# TREXLER MS

851 N 15th St

CSI School Plan | 2023 - 2024

# Steering Committee

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# Vision for Learning

Mission:Trexler Middle School is a connected community of learners, families, and educators that honors the unique needs and voices of students, celebrates this time in a child’s life, and leads by example to foster strong moral character and academic excellence.Vision:Trexler students will thrive in high school, confront challenges with confidence, and create a path to happiness for themselves that will make them well-rounded members of the community.Trexler middle school teachers will:Adapt instruction to meet student needs by frequently gathering evidence of learning, including through formative and summative assessment. Plan for and implement opportunities for students to receive feedback from teacher and peers.Plan for and provide opportunities for students to engage as a learning community, including implementing small group learning, discussions, and collaboration. Create inclusive classroom environments by: communicating positively with studentsmodeling affective statementsworking with co-teachers and support staff to meet the needs of all studentsActively encourage, model, and support academic risk-taking actions (e.g., making mistakes, trying new strategies).Trexler middle school students will:Give and accept constructive feedback, including revising work or correcting mistakes when needed.Act as members of a learning community, including:expressing their own ideas and thinkingbuilding on others' ideas and thinkingsupporting the learning of all students in the classroomTake academic risks, including: active participation, even on challenging tasksopenly and honestly sharing their thinkingasking questions

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| SY21-22: Trexler saw an increase in overall ELA proficiency from Fall (19.2%) to winter 1 (20.2%) to winter 2 (21.4%) according to Star ELA. | No |
| SY21-22: The number of students showing high growth from Fall to Winter testing windows increased from 25.1% in the 20-21 school year to 34.8% in the 21-22 school year. | No |
| SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in our ELL sub-category grew by 1.8% | No |
| SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in of students identifying as Black grew by 3.6% on Star ELA. | No |
| SY22-23: 6th grade English Learners have experienced 70.21% of students meeting or exceeding growth goals in Winter 2023 on LAS Links. | Yes |
| SY21-22: EL subgroup 3.5% proficient in math in the winter 1 testing window (an increase from 1.1% in fall) based on Star math. | No |
| SY 21-22: Between Q1 and Q2 of 21-22, our group of students identifying as Hispanic At-Above Benchmark grew from 17.9% to 19.3% on Star ELA. | No |
| SY21-22: Trexler is working to improve STEM offerings for 6,7, and 8 grade science students. | No |
| SY21-22: When comparing student subgroups, students who identify as having 2 or more Races had the largest increase in attendance from the SY 19-20 to the SY 20-21, rising from 63% to 83% | No |
| SY22-23: Between Q1 and Q3 of SY 22-23, there was an increase of 4.5% in our 6th grade group of students scoring proficient or advanced on the STAR math benchmark | No |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | No |
| Continuously monitor implementation of the school improvement plan and adjust as needed | No |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Yes |
| SY19-20: 97.4% career standards benchmark | No |
| SY21-22: The number of students showing high growth from Fall to Winter testing windows increased from 25% in the 20-21 school year to 42.7% in the 21-22 school year as measured by Star. | No |
| SY21-22: Trexler student proficiency increased 7.1% from the Fall baseline to the Winter #1 testing window as measured by Star. | No |
| SY21-22: From SY 20-21 to SY 21-22, TMS students that scored proficient or advanced on ELA PSSA increased from 8.3% to 26.3% | No |
| SY21-22: From SY 20-21 school year to SY 21-22 school year, English Learners increased in growth by 10.2% as measured by WIDA. | No |
| SY21-22: From SY 18-19 to SY 21-22, TMS English Language Learners met growth targets and increased in performance from 53% to 90% on the PSSA Math. | No |
| SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in 6th grade grew by 2.5% | Yes |
| SY22-23: Between Q1 and Q2 of SY 22-23, our at-above benchmark reading group in 8th grade grew by 4.2% | No |
| SY22-23: Between Q1 and Q2 of SY 22-23, there was an increase of 3.3% in students scoring proficient or advanced on the STAR math benchmark | Yes |
| SY21-22: 93.7% career standards benchmark: Trexler is exceeding the statewide average of 88.3%. | No |
| Identify professional learning needs through analysis of a variety of data | No |
| Use multiple professional learning designs to support the learning needs of staff | No |
| School level Trexler Middle School strength recognitions. | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| School level Trexler Middle School weakness recognitions. | No |
| SY21-22: While in SY 21-22 English learners increased from SY 20-21, the highest overall average was in 19-20 school year at 14.7% , a 2% difference. | No |
| SY21-22: There was a 14.9% decrease in students attending regularly when comparing SY 18-19 to SY 21-22, from 80.3% to 65.4%. All students performing lower each year than the statewide average. | No |
| SY21-22: The number of students testing proficient from winter 1 to winter 2 decreased by 2.2%. | No |
| SY22-23: The number of students showing high growth from fall to winter 1 on Star math was 32%, a decrease from 42.7% SY21-22. | Yes |
| SY20-21: According to Winter 2 Star Math assessment, 11.2% of Trexler students are proficient in math. 72.4% of Trexler students are "Below Basic" in math. | No |
| SY21-22: 6th grade growth is only 1.7% greater than 7th grade's growth on Star math, although 6th grade has double the instruction time. | No |
| SY20-21: Trexler has a career standards benchmark 48.1%; Trexler is not meeting the statewide average of 86.2% | No |
| Implement evidence-based strategies to engage families to support learning | No |
| Provide frequent, timely, and systematic feedback and support on instructional practices | No |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | No |
| Implement a multi-tiered system of supports for academics and behavior | Yes |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | No |
| SY22-23: Between Q1 and Q3 of SY 22-23, our at-above benchmark reading percentage for all 3 grades decreased by 0.8% | No |
| SY20-21: According to the Winter 2 ELA Star assessment, 19.6% of Trexler students are proficient in ELA. Students scoring Below Basic increased by 9.1% over the course of the school year. | No |
| SY20-21: From 2018/19 to 2019/20, ELs maintained or increased from a proficiency level of 14.4% to 14.7% with a decrease to 2.6% for SY20-21. | No |
| SY22-23: 241/312 chronically absent students during the 22-23 SY identify as Hispanic or Latino, approximately 77% | No |
| SY22-23: In Q3 of the 22-23 SY, a large achievement gap is evident between reading proficiency scores for students identifying as White (45.2%) as compared to students identifying as Black (16.1%) or Latinx (17.9%). | No |
| SY22-23: In Q3 of the 22-23 SY, only 2.3% of students who receive special education programming scored proficient on the reading STAR benchmark. | No |
| SY22-23: In Q3 of 22-23, only 0.6% of students in ESOL programming scored proficient or advanced on Star Math. | Yes |
| SY18-19: 73.4% of Trexler students are not proficient in science. | No |
| SY18-19: Trexler is not meeting the statewide growth standard for science. | No |
| SY21-22: From SY 18-19 to SY 21-22, TMS students that scored proficient or advanced on ELA PSSA decreased from 31.5% to 26.3% | No |
| SY21-22: TMS students are still on a decline from their SY18-19 and SY 19-20 proficiency of 12.6% on the PSSA Math. | No |
| SY22-23: The number of students showing high growth from fall to winter 1 on Star ELA was 26.9%, a decrease from 34.8% SY21-22. | Yes |
| SY22-23: On the Q3 STAR benchmark for reading, our at-above benchmark group for 7th grade is 9% lower than either 6th or 8th grades | No |
| SY22-23: Between Q2 and Q3 of SY 22-23, there was a decrease of 0.9% in students scoring proficient or advanced on the STAR math benchmark | No |
| SY21-22: 10.8% of Trexler students tested proficient on the science PSSA. | No |
| SY21-22: Trexler’s academic growth score for science is 50; Trexler does not meet the statewide growth standard (70) | No |
| SY21-22: Trexler is not meeting the statewide performance standard (98%). | No |

## Most Notable Observations/Patterns

Expectations for use of instructional time must be more structured. Accountability systems needed. Who is responsible for what needed. Instructional quality is not uniform across building or grade levels. A rearrangement of personnel is needed for distribution of experience throughout 6-8. Structured accountability systems for 23-24 need to be planned prior to teachers returning in August 2023. The team discussed how culture and climate go beyond practices, policies, and protocols. There is an adaptive element. Conversations regarding how adult mindsets and actions impact the student experience will be important. Listening and positive communication must continue throughout the process, no matter how many times we have to revisit the needs of our school community.The team notes that collective responsibility, trust, and buy-in of all staff will be critical to implementing improvement efforts. How the CSI plan is shared, both in communication and process, will matter a lot. Continued reminders of the work needed to improve student experiences and provide the ""safe"" place they need to succeed.Special Ed and ELs are listed separately, but there are some students in each grade who are in both of these student groups. While some students may be reaping benefits from co-teaching, there is a need to examine what else can be done to better meet learner needs, especially those in multiple student groups.The team identified that the way staff talks about the district, the building, the work, each other, students and families matters and sticks. The team also understands that continued changes in mindset is needed to improve students academic and emotional needs.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| SY22-23: 6th grade English Learners have experienced 70.21% of students meeting or exceeding growth goals in Winter 2023 on LAS Links. |  |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | BARK rewards and initiatives have had strong staff and student buy-in this year. Next year, the focus is on implementing restorative practices with fidelity. |
| SY22-23: Between Q2 and Q3 of SY 22-23, our at-above benchmark reading group in 6th grade grew by 2.5% |  |
| SY22-23: Between Q1 and Q2 of SY 22-23, there was an increase of 3.3% in students scoring proficient or advanced on the STAR math benchmark |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| SY22-23: The number of students showing high growth from fall to winter 1 on Star math was 32%, a decrease from 42.7% SY21-22. | Implementation challenge 1: Lack of protected time for leadership team to effectively plan and monitor implementation/accounatability.Additional discussion: The expected structured meeting times became inconsistent as the year moved along. The capacity of administration many times changed focus with the needs of parents or separate needs.Implementation challenge 2: Inconsistent follow throughAdditional discussion: Inconsistent walkthroughs and benchmark data. Inconsistent meeting times with individual and grade level. Focus was more toward priority team. | Yes | If: - Teacher actions are aligned to Trexler’s instructional vision;-Teachers use data to inform instructional decisions; Better understanding of STAR, PSSA, IXL data sources to drive instruction and student needs.-Teachers ensure students practice skills on grade-level tasks;-The school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that’s aboveTHEN: math proficiency will improve |
| Implement a multi-tiered system of supports for academics and behavior | Implementation challenge 1: Lack of monitoring systemsAdditional discussion: Multiple opportunities were made for systems and procedures to be understood and followed, however, even on May 10, 2023, we are still reminding staff of some of the same thingsImplementation challenge 2: Limited belief/mindsetAdditional discussion: Limited growth for "If I need to talk to someone, there's an adult at school that I trust," decline for "I feel safe and comfortable with my teachers," and "My teachers treat me with respect." | Yes | If: - School leadership monitors staff/student compliance of expectations for school-wide routines and procedures (i.e. morning, hallways, PBIS, etc.) - The school prioritizes and emphasizes the importance of relationships with students (i.e. through advisory period, homeroom, master schedule, resource staff) - Staff are attuned and aware of students needs (academic,SEL, etc.) and effectively and quickly respond and intervene to meet those student needs - The school provides feedback to all staff and monitors impact for all that’s above of school providedTHEN: Staff and students will establish positive relationships that will improve the school culture and climate |
| SY22-23: In Q3 of 22-23, only 0.6% of students in ESOL programming scored proficient or advanced on Star Math. | Implementation challenge 1: Lack of monitoring systemsAdditional discussion: We need to meet and work out the monitoring systems and then let teacher leaders deliver that message to their teams. Let us know if there are any oversights or questions. Then follow through on what we decide for teachers, staff, and students with clear expectations and clear consequences. Implementation challenge 2: Unclear vision for high-quality implementation of strategyAdditional discussion: We cannot allow the negative talk and the fixed mindset to deter our goals. We need to review the vision. Share the vision and refer to it as we move forward so some questions and comments will go away becuase everyone will know what we stand for. We should have clear expectatoins and clear consequences in place for anyone that does not remain professional and/or does not comply. | Yes | If:- Co-teachers have protects time and coaching to meet the needs of EL students; - Teacher in content areas include English language objectives along with content objectives for every lesson to ensure both coteachers and students have a clear vision of the lesson and how they will deliver understanding of the lesson- Teachers use WIDA to place students and set expectations and LAS Links to measure growth and flex planning; -The school provides professional learning ( PD, training and coaching) to all staff of Els and monitors impact for all that's above THEN: The number of EL students meeting their growth goal for English Language Proficiency will increase. |
| SY22-23: The number of students showing high growth from fall to winter 1 on Star ELA was 26.9%, a decrease from 34.8% SY21-22. | Implementation challenge 1: Lack of protected time for leadership team to effectively plan and monitor implementation/accounatability.Additional discussion: The expected structured meeting times became inconsistent as the year moved along. The capacity of administration many times changed focus with the needs of parents or separate needs. There are often simultaneous issues happening that take the leadership team away from this focus. Implementation challenge 2: Unclear vision for high-quality implementation of strategy.Additional discussion: ELA staff in seventh grade did not match the experience and understanding of expectations as the compared to the 8th grade teams. Major changes throughout the school year with losing three teachers from the same 7th grade team. | Yes | If: - Teacher actions are aligned to Trexler’s instructional vision - Teachers use data to inform instructional decisions. Better underdatanding of STAR, PSSA, PVASS, IXL data sources to drive instruction and student needs. - Teachers ensure students practice skills on grade-levelt asks - The school provides professional learning (PD, training,coaching) teachers for teachers and monitors impact for all that’s aboveTHEN: ELA proficiency will improve |

# Goal Setting

| **Priority:** If: - Teacher actions are aligned to Trexler’s instructional vision;-Teachers use data to inform instructional decisions; Better understanding of STAR, PSSA, IXL data sources to drive instruction and student needs.-Teachers ensure students practice skills on grade-level tasks;-The school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that’s aboveTHEN: 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, Trexler students will improve overall proficiency by 10% in math as measured by the Star math assessment.Goal: Math Measurable Goal StatementMath Indicator #1 - STARIncrease in 8th Grade STAR benchmark assessment performance from Quarter 1 to Quarter 2 by 4%Increase 8th Grade STAR benchmark assessment performance from Quarter 1 to Quarter 3 by 7%Increase 8th Grade STAR benchmark assessment performance from Quarter 1 to Quarter 4 by 10%Math Indicator #2 - ALEKSIncrease in the percentage of students completing their recommended ALEKS minutes per week from Quarter 1 to Quarter 2 by 5%Increase in the percentage of students completing their recommended ALEKS minutes per week from Quarter 1 to Quarter 3 by 10%Increase in the percentage of students completing their recommended ALEKS minutes per week from Quarter 1 to Quarter 4 by 15% Indicator #3 - Academic Journals in MathIncrease in the percentage of students who are able to demonstrate accurate work and processes in solving grade-level math challenges from Quarter 1 to Quarter 2 by 10%Increase in the percentage of students who are able to demonstrate accurate work and processes in solving grade-level math challenges from Quarter 1 to Quarter 3 by 20%Increase in the percentage of students who are able to demonstrate accurate work and processes in solving grade-level math challenges from Quarter 1 to Quarter 4 by 25%Indicator #4 - Brainfuse One-To-One TutoringIncrease in the percentage of students who are utilizing Brainfuse one-to-one tutoring in Math area one hour per week from Quarter 1 to Quarter 2 by 10%Increase in the percentage of students who are utilizing Brainfuse one-to-one tutoring in Math area one hour per week from Quarter 1 to Quarter 3 by 20%Increase in the percentage of students who are utilizing Brainfuse one-to-one tutoring in Math area one hour per week from Quarter 1 to Quarter 4 by 25% | Math STAR | Q1 Baseline Expected Proficiency: 6.8% | 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 Trexler Middle School will improve overall proficiency by 15% in math as measured by the PSSA math assessment. | Math PSSA | Q1 Baseline: 1.92% | No test | No test | Q4: 16.92% |
|  |  |  |  |  |  |  |

| **Priority:** If: - School leadership monitors staff/student compliance of expectations for school-wide routines and procedures (i.e. morning, hallways, PBIS, etc.) - The school prioritizes and emphasizes the importance of relationships with students (i.e. through advisory period, homeroom, master schedule, resource staff) - Staff are attuned and aware of students needs (academic,SEL, etc.) and effectively and quickly respond and intervene to meet those student needs - The school provides feedback to all staff and monitors impact for all that’s above of school providedTHEN: 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 the 23-24 school year, Trexler will score at least 11 out of a possible 15 points on their Climate and Culture scorecard.GOAL: Improve School Climate & CultureIndicator 1: Out of School SuspensionsLess than 10 students are suspended out of school by the end of the 1st quarter 23-24Less than 20 students are suspended out of school by the end of the 2nd quarter 23-24Less than 30 students are suspended out of school by the end of the 3rd quarter 23-24Less than 40 students are suspended out of school by the end of the 4th quarter 23-24Indicator 2: Staff Survey on School ClimateIncrease the number of staff reporting a positive climate in the building by 5% from Quarter 1 to Quarter 2Increase the number of staff reporting a positive climate in the building by 5% from Quarter 1 to Quarter 3Increase the number of staff reporting a positive climate in the building by 5% from Quarter 1 to Quarter 4Indicator 3: Student Survey on School Climate Increase the number of students reporting that they can identify a trusted adult at school by 5% from Quarter 1 to Quarter 2Increase the number of students reporting that they can identify a trusted adult at school by 10% from Quarter 1 to Quarter 3Increase the number of students reporting that they can identify a trusted adult at school by 15% from Quarter 1 to Quarter 2Indicator 4: Family EngagementIncrease the number of parents attending monthly family engagement meetings at Trexler by 5 parents from distinct households from Quarter 1 to Quarter 2Increase the number of parents attending monthly family engagement meetings at Trexler by 10 parents from distinct households from Quarter 1 to Quarter 3Increase the number of parents attending monthly family engagement meetings at Trexler by 15 parents from distinct households from Quarter 1 to Quarter 2 GOAL: Improve Attendance OutcomesIndicator 1: Chronic AbsenteeismDecrease the number of students exhibiting chronic absenteeism by 5 percentage points from Quarter 1 to Quarter 2Decrease the number of students exhibiting chronic absenteeism by 10 percentage points from Quarter 1 to Quarter 3Decrease the number of students exhibiting chronic absenteeism by 15 percentage points from Quarter 1 to Quarter 4 Indicator 2: Average Daily Attendance Increase daily average attendance by 2.5% from Quarter 1 to Quarter 2Increase daily average attendance by 5% from Quarter 1 to Quarter 3Increase daily average attendance by 7.5% from Quarter 1 to Quarter 4 | Climate and Culture | Q1: at least 5 points | Q2: at least 7 points | Q3: at least 9 points | Q4: at least 11 points |
| Parent and family engagement | By the end of SY23-24 15% more Trexler Families will complete the PDE Climate Survey, than at the end of SY22-23. | Parent and family engagement | Baseline: 50% completion | NA | NA | Q4: 65% completion |
| Social emotional learning | By the end of SY23-24, Trexler will increase it's student SEL score by +.37 on the PDE Climate Survey. | Social emotional learning | Baseline: 2.55 | NA | NA | Q4: 2.92 |

| **Priority:** If:- Co-teachers have protects time and coaching to meet the needs of EL students; - Teacher in content areas include English language objectives along with content objectives for every lesson to ensure both coteachers and students have a clear vision of the lesson and how they will deliver understanding of the lesson- Teachers use WIDA to place students and set expectations and LAS Links to measure growth and flex planning; -The school provides professional learning ( PD, training and coaching) to all staff of Els and monitors impact for all that's above THEN: 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, 69.1% of Trexler Students will meet or exceed expected growth as measured by the LAS Links assessment.Indicators for 23-24 school year for ElsIncrease the percentage of students making adequate language growth, according to LAS Links measurable indicators, from Quarter 1 to Quarter 2 in the composite score by 5%. Increase the percentage of students making adequate language growth, according to LAS Links measurable indicators, from Quarter 2 to Quarter 4 in the composite score by 7%.Increase in the percentage of students who are able to demonstrate grade-level proficient writing from Quarter 1 to Quarter 4 by 25%. | EL | Baseline: 57.1% from final testing window in 22-23. | 62.1% of students will meet or exceed expected growth | No Test | 69.1% of students will meet or exceed expected growth. |

| **Priority:** If: - Teacher actions are aligned to Trexler’s instructional vision - Teachers use data to inform instructional decisions. Better underdatanding of STAR, PSSA, PVASS, IXL data sources to drive instruction and student needs. - Teachers ensure students practice skills on grade-levelt asks - The school provides professional learning (PD, training,coaching) teachers for teachers and monitors impact for all that’s aboveTHEN: 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, Trexler students will improve overall proficiency by 10% in ELA as measured by the Star ELA assessment.GOAL: Improve Literacy OutcomesELA Indicator #1 - STARIncrease in 8th Grade STAR benchmark assessment performance from Quarter 1 to Quarter 2 by 4%Increase 8th Grade STAR benchmark assessment performance from Quarter 1 to Quarter 3 by 7%Increase 8th Grade STAR benchmark assessment performance from Quarter 1 to Quarter 4 by 10%ELA Indicator #2 - StudySyncIncrease in percentage of students scoring proficient or advanced on StudySync unit assessments from Quarter 1 to Quarter 2 by 5%Increase in percentage of students scoring proficient or advanced on StudySync unit assessments from Quarter 1 to Quarter 3 by 10%Increase in percentage of students scoring proficient or advanced on StudySync unit assessments from Quarter 1 to Quarter 4 by 15%Indicator #3 - Academic Journals in ELAIncrease in the percentage of students who are able to demonstrate grade-level proficient or advanced writing from Quarter 1 to Quarter 2 by 10%Increase in the percentage of students who are able to demonstrate grade-level proficient or advanced writing from Quarter 1 to Quarter 3 by 20%Increase in the percentage of students who are able to demonstrate grade-level proficient or advanced writing from Quarter 1 to Quarter 4 by 25%Indicator #4 - Brainfuse One-To-One TutoringIncrease in the percentage of students who are utilizing Brainfuse one-to-one tutoring in ELA one hour per week from Quarter 1 to Quarter 2 by 10%Increase in the percentage of students who are utilizing Brainfuse one-to-one tutoring in ELA one hour per week from Quarter 1 to Quarter 3 by 20%Increase in the percentage of students who are utilizing Brainfuse one-to-one tutoring in ELA one hour per week from Quarter 1 to Quarter 4 by 25% | ELA STAR | Q1 Baseline Expected Proficiency: 16.8% | 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 Trexler Middle School will improve overall proficiency by 12% in ELA as measured by the PSSA ELA assessment. | ELA PSSA | Q1 Baseline: 25.61% | No test | No test | Q4: 37.61% |

# Action Plan

| **Action Plan for:** Restorative Practices | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Climate and Culture | | | | | | The percentage of chronic absences will decrease by 12% at Trexler by the end of the 23-24 SY. | | | | | | Admin, attendance team members, CIS team, Home and School Visitor | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Schedule differentiated culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, relationship-building, restorative practices, trauma-informed teaching, anti-racist teaching, and community building. ` | | | 07/01/2023 | | | 06/30/2024 | | | Admin Team, Restorative Leadership Team Leaders | | | Historical PD scope and sequences/agendas; list of local organizations to partner with for professional learning opportunities; example PD scope and sequence from schools with exemplary culture and climate | | | Yes | | |
| Refine BARK expectations for schoolwide student behaviors, including, but not limited to, policies on hallway passes, locker usage, uniforms, etc. Ensure expectations are publicly posted around the school. Provide teachers with written guidance on how to address students who are not meeting expectations. | | | 08/18/2023 | | | 06/15/2024 | | | Admin Team, Restorative Leadership Team Leaders, BARK Committee | | | BARK expectations documents | | | No | | |
| Weekly use of Social Emotional Lessons and circles during structured time with RLT and administration monitoring. | | | 09/01/2023 | | | 06/30/2024 | | | Admin Team, Restorative Leadership Team Leaders | | | SEL district and school documentation | | | Yes | | |
| Refine and explicitly communicate guidance for teacher actions in common area spaces (e.g., greeting students in hallways, upon entry into building, when in cafeteria). | | | 08/01/2023 | | | 09/30/2023 | | | Admin Team | | | Examples of guidance for teacher actions from schools with exemplary culture and climate | | | Yes | | |
| Refine and explicitly communicate school-wide expectations for interactions between teachers and students (e.g., speaking voices only, calling students by their preferred name) by providing timely feedback to staff. | | | 08/01/2023 | | | 09/30/2023 | | | Admin Team, Restorative Leadership Team Leaders | | | BARK expectations documents | | | Yes | | |
| When completing walkthroughs or observations, observe Restorative Practices in action and the usage of BARK system. Identify strong examples of Restorative Practices and provide teachers with peer observation opportunities, as needed. Identify teachers who need additional support with Restorative Practices and BARK and follow up as needed with Restorative Leadership Team (RLT). | | | 09/01/2023 | | | 06/30/2024 | | | Admin Team, Restorative Leadership Team Leaders | | | Scheduled time for admin to perform walkthroughs; Restorative Practices rubric or look-fors | | | No | | |
| Establish a quarterly routine for recognizing students for growth, achievement, and BARK excellence. Include families in the celebration and recognition (e.g., yard signs, inviting to assemblies, home visits). | | | 09/01/2023 | | | 06/30/2024 | | | Admin Team, Restorative Leadership Team Leaders | | | Scheduled time for admin to perform walkthroughs; Restorative Practices rubric or look-fors | | | No | | |
| Gather input on the BARK system and state of climate/culture from a representative student advisory council that meets at regular intervals (e.g., monthly). | | | 09/01/2023 | | | 06/30/2024 | | | Admin Team, Restorative Leadership Team Leaders | | | Dedicated time for recognition; Benchmarks/criteria for what will qualify a student to be recognized as a student leader. (Ex: leadership essay) | | | No | | |
| Establish a quarterly data monitoring routine that analyzes key climate and culture indicators, including attendance, student perception data from surveys, and discipline data, with disaggregated data for students. Determine key takeaways and recommendations for addressing any surfaced trends. | | | 09/01/2023 | | | 06/30/2024 | | | Admin Team | | | Dedicated time for recognition; Benchmarks/criteria, Survey Data | | | No | | |
| Create a monthly calendar for family engagement with a rotating topic schedule. | | | 08/28/2023 | | | 06/30/2024 | | | AP + community in schools partner | | | BARK/RLT/SEL Committee/Teaching Staff/Student Honor Society and Student Council Input. Follow monthly focus nights. | | | No | | |
| In the first month of school, team leaders lead teams in creating plans on how to address students who are not yet meeting BARK expectations. | | | 08/29/2023 | | | 09/30/2023 | | | Admin Team, Restorative Leadership Team Leaders | | | Plan framework to be used; time with team leaders to review expectations | | | No | | |
| In the first month of school, teachers create their classroom management plans to be reviewed with administration and/or coaches. Classroom management plans will be refined throughout the year as teachers implement with success or difficulty. | | | 08/29/2023 | | | 09/30/2023 | | | Teachers and Admin Team | | | Behavior management plan framework to be used | | | Yes | | |
| Through regularly scheduled attendance team meetings, conduct targeted interventions with students and their families who are considered chronically absent. | | | 08/29/2023 | | | 09/30/2023 | | | Admin, attendance team members, CIS team, Home and School Visitor | | | Tier 1, Tier 2, Tier 3 Attendance Interventions | | | No | | |

| **Action Plan for:** Job Embedded Professional Development | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Math STAR | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Create a schedule for morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. | | | 07/01/2023 | | | 08/18/2023 | | | SOI, Math Intervention Specialist, Math Coach, Admin | | | Master schedules, assignment of responsibility to specific Academic Team members. | | | Yes | | |
| Establish, communicate out, and monitor school-wide expectations for math interventions. Include structural guidelines (time, frequency), in addition to process guidelines (small group instruction, conferencing, instructional tech). Implement common assessments to measure the effectiveness of math interventions on student achievement. | | | 07/01/2023 | | | 06/30/2024 | | | Math teacher from each grade level, math team leads, ESOL and Sped representative, SOI, Admin | | | Instructional vision; sample math instructional models from high-performing schools and districts with similar demographics; curicular materials | | | Yes | | |
| Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. Part of these expecations will be the use of math and STEM interactive learning materials | | | 07/01/2023 | | | 06/30/2024 | | | SOI, Math Intervention Specialist, Math Coach | | | Star, LAS Links, IXL; known process for interventions for students; established time for teachers to plan/adjust interventions; math and STEM materials | | | Yes | | |
| Execute coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teachers monthly. Feedback includes a connection to student data. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, Math Coach, Math Intervention Specialist, Partners | | | Walkthrough data | | | Yes | | |
| Establish a plan for regular, periodic communication to families on student academic progress. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, Math Coach,Math Intervention Specialist, Partners | | | Time to complete walk-throughs/observations; time for following up within 48 hours | | | Yes | | |
| Academic leadership team will monitor and provide feedback on effective use of the collaboration time to ensure effectiveness (data driven, utilizing coaches). | | | 07/01/2023 | | | 06/30/2024 | | | Admin, Math Teachers, SOI, Math Coach, Math Intervention Specialist, Partners | | | Time on professional development days/morning meeting times for this communication to occur | | | Yes | | |
| After STAR benchmarks are adminstered, academic leadership team will complete a data review for whole-school data. The academic leadership team will then guide teachers through a review of the data that will help them to inform instruction. | | | 10/15/2023 | | | 06/01/2024 | | | Math Teachers, math intervention specialist, Math coach | | | Morning meeting times for this communication to occur | | | Yes | | |
| Create a daily/weekly walkthrough schedule for all administration, coaches, and intervention specialists. Create documentation for walkthrough focus and outcomes. Establish a weekly schedule for meeting at beginning and end of each week with administration, coaches, and intervention specialists concerning walkthroughs and feedback expectations to staff. Plan will have detailed expectations for walkthrough focus. | | | 07/01/2023 | | | 08/18/2023 | | | Admin, SOI, Math Coach, Math Intervention, Math Intervention, Math Coach, Math Coach | | | Spreadsheet, Pa-ETEP | | | Yes | | |
| Monitor the successful execution of family communication plan and that parents know how to access Sapphire Community Portal. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, Math Coach, Math Intervention, Math Intervention, Math Coach, Math Coach | | | Data from Sapphire Portal | | | Yes | | |
| Create a schedule and accountability system for checking that lesson plans are aligned with grade level standards and curricular expectations. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, Math Coach, Math Intervention, Math Intervention, Math Coach, Math Coach | | | Meeting times for communication to occur. | | | Yes | | |

| **Action Plan for:** Job Embedded Professional Development | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
|  | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Create a schedule for morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. | | | 07/01/2023 | | | 08/18/2024 | | | SOI, ELA Intervention Specialist, ELA Coach, Admin | | | Master schedules, assignment of responsibility to specific Academic Team members. | | | Yes | | |
| Establish, communicate out, and monitor school-wide expectations for ELA interventions. Include structural guidelines (time, frequency), in addition to process guidelines (small group instruction, conferencing, instructional tech). Implement common assessments to measure the effectiveness of ELA interventions on student achievement. | | | 07/01/2023 | | | 06/30/2024 | | | ELA teacher from each grade level, ELA team leads, ESOL and Sped representative, SOI, Admin | | | Instructional vision; sample ELA instructional models from high-performing schools and districts with similar demographics; curicular materials | | | Yes | | |
| Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. | | | 07/01/2023 | | | 06/30/2024 | | | SOI, ELA Intervention Specialist, ELA Coach | | | Star, LAS Links, IXL; known process for interventions for students; established time for teachers to plan/adjust interventions; ELA Materials | | | Yes | | |
| Execute coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teachers monthly. Feedback includes a connection to student data. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, ELA Coach, ELA Intervention Specialist, Partners | | | Walkthrough data | | | Yes | | |
| Establish a plan for regular, periodic communication to families on student academic progress. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, ELA Coach, ELA Intervention Specialist, Partners | | | Time to complete walk-throughs/observations; time for following up within 48 hours | | | Yes | | |
| Academic leadership team will monitor and provide feedback on effective use of the collaboration time to ensure effectiveness (data driven, utilizing coaches). | | | 07/01/2023 | | | 06/30/2024 | | | Admin, ELA Teachers, SOI, ELA Coach, ELA Intervention Specialist, Partners | | | Time on professional development days/morning meeting times for this communication to occur | | | Yes | | |
| After STAR benchmarks are adminstered, academic leadership team will complete a data review for whole-school data. The academic leadership team will then guide teachers through a review of the data that will help them to inform instruction. | | | 10/15/2023 | | | 06/01/2024 | | | ELA Teachers, ELA intervention specialist, ELA coach | | | morning meeting times for this communication to occur | | | Yes | | |
| Create a daily/weekly walkthrough schedule for all administration, coaches, and intervention specialists. Create documentation for walkthrough focus and outcomes. Establish a weekly schedule for meeting at beginning and end of each week with administration, coaches, and intervention specialists concerning walkthroughs and feedback expectations to staff. Plan will have detailed expectations for walkthrough focus. | | | 07/01/2023 | | | 08/15/2023 | | | Admin, SOI, ELA Coach, ELA Intervention, ELA Intervention, ELA Coach, ELA Coach | | | Spreadsheet, PA-ETEP | | | Yes | | |
| Monitor the successful execution of family communication plan and that parents know how to access Sapphire Community Portal. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, ELA Coach, ELA Intervention, ELA Intervention, ELA Coach, ELA Coach | | | Data from Sapphire Portal | | | Yes | | |
| Create a schedule and accountability system for checking that lesson plans are aligned with grade level standards and curricular expectations. | | | 07/01/2023 | | | 06/30/2024 | | | Admin, SOI, ELA Coach, ELA Intervention, ELA Intervention, ELA Coach, ELA Coach | | | Meeting times for communication to occur. | | | Yes | | |
| Leadership Coaching Middle School | | | 08/28/2023 | | | 06/07/2024 | | | Leadership Coach | | | Improving school performance and student outcomes. | | | Yes | | |

| **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)** | | | | | |
|  | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Building on existing relationship with Transformation partner by reviewing year long project plan that aligns with EL support and needs | | | 07/01/2023 | | | 11/01/2023 | | | Transformation Partner | | | "all completed summer projects and a framework of schedule of events (PDs, PLCs, walkthrough templates, etc) work with partner to develop a schedule of development and work the plan " | | | No | | |
| Build project plans for action steps aligned to English Language Growth and Attainment targets. | | | 07/01/2023 | | | 10/01/2023 | | | ESOL SOIs, ESOL teachers | | | action plan | | | No | | |
| Create a space for Special Education teachers, Special Education facilitator and ESOL teachers to collaborate in data discussions to make changes to IEPs that affect current practices that will best position them to receive the supports they nee | | | 10/01/2023 | | | 12/01/2023 | | | ESOL SOI, ESOL teachers, Special Ed Facilitator, SpEd teacher representatives, Guidance, Home and School Liasion | | | "list of SpEd/Els and their caseworkersscheduled meeting by 10/30 | | | No | | |
| Create a calendar for content teachers and ESOL teachers have protected collaboarative time to review the proficiency status, individualized goals | | | 07/01/2023 | | | 08/01/2023 | | | ESOL SOI, ESOL teachers, teachers in ESOL classrooms | | | ELA teacher of Els, ESOL teachers, ESOL SOI | | | No | | |
| Make a plan for content teachers and ESOL teachers for their protected collaborative time of data review to ensure communication and productive use of time | | | 07/01/2023 | | | 08/01/2023 | | | ESOL SOI, ESOL teachers and Teachers of ELs | | | PD for ESOL teachers and Content Teachers of Els | | | No | | |
| Plan professional development for all staff that teach ELs on best practices, including use of English language objectives, to ensure teachers create clear lesson plans for the different levels of Els | | | 07/01/2023 | | | 08/01/2023 | | | ESOL SOI, ESOL teachers , Content Teacher of Els | | | ESOL SOI, ESOL teachers, all faculty | | | No | | |
| Execute professional development for all staff that teach ELs on best practices, including use of English language objectives, to ensure teachers create clear lesson plans for the different levels of Els | | | 08/02/2023 | | | 01/01/2024 | | | ESOL SOI, ESOL teachers , Content Teacher of Els | | | ESOL SOI, ESOL teachers, all faculty | | | Yes | | |
| Include a section for English Language obectives in lesson planning template with PD for teachers of ELs | | | 07/01/2023 | | | 10/01/2023 | | | ESOL SOI, ESOL teachers | | | ESL walkthrough form on PaEtep | | | Yes | | |
| Conduct ESL specific walkthroughs to gauge implementation and effectiveness of use of English language objectives in core content classrooms. | | | 09/01/2023 | | | 03/01/2024 | | | ESOL SOI, Admin team, ESOL teachers | | | ESL walkthrough form on PaEtep | | | No | | |
| 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 domains. | | | 09/01/2023 | | | 10/01/2023 | | | ESOL SOI, ESOL teachers, IXL rep | | | "IXL WIDA component " | | | Yes | | |
| Create a scheduled plan for regular data analysis to take place using El progress monitoring that includes protected time for data analysis for ESOL teachers and core content teachers. | | | 11/01/2023 | | | 03/01/2024 | | | ESOL SOI, Admin team, ESOL teachers, instructional coaches | | | "individual learning planquarterly grades for each El" | | | Yes | | |
| Ensure families of EL students have access to and an understanding of periodic updates on the academic and language acquisition progress of their students every quarter | | | 11/01/2023 | | | 02/01/2024 | | | ESOL SOI, Parent Liason, ESOL teachers, Content Teachers on EL teams | | | "Access to LMS to upload the information so parents can access itParent Night to explain the language acquisition process and share how we monitor the students " | | | No | | |
| Share registration for free ESL classes for parents of Trexler students | | | 09/15/2023 | | | 11/30/2023 | | | "ESOL SOI, Admin Team, ESOL teachers,Lead Adult ESOL teacher " | | | "ESOL teacher Title III moneysurvey to parents " | | | No | | |
| Create a document for content teachers to list PD they would like to receive in best practices to engage the ELs in their classes. | | | 09/01/2023 | | | 12/10/2023 | | | ESOL SOI, ESOL teachers, Admin Team, Content Teachers | | | "best practices resource bank " | | | No | | |
| Create classes in modules to target teachers' needs for best practices to engage the ELs in their classes | | | 12/11/2023 | | | 01/10/2024 | | | ESOL SOI, ESOL teachers | | | google classroom with modules to target needs | | | No | | |
| Create a schedule for regular (bi-monthly) instructional coaching feedback for ESOL teachers. Create language domain specific look-fors for observation and feedback in classrooms | | | 06/15/2023 | | | 09/01/2023 | | | "ESOL SOI, ESOL teacherscontent teachers of ESOL students " | | | ASD calendar, feedback from walk throughs and observations | | | No | | |
| Create regularly scheduled celebrations after language growth/acquisition test to celebrate student growth and build increased investment in district assessment measures | | | 09/01/2023 | | | 05/30/0024 | | | "ESOL SOI, ESOL teacherscontent teachers of ESOL students " | | | "LAS Links reports committee to plan the celebration " | | | No | | |
| Create schedule, 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 | | | 05/30/2024 | | | ESOL SOI, ESOL teachers, admin team | | | schedules, RA | | | No | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Restorative Practices | * Schedule differentiated culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, relationship-building, restorative practices, trauma-informed teaching, anti-racist teaching, and community building. ` * Weekly use of Social Emotional Lessons and circles during structured time with RLT and administration monitoring. * Refine and explicitly communicate guidance for teacher actions in common area spaces (e.g., greeting students in hallways, upon entry into building, when in cafeteria). * Refine and explicitly communicate school-wide expectations for interactions between teachers and students (e.g., speaking voices only, calling students by their preferred name) by providing timely feedback to staff. * In the first month of school, teachers create their classroom management plans to be reviewed with administration and/or coaches. Classroom management plans will be refined throughout the year as teachers implement with success or difficulty. |
| Job Embedded Professional Development | * Create a schedule for morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. * Establish, communicate out, and monitor school-wide expectations for math interventions. Include structural guidelines (time, frequency), in addition to process guidelines (small group instruction, conferencing, instructional tech). Implement common assessments to measure the effectiveness of math interventions on student achievement. * Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. Part of these expecations will be the use of math and STEM interactive learning materials * Execute coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teachers monthly. Feedback includes a connection to student data. * Establish a plan for regular, periodic communication to families on student academic progress. * Academic leadership team will monitor and provide feedback on effective use of the collaboration time to ensure effectiveness (data driven, utilizing coaches). * After STAR benchmarks are adminstered, academic leadership team will complete a data review for whole-school data. The academic leadership team will then guide teachers through a review of the data that will help them to inform instruction. * Create a daily/weekly walkthrough schedule for all administration, coaches, and intervention specialists. Create documentation for walkthrough focus and outcomes. Establish a weekly schedule for meeting at beginning and end of each week with administration, coaches, and intervention specialists concerning walkthroughs and feedback expectations to staff. Plan will have detailed expectations for walkthrough focus. * Monitor the successful execution of family communication plan and that parents know how to access Sapphire Community Portal. * Create a schedule and accountability system for checking that lesson plans are aligned with grade level standards and curricular expectations. |
| Job Embedded Professional Development | * Create a schedule for morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. * Establish, communicate out, and monitor school-wide expectations for ELA interventions. Include structural guidelines (time, frequency), in addition to process guidelines (small group instruction, conferencing, instructional tech). Implement common assessments to measure the effectiveness of ELA interventions on student achievement. * Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. * Execute coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teachers monthly. Feedback includes a connection to student data. * Establish a plan for regular, periodic communication to families on student academic progress. * Academic leadership team will monitor and provide feedback on effective use of the collaboration time to ensure effectiveness (data driven, utilizing coaches). * After STAR benchmarks are adminstered, academic leadership team will complete a data review for whole-school data. The academic leadership team will then guide teachers through a review of the data that will help them to inform instruction. * Create a daily/weekly walkthrough schedule for all administration, coaches, and intervention specialists. Create documentation for walkthrough focus and outcomes. Establish a weekly schedule for meeting at beginning and end of each week with administration, coaches, and intervention specialists concerning walkthroughs and feedback expectations to staff. Plan will have detailed expectations for walkthrough focus. * Monitor the successful execution of family communication plan and that parents know how to access Sapphire Community Portal. * Create a schedule and accountability system for checking that lesson plans are aligned with grade level standards and curricular expectations. * Leadership Coaching Middle School |
| Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions | * Execute professional development for all staff that teach ELs on best practices, including use of English language objectives, to ensure teachers create clear lesson plans for the different levels of Els * Include a section for English Language obectives in lesson planning template with PD for teachers of ELs * 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 domains. * Create a scheduled plan for regular data analysis to take place using El progress monitoring that includes protected time for data analysis for ESOL teachers and core content teachers. |

# Professional Development Activities

| Culture and Climate PD | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Schedule differentiated culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, relationship-building, restorative practices, trauma-informed teaching, anti-racist teaching, and community building. ` | | | | All staff | | | | Strategies aligned to SEL and restorative needs of students. | | | | Execution of Relationship-building, trauma-informed teaching, anti-racist teaching, and community building | | | | RLT team | | | | 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 | | | | | | |  | | | | | | | At Least 1-hour of Trauma-informed Care Training for All Staff | | | | | | |

| Social Emotional Lessons | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Weekly use of Social Emotional Lessons and circles during structured time with RLT and administration monitoring. | | | | All staff | | | | Strategies aligned to restorative needs of students. | | | | SEL Circles | | | | RLT Team | | | | 09/01/2023 | | | | 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 | | | | | | |

| Guidance for Common Areas | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Refine and explicitly communicate guidance for teacher actions in common area spaces (e.g., greeting students in hallways, upon entry into building, when in cafeteria). | | | | All staff | | | | Strategies aligned to SEL and restorative needs of students. | | | | Greeting students in hallways, upon entry into building, when in cafeteria | | | | SEL and RLT team | | | | 08/01/2023 | | | | 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 | | | | | | | Monthly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Interactions between Staff and Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Refine and explicitly communicate school-wide expectations for interactions between teachers and students (e.g., speaking voices only, calling students by their preferred name) by providing timely feedback to staff. | | | | All Staff | | | | Strategies aligned to restorative needs of students. | | | | School-wide expectations are executed | | | | RLT Team | | | | 08/01/2023 | | | | 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 | | | | | | | Monthly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Classroom Management Plans | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * In the first month of school, teachers create their classroom management plans to be reviewed with administration and/or coaches. Classroom management plans will be refined throughout the year as teachers implement with success or difficulty. | | | | All Staff | | | | Strategies aligned to restorative needs of students. | | | | Walkthrough evidence of plans being implemented with fidelity | | | | Administrative team | | | | 08/29/2023 | | | | 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** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Monthly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Morning Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Create a schedule for morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. | | | | All teachers | | | | Curriculum, instruction, assessments | | | | Response to assigned tasks, then use of strategies or resources from these meetings in classroom learning experiences. | | | | SOI | | | | 07/01/2023 | | | | 08/18/2023 | | | |
| **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) | | | | | | | Daily | | | | | | |  | | | | | | |  | | | | | | |

| Expectations for Math 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** | | | |
| * Establish, communicate out, and monitor school-wide expectations for math interventions. Include structural guidelines (time, frequency), in addition to process guidelines (small group instruction, conferencing, instructional tech). Implement common assessments to measure the effectiveness of math interventions on student achievement. | | | | Math teachers, math coach, math intervention specialist, administration team | | | | Math instruction best practices | | | | Benchmarks | | | | Math Coach, Math Intervention Speciialist, SOI | | | | 07/01/2023 | | | | 06/30/0004 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Collaborative curriculum development | | | | | | | quarterly | | | | | | |  | | | | | | |  | | | | | | |

| Monitoring Math 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** | | | |
| * Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. Part of these expecations will be the use of math and STEM interactive learning materials | | | | Math teachers; counselors, intervention specialists, administration team | | | | Math instruction best practices | | | | Formative assessments, benchmark data, increased use of interactive materials | | | | Math Intervention Specialist | | | | 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** | | | | | | |
| Collaborative curriculum development | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Math Coaching Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Execute coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teachers monthly. Feedback includes a connection to student data. | | | | Teachers | | | | Learning experiences, assessment, planning and preparation | | | | Evidence of use of recommended strategies or resources through walkthroughs | | | | Coaches (SOI supervising) | | | | 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** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Daily | | | | | | |  | | | | | | |  | | | | | | |

| Math - Communication with Families | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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 a plan for regular, periodic communication to families on student academic progress. | | | | Families | | | | How to use Sapphire to see student grades | | | | Parents show that they can log into Sapphire Portal | | | | Coaches (SOI supervising) | | | | 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** | | | | | | |
| Conference | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Feedback on Math Collaboration Time | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Academic leadership team will monitor and provide feedback on effective use of the collaboration time to ensure effectiveness (data driven, utilizing coaches). | | | | Math teachers and all staff who support Math priority goals | | | | Curriculum, Instruction, Assessment | | | | Use of resources and practices from collaboration time | | | | Math Coach, Math Intervention Speciialist, SOI | | | | 07/01/2023 | | | | 06/30/0004 | | | |
| **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) | | | | | | | Weekly | | | | | | |  | | | | | | |  | | | | | | |

| Math Data Review | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * After STAR benchmarks are adminstered, academic leadership team will complete a data review for whole-school data. The academic leadership team will then guide teachers through a review of the data that will help them to inform instruction. | | | | All Teachers | | | | How to extract, interpret, and use STAR data. | | | | Ability to extract, interpret and use STAR DATA | | | | SOI | | | | 10/15/2023 | | | | 06/01/2024 | | | |
| **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 | | | | | | |  | | | | | | |  | | | | | | |

| Math Walkthrough Schedule | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Create a daily/weekly walkthrough schedule for all administration, coaches, and intervention specialists. Create documentation for walkthrough focus and outcomes. Establish a weekly schedule for meeting at beginning and end of each week with administration, coaches, and intervention specialists concerning walkthroughs and feedback expectations to staff. Plan will have detailed expectations for walkthrough focus. | | | | All Teachers | | | | Explanation of walkthrough plan and how this data will be utilized for improved student outcomes | | | | Implementation of feedback from walkthroughs | | | | Coaches, SOI | | | | 07/01/2023 | | | | 08/18/2023 | | | |
| **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 | | | | | | |  | | | | | | |  | | | | | | |

| Monitoring Family Communication Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Monitor the successful execution of family communication plan and that parents know how to access Sapphire Community Portal. | | | | Families | | | | How families can monitor student grades and support Trexler academics | | | | Parents looking at grades in Sapphire | | | | Coaches, 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) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Math Lesson Plans | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Create a schedule and accountability system for checking that lesson plans are aligned with grade level standards and curricular expectations. | | | | All Teachers | | | | Expectations for lesson planning at Trexler | | | | Successful implementation of lesson plan system | | | | Coaches, 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) | | | | | | | Weekly | | | | | | |  | | | | | | |  | | | | | | |

| ELA Morning Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Create a schedule for morning meeting time that includes protected time for grade-level collaboration, vertical content collaboration, and co-planning with SpEd and ESOL teachers. | | | | Faculty | | | | Schedule for collaboration and intended use of collaboration time. Curriculum, instruction, assessments | | | | Response to assigned tasks, then use of strategies or resources from these meetings in classroom learning experiences. | | | | Coaches, SOI | | | | 07/01/2023 | | | | 08/18/2023 | | | |
| **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) | | | | | | | Daily | | | | | | |  | | | | | | |  | | | | | | |

| Expectations for Literacy Interventions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Establish, communicate out, and monitor school-wide expectations for ELA interventions. Include structural guidelines (time, frequency), in addition to process guidelines (small group instruction, conferencing, instructional tech). Implement common assessments to measure the effectiveness of ELA interventions on student achievement. | | | | ELA and Social Studies Teachers | | | | ELA instruction best practices | | | | Benchmarks | | | | ELA Coach, ELA Intervention Speciialist, 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** | | | | | | |
| Collaborative curriculum development | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |

| Monitor Literacy 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** | | | |
| * Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed (specifically intervention specialist groupings) so that interventions are responsive to real-time data. | | | | ELA teachers; counselors, intervention specialists, administration team | | | | ELA instruction best practices | | | | Formative assessments, benchmark data, increased use of interactive materials | | | | ELA Intervention Specialist | | | | 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** | | | | | | |
| Collaborative curriculum development | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Literacy Coaching Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Execute coaching plan. Provide feedback within 48 hours of observation. Complete coaching cycles for each teachers monthly. Feedback includes a connection to student data. | | | | Teachers | | | | Learning experiences, assessment, planning and preparation | | | | Evidence of use of recommended strategies or resources through walkthroughs | | | | Coaches (SOI supervising) | | | | 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** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Daily | | | | | | |  | | | | | | |  | | | | | | |

| Literacy Family Communication Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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 a plan for regular, periodic communication to families on student academic progress. | | | | Families | | | | How to use Sapphire to see student grades | | | | Parents show that they can log into Sapphire Portal | | | | Coaches (SOI supervising) | | | | 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** | | | | | | |
| Conference | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Monitoring Literacy Collaboration Time | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Academic leadership team will monitor and provide feedback on effective use of the collaboration time to ensure effectiveness (data driven, utilizing coaches). | | | | ELA teachers and all staff who support ELA priority goals | | | | Curriculum, Instruction, Assessment | | | | Use of resources and practices from collaboration time | | | | ELA Coach, ELA Intervention Speciialist, 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 | | | | | | |  | | | | | | |  | | | | | | |

| Literacy Data Review | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * After STAR benchmarks are adminstered, academic leadership team will complete a data review for whole-school data. The academic leadership team will then guide teachers through a review of the data that will help them to inform instruction. | | | | All Teachers | | | | How to extract, interpret, and use STAR data. | | | | Ability to extract, interpret and use STAR DATA | | | | SOI | | | | 10/15/2023 | | | | 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 | | | | | | |  | | | | | | |  | | | | | | |

| Literacy Walkthrough | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Create a daily/weekly walkthrough schedule for all administration, coaches, and intervention specialists. Create documentation for walkthrough focus and outcomes. Establish a weekly schedule for meeting at beginning and end of each week with administration, coaches, and intervention specialists concerning walkthroughs and feedback expectations to staff. Plan will have detailed expectations for walkthrough focus. | | | | All Teachers | | | | Explanation of walkthrough plan and how this data will be utilized for improved student outcomes | | | | Implementation of feedback from walkthroughs | | | | Coaches, SOI | | | | 07/01/2023 | | | | 08/18/0003 | | | |
| **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 | | | | | | |  | | | | | | |  | | | | | | |

| Monitoring Literacy Family Communication Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Monitor the successful execution of family communication plan and that parents know how to access Sapphire Community Portal. | | | | Families | | | | How families can monitor student grades and support Trexler academics | | | | Parents looking at grades in Sapphire | | | | Coaches, 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) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Literacy Lesson Plans | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Create a schedule and accountability system for checking that lesson plans are aligned with grade level standards and curricular expectations. | | | | All Teachers | | | | Expectations for lesson planning at Trexler | | | | Successful implementation of lesson plan system | | | | Coaches, 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) | | | | | | | Weekly | | | | | | |  | | | | | | |  | | | | | | |

| EL Professional Development | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Execute professional development for all staff that teach ELs on best practices, including use of English language objectives, to ensure teachers create clear lesson plans for the different levels of Els | | | | All ESOL teachers that teach ELs | | | | How to use IXL diagnostic, create groups and monitor growth using quizzes | | | | "regular use of IXL and aggressive student movement through the skills " | | | | "SOI ESOL " | | | | 08/02/2023 | | | | 01/01/2024 | | | |
| **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 | | | | | | |  | | | | | | |  | | | | | | |

| EL Lesson Planning Template | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Include a section for English Language obectives in lesson planning template with PD for teachers of ELs | | | | "all faculty on ESL teamIn the beginning of the year evidence will be walk throughs and observations " | | | | Lesson planning template, language objectives | | | | "language objectives and teacher using basics of teaching Els (comprehensible input, building background)" | | | | SOI ESOL | | | | 07/01/2023 | | | | 10/01/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Implementing Language Intervention Software | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 domains. | | | | All faculty on ESL team | | | | How to use IXL most effectively for lower level Els | | | | IXL Student Reports | | | | IXL representative | | | | 09/01/2023 | | | | 10/01/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |

| EL Data Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Create a scheduled plan for regular data analysis to take place using El progress monitoring that includes protected time for data analysis for ESOL teachers and core content teachers. | | | | All faculty on ESL team | | | | How to analyze data and make plans for Els in content classrooms | | | | completed individual learning plan | | | | SOI ESOL | | | | 11/01/2023 | | | | 03/01/2024 | | | |
| **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) | | | | | | | Weekly | | | | | | |  | | | | | | |  | | | | | | |