.5% or more improvement | 33.2%12% of students3.5% or more improvement | 36.7%16% of students3.5% or more improvement |

# Action Plan

| **Action Plan for:** Restorative Practices | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Climate and Culture | | | | | | - Professional development scope and sequence includes regular and comprehensive culture and climate PD opportunities - Schoolwide PBIS system, including visuals in classrooms and common areas- Restorative practice meetings and circles are happening at regular intervals in all classrooms - Published plan for to implement and monitor the use of Restorative Practices- Published plan for family communication on student progress with tiered communication breakdown | | | | | | The Priority 3 admin lead will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: attendance/behavior data, disaggregated by teacher, student groups and Tier II and Tier III Restorative Practices data (how often, how effective)data from culture walkthroughs | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Co-create a productive, transparent adult climate at RMS by ensuring that (a) all decisions are made collaboratively, (b) there is consistency in communication and follow-through on decisions, and (c) feedback is constructive. | | | 08/01/2023 | | | 06/30/2024 | | | Leadership Team | | | None | | | No | | |
| 2. Use culture walkthrough data to provide frequent, differentiated professional learning for any identified gaps and opportunities for new learning. Learning should tend to both systems of progressive discipline and Tier I instructional practices that support student needs. | | | 08/28/2023 | | | 06/30/2024 | | | Leadership Team | | | Protected time to do walkthroughs. A scheduled time amongst all evaluators (Admin) to observe and collect data. Walkthrough form used for all SEL walkthroughs. | | | No | | |
| 3. Reground staff in systems of progressive discipline. Ensure teachers know the why, how, when, and what for entering referrals/incidents into Sapphire, and that leadership has protected time to execute systems of progressive discipline. | | | 08/21/2023 | | | 04/30/2024 | | | Leadership Team | | | Student code of conduct, written disciplinary systems for RMS, PPT | | | Yes | | |
| 4. Protect time in the master schedule for students to engage in SEL learning and community building with the same group of students (e.g., homeroom/advisory period) | | | 07/01/2023 | | | 06/30/2024 | | | Leadership Team | | | An established, easy-to-follow curriculum for anti-bullying prevention/ SEL lessons | | | No | | |
| 5. Review expectations for facilitating restorative circles. Monitor the implementation of restorative meetings using walkthroughs. Review restorative practices data at regular intervals to identify barriers in implementation. | | | 09/01/2023 | | | 04/30/2024 | | | APs, Teacher Facilitators | | | Resository of resources, including SEL lessons and restorative practice facilitation resources. Clear consistent communication with teachers that this practice is part of Domain 4. | | | Yes | | |
| 6. Reinforce systems and structures for ATS, including, but not limited to: staffing, coverage and schedules, systems around drop off and pickup, student work expectations while in ATS, clear criteria for how students are assigned to ATS | | | 08/21/2023 | | | 06/30/2024 | | | APs, BMI (Behavior Management Interventionist) | | | Individual portfolios for students who attend ATS | | | No | | |
| 7. Develop tiered school-level systems and structures to monitor, incentivize, and intervene to increase regular attendance at RMS, leveraging existing PBIS systems | | | 07/01/2023 | | | 06/30/2024 | | | Leadership Team, Faculty | | | Sapphire to monitor and track attendance, PBIS PPT with attendance points & rewards scale | | | Yes | | |
| 8. Continue training, building systems around implementing, and monitoring tier 1 (data review) and tier 2 behavioral interventions, leveraging PBIS system to reduce exclusionary discipline at RMS (ATS/OSS) | | | 07/01/2023 | | | 06/30/2024 | | | APs, DoS | | | Access to PBIS reawards online system for all faculty | | | Yes | | |
| 9. Reinforce clear expectations and systems for all staff to communicate regularly with parents and families (including purchasing any necessary technology and software). | | | 08/21/2023 | | | 10/01/2023 | | | APs | | | Written expectations for communication between staff and families available in student handbook | | | No | | |
| 10. Increase access for family meetings (e.g. varied meeting times, virtual access) so that more families are able to engage with school staff in two-way information sharing, feedback, and moving towards a shared vision of RMS as a community school. | | | 09/01/2023 | | | 06/30/2024 | | | APs | | | School/Community partnership dashboard, online drive to keep meeting minutes and other materials, Raven CAWS montly meetings | | | No | | |

| **Action Plan for:** Job Embedded Professional Development | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Math STAR | | | | | | - Published assessment calendar that includes summative assessments and timelines for data analysis and reteach- Published protocols for lesson planning expectations- Published school-specific guidance for math classrooms- criteria for success for teacher questioning and student collaboration- Tools to support frequent observation and feedback cycles for teachers | | | | | | The Priority 1 admin lead will facilitate monthly progress monitoring routines with a representative math team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity:-math benchmark assessment data (Star)-math summative assessment data (unit tests, fluency)-math classroom observation data (amount of observations, leading or lagging implementation trends) | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| 1. Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback. | | | 08/28/2023 | | | 06/30/2024 | | | Admin Team | | | "Raub's Instructional VisionWalkthrough Tools in PA-ETEPWalkthrough Data Analysis" | | | Yes | | |
| 2. Use walkthrough data to provide differentiated professional learning for any identified gaps and opportunities for new learning. | | | 08/28/2023 | | | 06/30/2024 | | | Admin Team | | | Walkthrough Templates and Analysis | | | No | | |
| 3. Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Quarterly, use data to create a PD schedule and provide teachers with quarterly PD schedules. | | | 06/08/2023 | | | 06/30/2024 | | | Math teacher from each grade level, math team leads, ESOL and Sped representatives, SOI, Admin | | | Prior professional development agendas; Sample scope & sequences from other schools and districts with similar demographics; Copy of all new curricular materials; Teacher PD schedules for coming school year. Application of CSI funds for teacher participation outside of teacher contract. | | | No | | |
| 4. Monitor collaborative protocols (such as morning meetings) across grade level and content teams to support alignment, collaboration, and content expertise among teachers. | | | 08/21/2023 | | | 06/30/2024 | | | SOIs, Team leaders, Dept. Leaders | | | Shared Expectaions and Shared Calendar | | | No | | |
| 5. Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for Math. | | | 06/08/2023 | | | 06/30/2024 | | | Admin Team | | | Data resources and templates | | | Yes | | |
| 6. Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards. | | | 06/08/2023 | | | 09/30/2023 | | | Math Dept. Leader, P1 & 2 CSI Team, Admin | | | Lesson plan expectations, selected ASD curriculum mapping software, PA Standards | | | Yes | | |
| 7. Evaluate the current structure for Math periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. | | | 06/08/2023 | | | 09/30/2023 | | | Admin team, P1 & 2 CSI Team, Math Dept. Chair | | | ASD math resources including current and former pacing guides, Review of other Middle School math structures | | | Yes | | |
| 8. Refocus and streamline the use of instructional technology to support tier 1/tier 2 instruction that aligns with student's academic needs. Use classroom visits to monitor implementation and provide feedback. | | | 08/21/2023 | | | 06/30/2024 | | | Teachers, SOIs | | | Technology platforms such as IXL, Lexia, Curricular Online sites and resources, 1:1 devices for students | | | No | | |
| 9. Utilize Student Data Portfolios (digital and hard copy versions), with individualized student goals, to support teacher-student conferencing and reflections on data. | | | 09/01/2023 | | | 06/30/2024 | | | P1 & 2 CSI Team and Portfolio Teacher Leaders | | | Online Portfolios, Binder Portfolios | | | No | | |
| 10. Strengthen school-wide math challenge for recognition for achievements and support remediation for student deficits. | | | 08/21/2023 | | | 06/30/2024 | | | Math Teachers, P1 & 2 CSI Team | | | IXL or other platform, student prizes, Raub's social media, Google Classrooms | | | No | | |

| **Action Plan for:** Job Embedded Professional Development | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * ELA STAR | | | | | | - Published assessment calendar that includes summative assessments and timelines for data analysis and reteach- Published protocols for lesson planning expectations- Published school-specific guidance for ELA classrooms- criteria for success for teacher questioning and student collaboration- Tools to support frequent observation and feedback cycles for teachers | | | | | | The Priority 2 admin lead will facilitate monthly progress monitoring routines with a representative ELA team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity:-ELA benchmark assessment data (Star)-ELA formative assessment data (unit tests, fluency)-ELA classroom observation data (amount of observations, leading or lagging implementation trends) | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| 1. Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback. | | | 08/28/2023 | | | 06/30/2024 | | | P, APs, SOI, ESOL SOI, ASD Admin | | | "Raub's Instructional VisionWalkthrough Tools in PA-ETEPWalkthrough Data Analysis" | | | Yes | | |
| 2. Use walkthrough data to provide differentiated professional learning for any identified gaps and opportunities for new learning. | | | 08/28/2023 | | | 06/30/2024 | | | P, APs, SOI, ESOL SOI, ASD Admin | | | Walkthrough Templates and Analysis | | | No | | |
| 3. Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Quarterly, use data to create a PD schedule and provide teachers with quarterly PD schedules. | | | 06/08/2023 | | | 06/30/2024 | | | SOI, ESOL SOI, P, APs, ELA/Reading Dept. Chair, ESOL Dept. Leader, Spec Ed Facilitator | | | Prior professional development agendas; Sample scope & sequences from other schools and districts with similar demographics; Copy of all new curricular materials; Teacher schedules for coming school year. Application of CSI funds for teacher participation outside of teacher contract. | | | No | | |
| 4. Monitor collaborative protocols (such as morning meetings) across grade level and content teams to support alignment, collaboration, and content expertise among teachers. | | | 08/21/2023 | | | 06/30/2024 | | | SOI, ESOL SOI, P, APs, Team Leaders, Dept. Leaders | | | Meeting Templates, Establish Group Norms | | | No | | |
| 5. Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. | | | 06/28/2023 | | | 06/30/2024 | | | Admin Team | | | Data resources and templates | | | Yes | | |
| 6. Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards. | | | 06/08/2023 | | | 09/30/2023 | | | SOI, ESOL SOI, P, APs, Instrucitonal Coach, Instructional Interventionist, ELA/Reading Dept. Leader, ASD Litearcy Director | | | ASD pacing guides, Understanding by Design book and resources, PA Standards | | | Yes | | |
| 7. Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. | | | 06/08/2023 | | | 09/30/2023 | | | SOI, ESOL SOI, P, APs, ELA/Reading Dept. Leader, ASD Literacy Director, Instrucitonal Coach | | | "ASD pacing guides (former and current)Samples from other middle schoolsRaub ELA/Reading " | | | Yes | | |
| 8. Streamline and refocus the use of instructional technology to support tier 1/tier 2 instruction that aligns with student's academic needs. Use classroom visits to monitor implementation and provide feedback. | | | 08/21/2023 | | | 06/30/2024 | | | P1 & 2 team, Team Leaders, Instrucitonal Coach, SOI | | | Raub MS Schedule; Google or Office shared drives | | | No | | |
| 9. Utilize Student Data Portfolios (digital and hard copy versions), with individualized student goals, to support teacher-student conferencing and reflections on data. | | | 08/21/2023 | | | 06/30/2024 | | | P1 & 2 CSI Team and Portfolio Committee | | | Online Portfolios, Binder Portfolios | | | No | | |
| 10. Continue school-wide literacy initiatives and recognition for achievements, fostering a love of reading, and providing exposure to new, high-interest texts. | | | 08/21/2023 | | | 06/30/2024 | | | Math Teachers, P1 & 2 CSI Team | | | IXL or other platform, student prizes, Raub's social media, Google Classrooms | | | No | | |

| **Action Plan for:** Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * EL | | | | | | - Professional development scope and sequence includes clear focus on EL development for all teachers, including content teachers- Protected time for co-teaching collaboration in regular morning meeting rotation schedule- Data analysis is frequent. All data is disaggregated by EL status. | | | | | | - The Priority 4 admin lead (ESOL SOI) will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: - Core content assessment data, disaggregated by student group- LAS Links assessment data- Walkthrough data | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| IEP representation: Students who have IEPs have access to an ESOL teacher. Provide personnel and scheduling to ensure ELL students have access to services to support ELL growth and acquisition. | | | 08/28/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI, SPED Facilitator | | | Classroom, Additional ESOL teacher, ELL Data, Building Schedule, Assessment Calendar, Academic Data | | | No | | |
| Leverage data from progress monitoring by supporting ESOL teachers in regular data conversations with students and/or families to set goals for EL growth and skill development. After progress monitoring, facilitate data analysis and co-planning with teachers. Support teachers in implementing interventions to increase language acquisition. | | | 08/28/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Time, benchmark data, ELL data, ELL teachers | | | Yes | | |
| Create regularly scheduled celebrations after language growth/acquisition test to celebrate student growth and build increased investment in district assessment measures | | | 08/28/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Time, benchmark data, ELL data, ELL teachers, Incentives, PBIS incentives, Educational Trips | | | No | | |
| Create a schedule for regular (bi-monthly) instructional coaching feedback for ESOL teachers. Work to create language domain specific look-fors for observation and feedback in classrooms | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | ESL SOIs, wlkthrough guide, walkthrough protocols | | | No | | |
| Consider EL co-taught teams-arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI, SPED Facilitator | | | ILP, Quick Look form, Data Implications sheet, Morning Meeting Calendar, Department Time, IU PD & ESOL Point of Contact | | | Yes | | |
| Implement effective use of language interventions software based on the needs of the ELs as noted in the progress monitoring data with ongoing PD and monitoring to measure growth in targeted domain | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | ILP, Quick Look form, Data Implications sheet, Morning Meeting Calendar, Department Time | | | Yes | | |
| Establish norms/guidelines on what should be present in a lesson plan to support language acquisition. | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | lesson plans, teachers, ESOL SOI | | | Yes | | |
| 9. ESOL incentives- Create a system of incentives for ESOL students and families that foster an inclusive and supportive learning environment. | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Time, benchmark data, ELL data, ELL teachers, Incentives, PBIS incentives, Educational Trips, Family Engagement | | | No | | |
| 10. Develop and Implement Multi Tiered System of Supports (MTSS) strategies specifically designed to meet the needs of English Language learners. | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | ESL SOIs, walkthrough guide, walkthrough protocols | | | Yes | | |
| 11. Design a pilot program for developing students' native language skills as a means of supporting English Language Acquisition and High School Seal of Biliteracy requirements. | | | 07/01/2023 | | | 06/30/2024 | | | SOI, ELL Teacher team | | | Personnel, Curriculum, Academic Research, Consultation | | | No | | |
| Intervention: Create schedule, implement, and monitor a building-wide single period intervention to support students with individual learning needs, accounting for full-time related arts teachers and the restructuring/elimination of the I/E block | | | 07/01/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Classroom, ELL Data, Building Schedule, Assessment Calendar, Academic Data | | | Yes | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Restorative Practices | * 3. Reground staff in systems of progressive discipline. Ensure teachers know the why, how, when, and what for entering referrals/incidents into Sapphire, and that leadership has protected time to execute systems of progressive discipline. * 5. Review expectations for facilitating restorative circles. Monitor the implementation of restorative meetings using walkthroughs. Review restorative practices data at regular intervals to identify barriers in implementation. * 7. Develop tiered school-level systems and structures to monitor, incentivize, and intervene to increase regular attendance at RMS, leveraging existing PBIS systems * 8. Continue training, building systems around implementing, and monitoring tier 1 (data review) and tier 2 behavioral interventions, leveraging PBIS system to reduce exclusionary discipline at RMS (ATS/OSS) |
| Job Embedded Professional Development | * 1. Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback. * 5. Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for Math. * 6. Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards. * 7. Evaluate the current structure for Math periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. |
| Job Embedded Professional Development | * 1. Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback. * 5. Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. * 6. Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards. * 7. Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. |
| Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions | * Leverage data from progress monitoring by supporting ESOL teachers in regular data conversations with students and/or families to set goals for EL growth and skill development. After progress monitoring, facilitate data analysis and co-planning with teachers. Support teachers in implementing interventions to increase language acquisition. * Consider EL co-taught teams-arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this * Implement effective use of language interventions software based on the needs of the ELs as noted in the progress monitoring data with ongoing PD and monitoring to measure growth in targeted domain * Establish norms/guidelines on what should be present in a lesson plan to support language acquisition. * 10. Develop and Implement Multi Tiered System of Supports (MTSS) strategies specifically designed to meet the needs of English Language learners. * Intervention: Create schedule, implement, and monitor a building-wide single period intervention to support students with individual learning needs, accounting for full-time related arts teachers and the restructuring/elimination of the I/E block |

# Professional Development Activities

| Progressive Discipline PD | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 3. Reground staff in systems of progressive discipline. Ensure teachers know the why, how, when, and what for entering referrals/incidents into Sapphire, and that leadership has protected time to execute systems of progressive discipline. | | | | Faculty and Staff | | | | Criteria for referrals and incidents | | | | Consistent processes followed for incidents and referrals by teachers. Incidents and referrals resolved by admin in Sapphire | | | | APs | | | | 08/21/2023 | | | | 04/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | At the start of each quarter | | | | | | |  | | | | | | |  | | | | | | |

| Facilitating Restorative Circles | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 5. Review expectations for facilitating restorative circles. Monitor the implementation of restorative meetings using walkthroughs. Review restorative practices data at regular intervals to identify barriers in implementation. | | | | Faculty and Staff | | | | Facilitating restorative circles and analyzing restorative practice data | | | | Teachers facilitate restorative circles with fidelity, leading to reduced Tier 1 classroom disciplinary actions | | | | APs/Teacher Facilitators | | | | 09/01/2023 | | | | 04/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | At the start of each quarter | | | | | | |  | | | | | | | Structured Literacy | | | | | | |

| Regular Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 7. Develop tiered school-level systems and structures to monitor, incentivize, and intervene to increase regular attendance at RMS, leveraging existing PBIS systems | | | | Faculty & Students | | | | Adding attendance to PBIS | | | | Use of attendance points in PBIS rewards | | | | APs, Attendance team, DoS | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | During new student onboarding and at the end of each month | | | | | | |  | | | | | | | Special Education State Plan Training | | | | | | |

| Level 2 Behavior Interventions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 8. Continue training, building systems around implementing, and monitoring tier 1 (data review) and tier 2 behavioral interventions, leveraging PBIS system to reduce exclusionary discipline at RMS (ATS/OSS) | | | | Faculty, All Staff | | | | Tier 1 and Tier 2 interventions and fiedlity measures | | | | Consistent use of online PBIS rewards system and monthly school store | | | | Aps, DoS | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Prior to school year, as needed | | | | | | |  | | | | | | | At Least 1-hour of Trauma-informed Care Training for All Staff | | | | | | |

| Math Instructional Vision | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 1. Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback. | | | | Teachers and paras | | | | Group Activity to engage & clarify; Small groups | | | | Key components are indicated in walkthroughs, observations and non-evaluative calssroom visits | | | | LT members | | | | 08/28/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Math Data Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 5. Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for Math. | | | | All Teachers | | | | Introduction of basic data analysis protocol. In-person/virtual training from STAR Math and IXL representatives. | | | | Content/GL teams turning in completed data analysis templates after assessment windows | | | | SOI/ESOL SOI/Team Leads | | | | 06/28/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |

| Math Instructional Planning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 6. Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards. | | | | Teachers | | | | Instructional mapping expectations and CFS for RMS | | | | Consistent execution of pacing plans throught 22.23 | | | | SOI, ESOL SOI, Team leads as needed | | | | 06/08/2023 | | | | 09/30/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Beginning of the year | | | | | | |  | | | | | | |  | | | | | | |

| Math Instructional Minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 7. Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. | | | | Teachers | | | | Best practices for Math instruction in an extended period | | | | Consistent instructional structures observed via walkthroughs and classroom visits | | | | SOI, ESOL SOI, Content & Team Leaders | | | | 06/08/2023 | | | | 09/30/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Beginning of the year - quarterly as needed | | | | | | |  | | | | | | |  | | | | | | |

| ELA Instructional Vision | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 1. Regularly observe for the instructional vision in action, and provide teachers with vision-aligned feedback. | | | | Teachers and paras | | | | Group Activity to engage & clarify; Small groups | | | | Key components are indicated in walkthroughs, observations and non-evaluative classroom visits | | | | SOI/ESOL SOI/Team Leads | | | | 08/28/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| ELA Data Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 5. Co-create systems and structures for teachers to collaborate in data analysis. Provide time, resources, templates, and training to teachers to implement systems to support data-informed planning for ELA. | | | | All Teachers | | | | Introduction of basic data analysis protocol | | | | Content/GL teams turning in completed data analysis templates after assessment windows | | | | SOI/ESOL SOI/Team Leads | | | | 06/08/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |

| ELA Instructional Planning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 6. Ensure there is a consistent approach to curriculum and instructional planning and mapping, across teams and grade levels towards prioritized learning standards. | | | | Teachers | | | | Instructional mapping expectations and CFS for RMS | | | | Consistent execution of pacing plans throught 22.23 | | | | SOI, ESOL SOI, Team leads as needed | | | | 06/08/2023 | | | | 09/30/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Beginning of the year | | | | | | |  | | | | | | |  | | | | | | |

| ELA Instructional Minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 7. Evaluate the current structure for ELA periods and norm on a clear school-wide breakdown on instructional minutes (warm-up, exit ticket etc.). Ensure that there is an emphasis on small groups that support Tier 2 intervention. Use classroom visits to monitor implementation and provide feedback. | | | | Teachers | | | | Best practices for ELA instruction in an extended period | | | | Consistent instructional structures observed via walkthroughs and classroom visits | | | | SOI, ESOL SOI, Content & Team Leaders | | | | 06/08/2023 | | | | 09/30/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Beginning of the year, quarterly as needed | | | | | | |  | | | | | | |  | | | | | | |

| EL Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Intervention: Create schedule, implement, and monitor a building-wide single period intervention to support students with individual learning needs, accounting for full-time related arts teachers and the restructuring/elimination of the I/E block | | | | ESL Teachers & Paras | | | | ESL Intervention Strategies and Language Acquisition | | | | Walkthroughs & LAS Links Growth | | | | ESOL SOI | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| ESOL Data | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Leverage data from progress monitoring by supporting ESOL teachers in regular data conversations with students and/or families to set goals for EL growth and skill development. After progress monitoring, facilitate data analysis and co-planning with teachers. Support teachers in implementing interventions to increase language acquisition. | | | | ESL Teachers & Paras | | | | ESL Intervention Strategies and Language Acquisition, Data Review & Analysis | | | | Walkthroughs & LAS Links Growth | | | | ESOL SOI | | | | 08/28/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| EL Co-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Consider EL co-taught teams-arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this | | | | Teachers who support ELL students | | | | ESL Strategies | | | | Walkthrough Data | | | | ESOL SOI | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Monthly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Language Intervention Software | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Implement effective use of language interventions software based on the needs of the ELs as noted in the progress monitoring data with ongoing PD and monitoring to measure growth in targeted domain | | | | ESL Teachers & Paras | | | | ESL Intervention Strategies and Language Acquisition, Data Review & Analysis | | | | Walkthroughs & LAS Links Growth | | | | ESOL SOI | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| ESOl Lesson Planning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Establish norms/guidelines on what should be present in a lesson plan to support language acquisition. | | | | Teachers | | | | Language objectives, language acquisition, ESOL Best Practices, Co- Teaching Models & responsibilities | | | | Walkthroughs | | | | ESOL SOI | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Workshop(s) | | | | | | | Quarterly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| ESOL MTSS Strategies | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * 10. Develop and Implement Multi Tiered System of Supports (MTSS) strategies specifically designed to meet the needs of English Language learners. | | | | All Content Teachers & Support Staff | | | | Student Engagement, Cultural Competencies, Family Engagement | | | | Walkthroughs, Discipline Data | | | | ESOL SOI & ESOL Teachers | | | | 07/01/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Workshop(s) | | | | | | | quarterly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |