# HARRISON-MORTON MS

137 N 2nd St

CSI School Plan | 2023 - 2024

# Steering Committee

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# Vision for Learning

Mission: Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment.Vision: Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.HMMS teachers will:-Utilize a variety of strategies, provide opportunities for collaborative instruction to elicit student voice including: discussions, the use of workstations, peer feedback, and small group instruction.-Use formative and summative assessment data to guide instructional decisions to remediate and/or enrich skills.-Provide structures and conferencing opportunities for students to monitor academic progress.-Design or select problems that require conceptual understanding, analysis, or inquiry, including opportunities for students to formulate their own questions.-Plan lessons that will meet a range of individual student needs, including utilizing technology when applicable.HMMS students will:-Participate actively in collaborative discussions, including: using habits of discussion to challenge and support peers, justifying their thinking, and, revise as appropriate, and apply real-life examples or situations to draw connections among ideas-Use personal data to set goals and monitor progress towards those goals.-Construct and ask questions to deepen their learning.-Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| SY21-22: Between our fall baseline and Winter 2 our At-Above Benchmark in Reading grew by 2.3% | No |
| SY21-22: The number of students showing high growth on Star - ELA from Fall to Winter 1 testing windows increased from 25% in the 20-21 school year to 31.8% in the 21-22 school year. | No |
| SY22-23: Grade 7 had the highest percentage of high growth (at or above the 66th growth percentile) at 34.3% on STAR ELA.. | No |
| SY21-22: Black students increased proficiency on the Star Math assessment from fall administration (n= 12) to winter II administration (n=25) by 16% (19%-35%). | No |
| SY21-22: Overall fall LAS scores gained from Spring 2021 from 4.29% to 7.89% proficient in Fall 2021, and 9.32% in Winter 2021. | No |
| SY18-19: Students identifying as Hispanic had the highest science growth score for HMMS (69). | No |
| SY19-20: English Learners have the highest regular attendance rate (74.2%) | No |
| SY21-22: 21.1% of 6th grade students are approaching proficiency in math as demonstrated on the Math 2020-2021 PSSA taken in the fall of 2022. | No |
| SY19-20: 37.5% of students were proficient or advanced in ELA, the highest of all PSSA areas [SY18-19: 31.7%]. | No |
| SY19-20: 93.1% career standards benchmark; Harrison-Morton is not meeting the statewide performance standard (98%). Harrison-Morton counselors work with students to compile portfolios of artifacts | No |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | No |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Yes |
| SY21-22: The number of students showing high growth on Star Math from Fall to Winter 1 testing windows increased from 21% in the 20-21 school year to 33.9% in the 21-22 school year. | No |
| SY22-23: Grade 6 had the highest percentage of high growth (at or above the 66th growth percentile) at 44.7% on STAR Math. | No |
| SY21-22: Overall growth from Fall to Winter 2 was an increase of 3.1% on Star Math. | No |
| SY21-22: HMMS ELL Students have the highest percentage of meeting Career and College Readyness benchmarks in SY 21-22, 74.9% out of all HMMS ELL students. | No |
| SY22-23: The baseline for overall ELA student proficiency increased by 1.3% from Fall of SY 21-22 to Fall of SY 22-23 on STAR ELA.. | Yes |
| SY22-23: Overall math student proficiency increased by 3.9% from Fall to Winter 2 in SY 22-23, as compared to an increase of 2.9% over the same time in SY 21-22 on STAR Math. | Yes |
| SY21-22: Students identifying as English Learners had the highest science growth score for HMMS (74). | No |
| SY21-22: Student participation on the career standards benchmark rose from 44.5% in SY 20-21 to 69.7% in SY 21-22. | No |
| SY22-23: From Sept to May 2022-2023 71/104 students (68.3%) met growth measures | No |
| SY22-23: 78/104 students had high growth, over 15 points, between first and last LAS (75%) in SY 22-23 | Yes |
| SY22-23: Students identifying as 2 or more races grew from 4.8% at fall baseline to 13.6% at winter 1 on Star Math. | No |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| SY21-22: Student regular attendance 21.22 is 56%, 20.21 student regular attendance was 68.5% | No |
| SY21-22: HMMS student proficient or advanced rate of 22.9% on the ELA PSSA, compared to the student proficient or advanced rate of 31.7% in SY 1819. | No |
| SY20-21: 94% of Harrison-Morton's English Learners are not meeting growth goals for English Language Growth and Attainment. | No |
| SY21-22: HMMS PSSA math SY 18-19 was 11.6%, SY 21-22 is 2.5%, decrease of 9% for all student groups. | No |
| SY21-22: 2.6% of HMMS identified ELL Students met English Growth and Attainment Goals in SY 21-22 but in SY 18-19 14.3% met goal. | No |
| SY21-22: Overall proficiency is 9.1% on Star Math. | No |
| SY21-22: HMMS saw a decrease in the proficiency from Winter 2 20-21 (11%) to Winter 2 21-22 (9.1%) on Star Math. | No |
| SY20-21: 44.5% of the overall student population not meeting state wide goal for the career standards benchmark. | No |
| Implement a multi-tiered system of supports for academics and behavior. (Implement an evidence-based system of schoolwide positive behavior interventions and supports.) | No |
| Use multiple professional learning designs to support the learning needs of staff | No |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | Yes |
| SY21-22: 8th grade students are our lowest performing grade with 21.4% of students scoring below proficient on the Winter 2 Benchmark on Star - ELA. | No |
| SY21-22: HMMS saw a decrease in the proficiency from Winter 2 20-21 (21.5%) to Winter 2 21-22 (20.9%) on Star - ELA. | No |
| SY22-23: 8th Grade Speaking dropped 20% from Test 2 to Test 3 | No |
| SY22-23: SpEd student group is 1.4% proficient on Star Math. | No |
| SY22-23: EL student proficiency decreased by 2.6% in Winter 2 SY22-23, as compared to Winter 2 SY21-22. | Yes |
| SY18-19: HMMS's academic growth score for science is 63; HMMS does not meet the statewide growth standard (70) for science. | No |
| SY18-19: 28.3% proficient or advanced in science according to PSSA. | No |
| SY22-23: Overall ELA student proficiency decreased by 3.3% from Fall to Winter 2 in SY 22-23, as compared to a 2.2% increase over the same time period SY 21-22 on STAR ELA.. | Yes |
| SY22-23: Students scoring Below Basic on Star ELA increased by 1.6% from Fall to Winter 2 in SY 22-23, as compared to a decrease of 1.2% over the same time in SY 21-22 on STAR ELA.. | No |
| SY22-23: Students scoring Below Basic decreased by 2.5% from Fall to Winter 2 in SY 22-23, as compared to a decrease of 11.5% over the same time in SY 21-22 on STAR Math. | Yes |
| SY22-23: Grade 7 proficiency decreased 2.7% and Grade 8 proficiency decreased by 5.1% when comparing Winter 2 SY22-23 to Winter 2 SY21-22 on STAR Math. | No |
| SY21-22: 13.9% proficient or advanced in Science | No |
| SY21-22: HMMS's academic growth score for science is 52; HMMS does not meet the statewide growth standard (70). | No |
| SY22-23: Hispanic students decreased proficiency on Star LEA assessment from fall administration to Winter 1 (18.3% to 15.6%). | No |
| SY22-23: SpEd student group is 5.3% proficient on Star ELA. | No |
| Provide frequent, timely, and systematic feedback and support on instructional practices | No |

## Most Notable Observations/Patterns

"Instruction and culture climate are interconnected; special education students and English learners need additional support and resources to accelerate outcomes.Consistency in expectations across classrooms and grade levels is critical. Grade level appropriate instruction involving high rigorous outcomes and empowering students with active learning.Initiatives for change at the school level will depend in part on conditions at the district level; consistent engagement from staff and support from the district will be necessary to have maximum impact.There's an opportunity to better support the transition from elementary school to middle school for students and families.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |  |
| SY22-23: The baseline for overall ELA student proficiency increased by 1.3% from Fall of SY 21-22 to Fall of SY 22-23 on STAR ELA.. |  |
| SY22-23: Overall math student proficiency increased by 3.9% from Fall to Winter 2 in SY 22-23, as compared to an increase of 2.9% over the same time in SY 21-22 on STAR Math. |  |
| SY22-23: 78/104 students had high growth, over 15 points, between first and last LAS (75%) in SY 22-23 |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | "Implementation challenge 1: lack of systematic approach to implementation.Additional discussion: Not all staff was trained on the process at the same time. There were 14 new staff and werent trained until January. Implementation challenge 2: limited belief mindsetAdditional discussion: Teachers are not buying into the PBIS system. We did not implement the system until January and teachers already had their PBIS systems in place. | Yes | If: - school leadership holds staff and students accountable for following school-wide rules, routines, and procedures;- all school staff implement Restorative Practices, including restorative circles;- all school staff develop respectful and trusting rmathtionships with students;- the school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that’s aboveTHEN: Staff-student relationships will improve |
| SY22-23: EL student proficiency decreased by 2.6% in Winter 2 SY22-23, as compared to Winter 2 SY21-22. | Implementation challenge 1: Lack of systematic approach to implementationAdditional discussion: Teachers did not follow their caseload for each subject. The teachers did not progress monitor students. Teacher received a template to add their data to analyze and reflect.Implementation challenge 2: Unclear vision for high-quality implementation of strategyAdditional discussion: There was an inability to run the EL Intervention plan. In our plan, we had asked for an extra ELL teacher to run specific domain targeted intervention. EL teachers had to tier students instead. | Yes | IF: - Staff share collective responsibility for the success of EL students; - Co-teachers have protected time and structures for planning and collaboration; - Teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions; - School provides professional learning (PD, training, coaching) to all staff and monitors impact for all that’s above Then: English language proficiency will improve. |
| SY22-23: Overall ELA student proficiency decreased by 3.3% from Fall to Winter 2 in SY 22-23, as compared to a 2.2% increase over the same time period SY 21-22 on STAR ELA.. | Implementation challenge 1: Lack of communication systems or structuresAdditional discussion: Instructional strategies are mostly teacher-led and lack rigor and opportunity for students to become actively engaged.Implementation challenge 2: lack of systematic approach to implementation.Additional discussion: Lexia program is not utilized with fidelity. Teachers were not trained until March. | Yes | IF: teacher actions are aligned to HMMS’ instructional vision;teachers plan high-quality, standards-aligned lessons;teachers maximize intervention time and programs to meet student needs; school provides professional learning (PD, training) and feedback (coaching) for teachers and monitors impact for all that’s above THEN: ELA proficiency will improve |
| SY22-23: Students scoring Below Basic decreased by 2.5% from Fall to Winter 2 in SY 22-23, as compared to a decrease of 11.5% over the same time in SY 21-22 on STAR Math. | Implementation challenge 1: Limited belief/mindset Additional discussion: Work stations not being used to differentiate instruction. Teachers had 1 PD training on the expectations. Implementation challenge 2: Unclear vision for high-quality implementation of strategyAdditional discussion: Teachers are unclear on how to how to increase rigor without widening the learning gap and differentiation. Teachers did not have PD this year on the topics to be able to practice the skill of rigor and differientation. | Yes | IF:teacher actions are aligned to HMMS’ instructional vision; teachers plan high-quality, standards-aligned lessons; teachers maximize intervention time and programs to meet student needs; school provides professional learning (PD, training) and feedback (coaching) for teachers and monitors impact for all that’s above THEN: math proficiency will improve |

# Goal Setting

| **Priority:** If: - school leadership holds staff and students accountable for following school-wide rules, routines, and procedures;- all school staff implement Restorative Practices, including restorative circles;- all school staff develop respectful and trusting rmathtionships with students;- the school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that’s aboveTHEN: Staff-student relationships will improve | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| School climate and culture | Goal: By the end of SY 23-24, Harrison Morton will score at least a 11 out of a possible 15 points on their Climate and Culture scorecard.Indicator 1:-Establish active parent group that will meet monthly to discuss school topics.Indicators 2: Increase the number of opportunities that celebrate student and staff growth and achievement from last year to this year. Indicator 3: Increase family engagement/attendance at conferences, events, committees and or PTA/PTO. | 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 | Goal: By the end of SY23-24 15% more Harrison Morton Families will complete the PDE Climate Survey, than at the end of SY22-23.Indicator-1:Increase the total number of respondents on PDE’s Climate Survey 15% by the end of the 2023-2024 school year. Indicator-2:Increase the average SEL student domain score on PDE’s Climate Survey to .37 by the end of the 2023-2024 school year.Indicator-3: Will increase student average school climate score from 2.6 to 2.97 or higher. | Parent and family engagement | Baseline: 60%Establish baseline using parent/guardian sign in. | NAIncrease baseline by 5%. | NAIncrease 2nd quarter by 5% | Q4: 75% completionIncrease 3rd quarter by 5% |
| Social emotional learning | Goal: By the end of SY23-24, Harrison Morton will increase it's student SEL score by +.37 on the PDE Climate Survey.Inicator-1: Increase the total number of respondents on PDE’s Climate Survey 15% by the end of the 2023-2024 school year.Indicator-2:Increase the average SEL student domain score on PDE’s Climate Survey to .37 by the end of the 2023-2024 school year.Indicator-3: HMMS will increase parent participation by 10% by end of year. | Social emotional learning | Baseline: 2.6 | N/A | N/A | Q4: 2.97 |

| **Priority:** IF: - Staff share collective responsibility for the success of EL students; - Co-teachers have protected time and structures for planning and collaboration; - Teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions; - School provides professional learning (PD, training, coaching) to all staff and monitors impact for all that’s above Then: English language 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 Growth and Attainment | Goal:By the end of SY23-24, 80.1% of Harrison Morton Students will meet or exceed expected growth as measured by the LAS Links assessment.Indicator-1: 70% of identified EL-students in Harrison Morton will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS links.Indicator-2: Increase the number of EL's moving from a level-1 to level-2 as measured by WIDA performance.Indicator-3:Increase the number of EL's exiting . | EL Growth and Attainment | Baseline: 70.1% from final testing window in 22-23 | 74.1% of students will meet or exceed expected growth | No test | 80.1% of students will meet or exceed expected growth. |

| **Priority:** IF: teacher actions are aligned to HMMS’ instructional vision;teachers plan high-quality, standards-aligned lessons;teachers maximize intervention time and programs to meet student needs; school provides professional learning (PD, training) and feedback (coaching) for teachers and monitors impact for all that’s above THEN: 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 | Goal:By the end of SY23-24, Harrison Morton students will improve overall proficiency by 10% in ELA as measured by the Star ELA assessment.Indicator-1:Increase STAR benchmark assessment performance from Q-1 to Q-2 by 3%.Indicator-2:Increase STAR benchmark assessment performance from Q-2 to Q-3 by 3%.Indicator-3:Increase STAR benchmark assessment performance from Q-3 to Q-4 by 3%. | ELA STAR | Q1 Baseline Expected Proficiency: 17.5% | Q2: +4% from baseline | Q3: +7% from baseline | Q4: +10% from baseline |
| English Language Arts | Goal:By the end of SY23-24, 8th grade students at Harrison Morton Middle School will improve overall proficiency by 12% in ELA as measured by the PSSA ELA assessment.Indicator-1:Increase STAR benchmark assessment performance from Q-1 to Q-2 by 4%.Indicator-2:Increase STAR benchmark assessment performance from Q-2 to Q-3 by 4%.Indicator-3:Increase STAR benchmark assessment performance from Q-3 to Q-4 by 4%. | ELA PSSA | Q1 Baseline: 22.63% | No test | No test | Q4: 34.63% |

| **Priority:** IF:teacher actions are aligned to HMMS’ instructional vision; teachers plan high-quality, standards-aligned lessons; teachers maximize intervention time and programs to meet student needs; school provides professional learning (PD, training) and feedback (coaching) for teachers and monitors impact for all that’s above THEN: 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 | Goal:By the end of SY23-24, Harrison Morton students will improve overall proficiency by 10% in math as measured by the Star math assessment.Indicator-1:Increase STAR benchmark assessment performance from Q-1 to Q-2 by 3%.Indicator-2:Increase STAR benchmark assessment performance from Q-2 to Q-3 by 3%.Indicator-3:Increase STAR benchmark assessment performance from Q-3 to Q-4 by 3%. | Math STAR | Q1 Baseline Expected Proficiency: 9.1% | Q2: +4% from baseline | Q3: +7% from baseline | Q4: +10% from baseline |
| Mathematics | Goal:By the end of SY23-24, 8th grade students at Harrison Morton Middle School will improve overall proficiency by 15% in math as measured by the PSSA math assessment.Indicator-1:Increase STAR benchmark assessment performance from Q-1 to Q-2 by 3%.Indicator-2:Increase STAR benchmark assessment performance from Q-2 to Q-3 by 3%.Indicator-3:Increase STAR benchmark assessment performance from Q-3 to Q-4 by 3%. | Math PSSA | Q1 Baseline: 2.16% | No test | No test | Q4: 17.16% |

# Action Plan

| **Action Plan for:** Restorative Practices | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Climate and Culture | | | | | | prepare building leadership team . | | | | | | will meet weekly with established leadership mentor. | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| In partnership with Transformation Partner and CIS staff, review team structures, review master schedule, and create a scope and sequence for professional development that ensures a school-level conditions are in place to make progress towards Priority 3 action steps. | | | 06/09/2023 | | | 10/01/2023 | | | School Administration, Team Leaders, Committee members, CIS staff | | | School master schedules, instructional pacing guide, SEL resources and materials | | | No | | |
| Schedule and provide culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, SEL, trauma informed instruction, anti-bias, rmathtionship building, and restorative practices. Provide follow-up time for teachers to reflect and interpret training. | | | 10/02/2023 | | | 06/30/2024 | | | School Administration, Team Leaders, Committee members, CIS -Restorative practice facilitator | | | Cohesion network consultants, PD-schedule, assessment calendar building master schedule. | | | Yes | | |
| Create/refine school-wide and classroom-level positive behavior expectations, including incentives for rewards or recognition (e.g., school store). Create clear visuals that can be posted in all classrooms and common areas. | | | 08/09/2023 | | | 10/01/2023 | | | School Administration, School Partners,Team Leaders, Staff | | | School materials and supplies centered on PBIS, | | | No | | |
| Schedule and perform monthly culture walkthroughs to observe Restorative Practices in action. 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 follow up as needed. | | | 06/10/2023 | | | 06/30/2024 | | | School Administration, Team Leaders, Committee members, CIS -Restorative practice facilitator | | | Sample Look For's,Monthly Calendar (on-line) ,planning time to discuss feedback | | | No | | |
| Develop year-long data review plan to analyze behavior data, including by teacher and disaggregated by student groups. Determine how, how often, and when student discipline data will be shared across stakeholder groups. | | | 06/10/2023 | | | 10/15/2023 | | | Building leadership team, office of accountability and assessment | | | restorative questionaire cards, marking period calendar | | | No | | |
| Gather input on the state of climate/culture from a representative student advisory council that meets at regular intervals (e.g., monthly). | | | 08/09/2023 | | | 06/30/2024 | | | Student government participants, advisor, assistant principals. | | | meeting agenda, school calendar, survey questions | | | No | | |
| Establish a plan for celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers. | | | 06/09/2023 | | | 10/01/2023 | | | School Administration, Team Leaders, Committee members, guidance counselor, district SEL facilitator, teachers, student government members | | | School-wide reward system accessible to entire school, tracking to include monthly incentives/rewards | | | Yes | | |
| Execute the plan for celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers. | | | 09/15/2023 | | | 06/30/2024 | | | School Administration, Team Leaders, Committee members, guidance counselor, district SEL facilitator, teachers, student government members | | | School-wide reward system accessible to entire school, tracking to include monthly incentives/rewards | | | No | | |
| Establish a plan for regular, periodic communication to families on student progress. Create tiered approach for communication for families based on if students are or are not consistently meeting growth benchmarks. | | | 08/29/2023 | | | 11/01/2023 | | | School Administration, School Partners,Team Leaders, Staff | | | Quarterly newseletter centered on PBIS,RP and SEL, Planning time | | | No | | |
| Plan and implement monthly attendance incentives for each grade level and homeroom challenges. | | | 08/29/2023 | | | 06/30/0004 | | | School Administration, School Partners,Team Leaders, Staff | | | Awards, tangible rewards, recognition certificates, data | | | No | | |
| Establish a plan for monthly family activies and events such as coffee and conversations, family activities night, etc. | | | 08/30/2023 | | | 06/30/0004 | | | School Administration, School Partners,Team Leaders, Staff | | | Event flyers, support staff and services, community partner engagement, informational brochures, trinkets for participation | | | 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?** | | |
| In partnership with Transformation Partner, review team structures and morning meeting schedule, new building master schedule, to create a scope and sequence for professional development that ensures school-level conditions are in place to make progress towards math proficiency action steps, and to support implementation of teacher actions in the instructional core. | | | 07/05/2023 | | | 08/29/2023 | | | Transformation Partner, Building Leadership Team, District Curriulum Committee, Math Coach | | | Pacing Guide, assessment calendar, district PD calendar, math coaching schedule, transformation partner schedule | | | No | | |
| In partnership with Transformation Partner, implement specific professional development targeted to differentiate instruction, which may include but are not limited to: utilizing Star math data, breaking down and using standards to inform instruction | | | 08/22/2023 | | | 06/30/2024 | | | Transformation Partner, Building Leadership Team, District Curriulum Committee, Math Coach | | | Pacing Guide, assessment calendar, district PD calendar, math coaching schedule, transformation partner schedule | | | Yes | | |
| Use walkthrough data to monitor the use of grade-level specific math minute allocation and the ongoing use of formative assessments to adjust and differentiate instruction | | | 11/01/2023 | | | 06/30/2024 | | | Building Leadership Team, Math Coach, Transformation Partner | | | Assessment Calendar, Lesson Plans | | | No | | |
| Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data. | | | 10/01/2023 | | | 06/30/2024 | | | Building Leadership Team, Math Coach, Transformation Partner, Math Intervention Specialist, Math Teachers, Guidance Counselor | | | Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule, School Calendar, Class Rosters | | | No | | |
| Protect time for teachers to analyze formative and summative assessment data at least quarterly. Ensure time is protected for collaborative analysis with core content, SpEd, and ESOL co-teachers. | | | 08/22/2023 | | | 06/30/2024 | | | Building Leadership Team, District Curriulum Committee, Math Coach, ESOL SOI | | | Allocation of Time, formative and summative assessment Data, curriculum, curriulum and assessment calendars | | | No | | |
| Develop the building master schedule to ensure time for math content teachers to anaylze data, and trends across all grade levels. | | | 08/29/2023 | | | 10/01/2023 | | | Building Leadership Team, Math Coach, Transformation Partner, Mass Insight | | | District and school PD calendar, time with coaches to plan and schedule. | | | No | | |
| Use IXL data to triangulate with STAR data to target specific areas of learning. | | | 08/29/2023 | | | 06/01/2024 | | | Building Leadership Team, Math Coach, Math Interventionist, (e)SOIs, Math Department | | | IXL data protocol sheet, team meeting time. | | | Yes | | |
| Create co-teaching expectations one pager. | | | 08/29/2023 | | | 11/24/2023 | | | Building Leadership team, Transformation Partner, Mass insight, Math Coach, Special Education Facilitator, (e)SOIs | | | Allocation of Time, formative and summative assessment Data, curriculum, curriulum and assessment calendars, master schedule. | | | No | | |
| Create professional Development sessions driven by walkthrough data with content area teachers and co-teachers to make sure co-teaching is taking place. | | | 08/29/2023 | | | 06/01/2024 | | | Building Leadership team, Transformation Partner, Mass insight, Math Coach, Special Education Facilitator, (e)SOIs | | | Allocation of Time, formative and summative assessment Data, curriculum, curriulum and assessment calendars | | | Yes | | |
| Conduct walkthroughs and use data to determine professional development needed for co-teaching | | | 08/29/2023 | | | 06/01/2024 | | | Building Leadership team, Transformation Partner, Mass insight, Math Coach, Special Education Facilitator, (e)SOIs | | | master schedule, content times, special education facilitator, SOI,ELL-SOI | | | Yes | | |
| Work with the special education department and ELL to create co-teaching models. | | | 08/29/2023 | | | 10/31/2023 | | | Building Leadership team, Transformation Partner, Mass insight, Math Coach, Special Education Facilitator, (e)SOIs | | | master schedule, content times, special education facilitator, SOI,ELL-SOI | | | No | | |
| Create data review timeline for Morning Meetings. | | | 08/15/2023 | | | 08/22/2023 | | | Building Leadership team, Transformation Partner, Mass insight, Math Coach, Special Education Facilitator, (e)SOIs | | | master schedule, content times, special education facilitator, SOI,ELL-SOI | | | No | | |
| Determine eligible students for interventions based on STAR data. | | | 07/01/2023 | | | 08/11/2023 | | | Building Leadership Team, math Coach, math Intervention Specialist, Guidance Counselor | | | STAR Data | | | No | | |
| Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all math teachers and leaders have a common understanding of use of math instructional time. | | | 08/21/2023 | | | 11/01/2023 | | | Building Leadership Team, math Coach, Transformation Partner | | | Webb's DOK, Bloom's Taxonomy; Assessment Calendar, Lesson Plans | | | 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. | | | 10/01/2023 | | | 05/31/2024 | | | Building Leadership Team, math Coach, Transformation Partner | | | standards aligned formative assessments | | | Yes | | |

| **Action Plan for:** Job Embedded Professional Development | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * ELA STAR | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| In partnership with Transformation Partner, review team structures and morning meeting schedule to create a scope and sequence of professional development, that ensures school-level conditions are in place to make progress towards math proficiency action steps, and to support implementation of teacher actions in the instructional vision. | | | 07/01/2023 | | | 09/01/2023 | | | Transformation Partner, Building Leadership Team, District Curriulum Committee, math Coach | | | Pacing Guide, assessment calendar, district PD calendar, math coaching schedule, transformation partner schedule | | | No | | |
| In partnership with Transformation Partner, implement professional development which may include but are not limited to: utilizing Star ELA data,analysis and use of standards to inform instruction. | | | 08/21/2023 | | | 06/30/2024 | | | Transformation Partner, Building Leadership Team, District Curriulum Committee, math Coach | | | Pacing Guide, assessment calendar, district PD calendar, math coaching schedule, transformation partner schedule | | | Yes | | |
| Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all ELA teachers and leaders have a common understanding of use of ELA instructional time. | | | 08/21/2023 | | | 11/01/2023 | | | Building Leadership Team, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor | | | Webb's DOK, Bloom's Taxonomy; Assessment Calendar, Lesson Plans | | | Yes | | |
| Conduct monthly walkthroughs based on list of instructional look-fors for ELA intervention and provide timely feedback to teachers. | | | 10/01/2023 | | | 06/30/2024 | | | Building Leadership Team, Transformation Partner | | | Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule | | | No | | |
| Provide training and professional development on use of Lexia, Lexia data and STAR data analysis to inform targeted and personalized instruction. | | | 08/21/2023 | | | 11/01/2023 | | | Building Leadership Team, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor | | | Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule | | | Yes | | |
| Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data. | | | 10/01/2023 | | | 06/30/0004 | | | Building Leadership Team, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor | | | Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule | | | No | | |
| Allocate time for teachers to analyze formative and summative assessment data at least quarterly. Ensure time is protected for collaborative analysis with core content, SpEd, and ESOL co-teachers. | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor | | | Data Protocol sheets, core curriculum | | | No | | |
| Review the PD scope and sequence quarterly. Use observation and anecdotal data and teacher feedback to ensure available PD is responsive to emerging teacher needs. | | | 08/21/2023 | | | 06/30/2024 | | | Tranformation partners, building coaches, SOI and ELL SOI | | | PD scope and sequence; walkthrough data | | | Yes | | |
| Utilize walkthrough data to track consistency among staff in delivery of content material with a consistent level of rigor across classrooms. | | | 10/01/2023 | | | 06/30/2024 | | | Building Leadership Team, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor | | | Wakthrough data | | | No | | |
| Create data review timeline for Morning Meetings. | | | 08/15/2023 | | | 08/22/2023 | | | Building Leadership Team | | | Morning meeting protocol | | | No | | |
| Determine eligible students for interventions based on STAR data. | | | 07/01/2023 | | | 08/11/2023 | | | Building Leadership Team, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor | | | STAR Data | | | No | | |
| 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. | | | 10/01/2023 | | | 05/31/2024 | | | Building Leadership Team, math Coach, math Intervention Specialist, Guidance Counselor | | | standards aligned formative assessments | | | 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)** | | | | | |
| * EL Growth and Attainment | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| In partnership with Transformation Partner, review team structures, review morning meeting schedule, and create a scope and sequence for professional development that ensures a school-level conditions are in place to make progress towards Priority 4 action steps. | | | 08/21/2023 | | | 09/15/2023 | | | Transformation Partner, Building Leadership Team, District Curriulum Committee, ESOL SOI | | | Assessment Calendar, District PD calendar, Ttransformation Partner Schedule | | | No | | |
| Ensure schoolwide lessons integrate a language objective and includes differentiation/modifications section based on language levels. Meet with teams regularly to ensure language objectives, modifications and accomodations are planned for ELs. | | | 08/21/2023 | | | 06/30/2024 | | | Transformation Partner, Building Leadership Team, Team Leaders, ESOL SOI | | | Assessment Calendar, Lesson Plans, Walkthrough form | | | Yes | | |
| Provide training on assessments and goals for English Learners, including WIDA and LAS Links, all staff who work with EL students. | | | 08/21/2023 | | | 09/09/2023 | | | Transformation Partner, ESOL SOI | | | Assessment Calendar, LAS and WIDA Score Reports, Star Data, | | | Yes | | |
| Protect time for structured collaboration between ESOL and content teachers, including time for co-planning and data analysis on weekly basis. Provide meeting templates or agendas that include best practices in coteaching support for ELs. | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, Team Leaders, ESOL SOI | | | Assessment Calendar, District PD calendar, Morning Meeting Schedule, Bell Schedule, | | | No | | |
| During the first two weeks of the school year, protect time for content teachers and ESOL teachers to have collaborative time to review the proficiency status, individualized goals, and needs of all English Learners in their classes. | | | 08/21/2023 | | | 09/09/2023 | | | Transformation Partner, Building Leadership Team, Team Leaders, ESOL Teachers, ESOL SOI | | | Assessment Calendar, District PD calendar, Morning Meeting Schedule, Bell Schedule, | | | No | | |
| Encourage family engagement of English Learners by making the school a welcoming place for families of EL students (e.g., posting signage in multiple languages, having translators or translation services available at school events, providing translated versions of all schoolwide communication). | | | 08/21/2023 | | | 01/01/2024 | | | Home School VIsitor, Family Liason, ESOL SOI | | | Signage, School Calendar | | | No | | |
| Develop year-long data review plan to ensure data analysis takes place after all assessment windows, including LAS Links and Star assessments. | | | 08/21/2023 | | | 10/01/2023 | | | Building Leadership Team, ESOL Teachers, ESOL SOI | | | Assessment Calendar, District PD calendar, Morning Meeting Schedule, Bell Schedule, | | | No | | |
| Ensure disaggregated data is available for core content assessments. Include protected time for data analysis for ESOL teachers, and a plan to share information to core content teachers. | | | 10/01/2023 | | | 06/30/2024 | | | ESOL Teachers, ESOL SOI | | | Assessment data | | | No | | |
| Provide professional development on strategies to ensure students have time and tasks that allow them to practice language production (speaking and writing). Immediately after PD, follow up by observing implementation in action or provide feedback on effective use of strategies. | | | 08/21/2023 | | | 06/30/2024 | | | Transformation Partner, Building Leadership Team | | | ESOL Strategies, Examples, Look Fors, Time, | | | Yes | | |
| Create a Instructional Rounds tool and schedule to monitor the use of EL practices in both core and elective classes that can be utilized by admin or peers. | | | 08/21/2023 | | | 10/01/2024 | | | Transformation Partner, Building Leadership Team | | | Walkthrough Form, Debrief time, data collection tool, survey | | | No | | |
| Execute a district wide walkthrough schedule and use walkthrough data to provide professional learning for any identified gaps for individuals or groups of teachers. | | | 10/01/2023 | | | 06/30/2024 | | | ESOL SOI, Building leadership team | | | Walkthrough Form, Debrief time, data collection tool, survey | | | No | | |
| After each benchmark period, provide structured data analysis sessions that include corrmathtions between LAS Links and Star data for all teachers who teach EL students. Use data to inform whole instruction and small-group interventions. | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, ESOL Teachers, ESOL SOI | | | LAS Links score reports, Team Meetings, Student/Teacher Data Meetings | | | No | | |
| Develop an ILP to monitor progress of ELL students and ensure dual identifies students are receiving necessary lingustic and special education needs. | | | 08/21/2023 | | | 10/01/2023 | | | ESOL SOI, ESOL Teachers | | | ILP, Quick Look form, Data Implications sheet, Morning Meeting Calendar, Department Time | | | No | | |
| Establish a language acquisition intervention program, ESOL Plus, that follows the rmathted arts schedule and targets specific needs of students. | | | 08/21/2023 | | | 11/01/2023 | | | Transformation Partner, Building Leadership Team | | | Classroom, Additional ESOL teacher, ELL Data, Building Schedule, Assessment Calendar, Academic Data | | | No | | |
| Intervention: Create schedule, implement, and monitor a building-wide single period intervention to support students with individual learning needs, accounting for full-time related arts teachers and the restructuring/elimination of the I/E block | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Classroom, ELL Data, Building Schedule, Assessment Calendar, Academic Data | | | No | | |
| IEP representation: Students who have IEPs have access to an ESOL teacher. Provide personnel and scheduling to ensure ELL students have access to services to support ELL growth and acquisition. | | | 08/21/2024 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI, SPED Facilitator | | | Classroom, Additional ESOL teacher, ELL Data, Building Schedule, Assessment Calendar, Academic Data | | | No | | |
| Leverage data from progress monitoring by supporting ESOL teachers in regular data conversations with students and/or families to set goals for EL growth and skill development. After progress monitoring, facilitate data analysis and co-planning with teachers. Support teachers in implementing interventions to increase language acquisition. | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Time, benchmark data, ELL data, ELL teachers | | | No | | |
| Create regularly scheduled celebrations after language growth/acquisition test to celebrate student growth and build increased investment in district assessment measures | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | Time, benchmark data, ELL data, ELL teachers | | | No | | |
| Create a schedule for regular (bi-monthly) instructional coaching feedback for ESOL teachers. Work to create language domain specific look-fors for observation and feedback in classrooms | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | ESL SOIs, wlkthrough guide, walkthrough protocols | | | No | | |
| Consider EL co-taught teams-arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI, SPED Facilitator | | | ILP, Quick Look form, Data Implications sheet, Morning Meeting Calendar, Department Time | | | Yes | | |
| Implement effective use of language interventions software based on the needs of the ELs as noted in the progress monitoring data with ongoing PD and monitoring to measure growth in targeted domain | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | ILP, Quick Look form, Data Implications sheet, Morning Meeting Calendar, Department Time | | | No | | |
| Establish norms/guidelines on what should be present in a lesson plan to support language acquisition. | | | 08/21/2023 | | | 06/30/2024 | | | Building Leadership Team, SOI, ELL Teacher, ELL SOI | | | lesson plans, teachers, ESOL SOI | | | Yes | | |
| Provide job embedded leadership coaching | | | 09/05/2023 | | | 06/07/2024 | | | TBD | | |  | | | No | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
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| Restorative Practices | * Schedule and provide culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, SEL, trauma informed instruction, anti-bias, rmathtionship building, and restorative practices. Provide follow-up time for teachers to reflect and interpret training. * Establish a plan for celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers. |
| Job Embedded Professional Development | * In partnership with Transformation Partner, implement specific professional development targeted to differentiate instruction, which may include but are not limited to: utilizing Star math data, breaking down and using standards to inform instruction * Use IXL data to triangulate with STAR data to target specific areas of learning. * Create professional Development sessions driven by walkthrough data with content area teachers and co-teachers to make sure co-teaching is taking place. * Conduct walkthroughs and use data to determine professional development needed for co-teaching * Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all math teachers and leaders have a common understanding of use of math instructional time. * 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. |
| Job Embedded Professional Development | * In partnership with Transformation Partner, implement professional development which may include but are not limited to: utilizing Star ELA data,analysis and use of standards to inform instruction. * Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all ELA teachers and leaders have a common understanding of use of ELA instructional time. * Provide training and professional development on use of Lexia, Lexia data and STAR data analysis to inform targeted and personalized instruction. * Review the PD scope and sequence quarterly. Use observation and anecdotal data and teacher feedback to ensure available PD is responsive to emerging teacher needs. * 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. |
| Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions | * Ensure schoolwide lessons integrate a language objective and includes differentiation/modifications section based on language levels. Meet with teams regularly to ensure language objectives, modifications and accomodations are planned for ELs. * Provide training on assessments and goals for English Learners, including WIDA and LAS Links, all staff who work with EL students. * Provide professional development on strategies to ensure students have time and tasks that allow them to practice language production (speaking and writing). Immediately after PD, follow up by observing implementation in action or provide feedback on effective use of strategies. * Consider EL co-taught teams-arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this * Establish norms/guidelines on what should be present in a lesson plan to support language acquisition. |

# Professional Development Activities

| Culture and Climate PD | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Schedule and provide culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, SEL, trauma informed instruction, anti-bias, rmathtionship building, and restorative practices. Provide follow-up time for teachers to reflect and interpret training. | | | | All staff | | | | PBIS-morning meeting expectations. | | | | Improved communication among staff and students, decrease in discipline referalls | | | | Leadership team | | | | 10/02/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Quarterly | | | | | | |  | | | | | | | At Least 1-hour of Trauma-informed Care Training for All Staff | | | | | | |

| Celebrating Student Success | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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 celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers. | | | | all staff | | | | PBIS-morning meeting expectations. | | | | monthly awards, increased number of celebrations | | | | catapult learning, Building leadership team. | | | | 06/10/2023 | | | | 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** | | | | | | |
| Learning walk | | | | | | | Ongoing | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Math 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** | | | |
| * In partnership with Transformation Partner, implement specific professional development targeted to differentiate instruction, which may include but are not limited to: utilizing Star math data, breaking down and using standards to inform instruction | | | | math teachers, special education and ELL teachers that push in. | | | | Professional development may include: utilizing Star math data, breaking down and using standards to inform instruction. | | | | additional structure | | | | SOI | | | | 08/22/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |

| Triangulate Math Data | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Use IXL data to triangulate with STAR data to target specific areas of learning. | | | | math teachers, special education and ELL teachers that push in. | | | | Building and classroom reports | | | | ability to speak about classroom reports | | | | SOI and or company representative. | | | | 08/29/2023 | | | | 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** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Ongoing | | | | | | |  | | | | | | |  | | | | | | |

| Math Co-teaching 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** | | | |
| * Create professional Development sessions driven by walkthrough data with content area teachers and co-teachers to make sure co-teaching is taking place. | | | | Building leadership team, SOI-ELL-SOI, math coach, district Admin. team, faciltators | | | | Examining strenghts/ weaknesses across grade level. | | | | Increased student engagement | | | | SOI | | | | 08/29/2023 | | | | 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) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| Math Walkthroughs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Conduct walkthroughs and use data to determine professional development needed for co-teaching | | | | Tranformation partner, building leadership team, district administration team. | | | | Examining strenghts/ weaknesses across grade level. | | | | examine the weaknesses and plan PD accordingly. | | | | SOI | | | | 08/29/2023 | | | | 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** | | | | | | |
| Inservice day | | | | | | | Monthly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Math Lesson Structure | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all math teachers and leaders have a common understanding of use of math instructional time. | | | | ELL-Staff, math teachers, SPED. LS teaching staff | | | | work stations, collaboration techniques and groupings. | | | | Walkthrough data,classroom observations | | | | SOI, ELL, Catapult learning | | | | 08/21/2023 | | | | 11/01/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Ongoing | | | | | | |  | | | | | | |  | | | | | | |

| ELA 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** | | | |
| * In partnership with Transformation Partner, implement professional development which may include but are not limited to: utilizing Star ELA data,analysis and use of standards to inform instruction. | | | | ELL-Staff, math teachers, SPED. LS teaching staff | | | | core instructional model | | | | progress monitoring reports demonstrating student progress. | | | | SOI, ELL, Catapult learning | | | | 08/21/2023 | | | | 06/30/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Quarterly PD days/as needed | | | | | | |  | | | | | | |  | | | | | | |

| ELA Lesson Structure | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all ELA teachers and leaders have a common understanding of use of ELA instructional time. | | | | ELL-Staff, math teachers, SPED. LS teaching staff | | | | work stations, collaboration techniques and groupings. | | | | Walkthrough data,classroom observations | | | | SOI, ELL, Catapult learning | | | | 08/21/2023 | | | | 11/01/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Ongoing | | | | | | |  | | | | | | |  | | | | | | |

| ELA Data PD | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide training and professional development on use of Lexia, Lexia data and STAR data analysis to inform targeted and personalized instruction. | | | | All teachers | | | | Professional development on Lexia, Star, PSSA and data analysis | | | | progress monitoring reports demonstrating student progress, observation data, walkthrough data,classroom observations | | | | SOI | | | | 08/21/2023 | | | | 11/01/2023 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Ongoing PD | | | | | | |  | | | | | | |  | | | | | | |

| Quarterly ELA PD Scope and Sequence | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Review the PD scope and sequence quarterly. Use observation and anecdotal data and teacher feedback to ensure available PD is responsive to emerging teacher needs. | | | | math teachers, special education and ELL teachers that push in. | | | | Professional development may include: utilizing Star math data, breaking down and using standards to inform instruction. | | | | ability to differentiate lessons | | | | SOI, ESOL SOI | | | | 08/21/2023 | | | | 06/30/2023 | | | |
| **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 | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |

| EL Language objectives | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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** | | | |
| * Ensure schoolwide lessons integrate a language objective and includes differentiation/modifications section based on language levels. Meet with teams regularly to ensure language objectives, modifications and accomodations are planned for ELs. | | | | Teachers | | | | Language Objectives, ESL Differentiation | | | | Lesson Plans | | | | Transformation Partner/ESOL SOI | | | | 08/21/2023 | | | | 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) | | | | | | | Once | | | | | | |  | | | | | | |  | | | | | | |

| EL Assessment PD | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide training on assessments and goals for English Learners, including WIDA and LAS Links, all staff who work with EL students. | | | | Teachers | | | | ESOL Assessments and Meaning of the Data | | | | Walkthroughs | | | | Transformation Partner/ESOL SOI | | | | 08/21/2023 | | | | 09/09/2023 | | | |
| **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 | | | | | | | Once per semester | | | | | | |  | | | | | | |  | | | | | | |

| Language Production PD | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide professional development on strategies to ensure students have time and tasks that allow them to practice language production (speaking and writing). Immediately after PD, follow up by observing implementation in action or provide feedback on effective use of strategies. | | | | Teachers | | | | Language Production Tasks | | | | Walkthroughs | | | | Transformation Partner/ESOL SOI | | | | 08/21/2023 | | | | 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) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| EL Co-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Consider EL co-taught teams-arrange PD for co-teachers to ensure proper instruction and support for students and shared responsibilities by content and EL teacher. Create walk through or progress monitoring to support this | | | | Teachers who support ELL students | | | | ESL Strategies | | | | Walkthrough Data | | | | ESOL SOI | | | | 08/21/2023 | | | | 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** | | | | | | |
| Inservice day | | | | | | | Monthly | | | | | | |  | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| EL 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** | | | |
| * Establish norms/guidelines on what should be present in a lesson plan to support language acquisition. | | | | Teachers | | | | Language objectives, language acquisition | | | | Walkthroughs | | | | ESOL SOI | | | | 08/21/2023 | | | | 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 | | | | | | |  | | | | | | | At Least 1-hour of Trauma-informed Care Training for All Staff | | | | | | |

| Math Intervention Protocol | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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. | | | | All Staff | | | | Data Protocol Sheet, Structure for Intervention, Navigating platforms | | | | data protocol, STAR scores, progress monitoring | | | | SOI | | | | 10/01/2023 | | | | 05/31/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |

| ELA Intervention Protocol | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | All Staff | | | | Data Protocol Sheet, Structure for Intervention, Navigating platforms | | | | data protocol, STAR scores, progress monitoring | | | | SOI | | | | 10/01/2023 | | | | 05/31/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Monthly | | | | | | |  | | | | | | |  | | | | | | |