# SOUTH MOUNTAIN MS

709 W Emaus Ave

CSI School Plan | 2023 - 2024

# Steering Committee

| **Name** | **Position/Role** | **Building/Group/Organization** | **Email** |
| --- | --- | --- | --- |
| Kenny Fritz | Principal | SMMS  | fritzk@allentownsd.org |
| Earl Kunkel | Other | SMMS - Supervisor of Instruction | kunkele@allentownsd.org |
| Tracey Fountain | Education Specialist | SMMS - Math coach | fountaint@allentownsd.org |
| Lisa Frankenfield | Other | SMMS - Assistant Principal | frankenfieldl@allentownsd.org |
| Sarah Hernandez | Teacher | SMMS - 8th grade special education | hernandezs@allentownsd.org |
| Megan Hoffman | Other | SMMS - school nurse | hoffmanm@allentownsd.org |
| Juan Enriquez | Other | SMMS - Assistant Principal  | enriquezj@allentownsd.org |
| Whitney Magee | Teacher | SMMS - 6th grade literacy | mageew@allentownsd.org |
| Larissa Mascari | Teacher | SMMS - 7th grade math  | mascaril@allentownsd.org |
| Sandy Santiago | Teacher | SMMS - ESOL teacher | santiagos@alentownsd.org |
| Krista Ronalds | Other | SMMS - school counselor | ronaldsk@allentownsd.org |
| Keith Verdi | Teacher | SMMS - 8th grade science  | verdik@allentownsd.org |
| Maria Figueroa | Other | SMMS - FACE/Parent liason | bonillam@allentownsd.org |
| Rashida Larkin | District Level Leaders | Allentown School District, Central Office - District Supervisor of Special Education | larkinr@allentownsd.org |
| Brian Siket | District Level Leaders | Allentown School District, central office - Executive Director of Special Education | siketb@allentownsd.org |
| Dr. Dennis Blankowitsch | Community Member | Allentown School District Foundation | blankowitsch@cs.com |
| Randy Buck | District Level Leaders | Allentown School District, Central Office - Executive Director of Middle School Transformation and Virtual Learning | buckr@allentownsd.org |
| Yadira Benjamin | Parent | Parent  | benjaminy@allentownsd.org |
| Susan Reabuck | Parent | SMMS | sreabuck@hotmail.com |
| Kwaneesha Goeh | Parent | SMMS | goehk@allentownsd.org |
| Dyann Jensen | Other | SMMS - ESOL Supervisor of Instruction | jensend@allentownsd.org |
| Aaron Perez-Morales | Student | SMMS |  |
| Brenda Rodriguez | Parent | SMMS - Family Member | Brenda\_Liz24@yahoo.com |
| Janeth Salado | Parent | SMMS - Family Member | vivianavigay@gmail.com |
| Missy Smith | District Level Leaders | Allentown School District, Central Office | smithm@allentownsd.org |
| Dr. Carol Birks | Chief School Administrator | ASD Superintendent | birksc@allentownsd.org |

# Vision for Learning

Mission:South Mountain Middle School leverages the entire community to foster a safe environment built on strong relationships where we respect everyone, honor students’ voices, celebrate success, and advocate for the needs of each individual with loving accountability.Vision:South Mountain graduates will thrive in high school and beyond, equipped with the knowledge and skills to lead as engaged citizens and to choose a life path that brings them purpose and happiness.South Mountain Middle School teachers will:-Provide opportunities for peer-peer interactions that utilize open-ended questions in order to encourage collaborative discussions.-Protect time for students to grapple with challenging problems grounded in real-life application.-Plan tasks that meet the varying needs of individual students, including activities for remediation or extension.-Meet individually/in groups with struggling students based on their knowledge and understanding of their students’ academic needs and accommodations.-Respond to students’ academic and social-emotional needs.South Mountain Middle School students will:-Participate actively in collaborative discussions with peers, including having opportunities to hear viewpoints that may be different than their own.-Grapple with challenging tasks by demonstrating perseverance and taking risks.-Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs.-Advocate for their academic and social-emotional needs, and willingly accept help when needed. South Mountain Middle School support staff will:-meet and collaborate with students, families, staff and community partners to build an understanding of resources and support available to all.-create a positive school culture and climate within the school that welcomes meaningful and professional relationships with students and families to support their diverse viewpoints.-provide individual and group support to students and families, so they are better equipped to advocate for themselves and the community.-assist in identifying student areas of improvement and strengths to provide them with intervention and enrichment opportunities.South Mountain Middle School administrators will:-communicate with teachers building-wide expectations for high quality instruction and identify the differences between high-quality and low-quality instructional tasks and curriculum in all instructional content.-build working relationships with teachers and staff members fostering open discussions about best practices.-provide professional development and lesson feedback prioritizing high-quality instruction that provides support and accountability for high-quality instruction. -establish and maintain a culture of collaboration and shared practice through thoughtful individual interaction and facilitation of group learning activities focused on data driven discussions focused on student achievement and continuous improvement.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| SY22-23: from Fall to Winter 2, 8th grade increased proficiency by 10.6% from Fall to Winter 2; over the same time span in SY 21-22, 8th increased proficiency by 3.2% | Yes |
| SY22-23: students scoring below basic decreased by 4.4% from Fall to Winter 2, as compared to a decrease of 2.1% over the same period of SY 21-22 | No |
| SY21-22: Overall proficiency in LAS Links increased from 5.36% in spring of 2021 to 9.7% in Winter of 2021 | No |
| SY22-23: 43.8% of students identifying as LatinX met or exceeded high growth targets for Star Math. | No |
| SY22-23: from Fall to Winter 1 Star Math, the student group with the lowest percentage of high growth is students who identify as Asian (38.5%) | No |
| 8th grade Science CDT: SY21-22 65% of students are proficient in Earth and Space Sciences | No |
| SY18-19: PVAAS math and science: Special Education students: Over the past two years, Special Education students show the most growth in math (93% met annual growth expectations) and science (77% met annual growth expectations) | No |
| SY18-19: PVAAS ELA: Black students: Black student exceed the statewide growth goal for ELA by 2 points | No |
| SY19-20: Attendance Data: English Learners: English Learners have the highest regular attendance rate (86.5%) | No |
| SY20-21: 55.6% White students met Career Standards benchmark | No |
| SY 22-23: students scoring below basic decreased by 17.1% from Fall to Winter 2, as compared to a decrease of 9.5% over the same time span in SY 21-22 | Yes |
| SY20-21: 45.1% Students with Disabilities met Career Standards benchmark | No |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | No |
| Collectively shape the vision for continuous improvement of teaching and learning | No |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Yes |
| Use multiple professional learning designs to support the learning needs of staff  | No |
| SY22-23: between Fall and Winter 2, our proficient/advanced group grew from 21.5% to 27.6%, increasing by 6.1% | No |
| SY22-23: between Fall and Winter 2, our proficient/advanced group grew from 8.2% to 18.1% | No |
| SY22-23: proficiency in both speaking and writing saw a 10% growth between Fall and Winter, as measured by LAS Links. | No |
| SY22-23: 80 students met or exceeded growth in Winter over Fall, an increase of 32 students meeting or exceeding growth targets on LAS Links. | Yes |
| SY21-22: 78.4% met Career Standards Benchmark. | No |
| SY21-22: Students identifying as economically disadvantaged showed the highest growth from SY20-21 with an increase from 31.4% to 78.3%.  | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| SY20-21: PSSA academic proficiency in math: South Mountain's Math proficiency is 3.0% [SY18-19: 16.8%] | No |
| SY20-21: South Mountain's PVAAS math academic growth score is 50, not meeting the statewide growth standard of 70. There is an insufficient sample for ELA and science. [SY18-19: South Mountain is not meeting the statewide growth goal in ELA, math or science.]  | No |
| SY20-21: EL growth and attainment: All student group is 4.5% [SY19-20: 17.4%] [SY18-19: 20.9%] | No |
| SY20-21: PSSA academic proficiency in ELA: South Mountain's ELA proficiency is 17.5% [SY18-19: 38.7%] | No |
| SY22-23: students testing below basic during the Winter 2 testing window on Star Math is 60.8%. | Yes |
| SY20-21: 36.3% met Career Standards Benchmark [SY19-20: 93%] | No |
| SY22-23: 8th grade students are our lowest performing grade, with 14.2% of students testing proficient/advanced in SY 22-23 as of the Winter 2 testing window. | No |
| Foster a culture of high expectations for success for all students, educators, families, and community members | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically | Yes |
| Identify and address individual student learning needs | No |
| Implement a multi-tiered system of supports for academics and behavior  | No |
| SY22-23: Students testing below basic during the Winter 2 testing window on Star ELA is 36% compared to 34.3% from SY21-22. | No |
| SY22-23: 8th grade students are our lowest performing grade on Star ELA, with 26.3% of students testing proficient/advanced in SY 22-23 as of Winter 2 | Yes |
| SY22-23: 31.7% of students identifying as LatinX met or exceeded high growth targets for Star ELA. | No |
| SY21-22: The percentage of white students showing proficiency on Star ELA decreased from 36.5% in fall to 35.6% in winter 2.  | No |
| SY21-22 The LatinX population is under 21% proficient on Star ELA in the Winter #1 testing window and is the largest overall subpopulation (772 students) | No |
| 8th grade Science CDT: SY21-22 30% of students are proficient in Biological sciences | No |
| SY22-23: 66% of 7th graders met growth in Fall, only 54% met growth in Winter on LAS Links. | Yes |
| SY22-23: The student group with the lowest percentage of high growth is students who identify as English Language Learners (19.8%) in SY22-23 from the fall to Winter 1 window. | No |
| SY21-22: 19% of students scored proficient or advanced on the Science/Biology PSSA | No |

## Most Notable Observations/Patterns

There has been continued growth in proficiency/advanced groups in STAR ELA during the 22.23 academic year. The below basic group decreased by 4.4% from Fall to Winter II STAR data while the percentage of students measuring proficient or advanced increased by 6.1%. Overall the number of students testing advanced has dropped compared to the 22.23 school year. 8th grade students continued to be the lowest performing grade in comparing growth with just 26.3% of students testing proficient or advanced.There has been significant academic progress in math in 22.23 with a big increase in proficiency for students in STAR testing (8.2% from Fall to Winter II). In math, students are moving at both ends of the academic continuum (struggling students are improving and more students are becoming proficient/advanced), with a decrease of over 17% in the number of students who are below basic. The improvements in ELA and Math scores are due in part to a successful emphasis placed on important academic structures (lesson objectives, academic warm ups, student collaboration, etc.) which has been rolled out in PD and progress monitored consistently. There is still significant work to do in both content areas in providing targeted intervention to students struggling with key ELA/Math skills/concepts. Additionally, there’s a significant challenge with the consistency of lesson planning/preparation to teach. A lack of a district-wide approach to planning/prep contributes to this gap.In the culture and climate priority, a significant strength remains the consistency of systems around student culture, such as infractions and referrals. These are dealt with expediently, and underpinned by strong communication systems, so teachers are clear on next steps. Recent survey data suggests that staff have trust in school administration; students view teachers as respectful and helpful. Culture and climate challenges have consisted of launching school-wide systems focusing on restorative practices and how it will look uniformly across the building. In addition to consistent enforcement of expectations and policies across all staff and grades (ex. Dress code, cell phones). Finally, inconsistent communication and externalization of executing communication expectations around student discipline has been a consistent barrier in managing time and capacity for leaders responsible for culture and climate. Finally, in the EL priority, testing preparation, execution, and students' grasp of their data has improved significantly in 22.23. There is a need for a continued focus on writing as the weakest domain for students (in terms of consistent academic growth and achievement). Additionally, there is room (and a need) for more consistent planning structures between ESOL teachers and content teachers, plus a more nuanced and consistent approach to instructional feedback for ESOL teachers and teachers of co taught classroom space.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| SY22-23: from Fall to Winter 2, 8th grade increased proficiency by 10.6% from Fall to Winter 2; over the same time span in SY 21-22, 8th increased proficiency by 3.2% |  |
| SY 22-23: students scoring below basic decreased by 17.1% from Fall to Winter 2, as compared to a decrease of 9.5% over the same time span in SY 21-22 |  |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | SMMS introduced systems to reduce major incidents and referrals, including improved monitoring of hallways and other transitions.  |
| SY22-23: 80 students met or exceeded growth in Winter over Fall, an increase of 32 students meeting or exceeding growth targets on LAS Links. |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| SY22-23: students testing below basic during the Winter 2 testing window on Star Math is 60.8%. | Implementation challenge: Limited belief/mindsetAdditional discussion: Action steps and strategies are clear. There has been a consistent effort to progress monitor them throughout 22.23 If teacher buy in is not complete, sufficient proress is not made. | Yes | IF: - teacher actions are aligned to SMMS’ instructional vision and math best practices;- math lesson plans are aligned to state standards and include worthwhile tasks;- teachers receive regular feedback;- teachers use data to inform instructional decisions;- school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that’s above-school revisits and regroups around classroom expectations and consistent academic structures (e.g. lesson planning, structure, common academic protocols etc.)- Daily lesson plans are organized with a warm-up, authentic ""hook"", and are appropriately scaffoldedTHEN: Math proficiency will improve |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically | Implementation challenge: Lack of communication, designated team, systematic approach,Additional discussion: Impacted by social emotional needs of students and families. How do we fit these into our schedule and time IF we think through behavior, the root is more around systematic approach and communication between parents/teachers/students, lack of PBIS system | Yes | IF: - teachers teach and model social-emotional skills; - school staff develop respectful and trusting relationships with students;- school staff partner with families in problem-solving and decision-making;- school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that’s above-school revisits and regroups around classroom and school-wide expectations for students, focused on clear, consistent, and fair expectations and procedures- Leadership team completes a mid-year staff faculty PD to review discipline protocols.- New or identified Teachers/Staff to receive individualized professional learning opportunities. THEN: student-staff relationships will improve |
| SY22-23: 8th grade students are our lowest performing grade on Star ELA, with 26.3% of students testing proficient/advanced in SY 22-23 as of Winter 2 | Implementation challenge: Limited belief/mindsetAdditional discussion: Action steps and strategies are clear. There has been a consistent effort to progress monitor them throughout 22.23 If teacher buy in is not complete, sufficient proress is not made. | Yes | IF: - teacher actions are aligned to SMMS’ instructional vision and ELA best practices;- ELA lesson plans are aligned to state standards and include high-quality, complex texts;- teachers receive regular feedback;- teachers use data to inform instructional decisions- school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that’s above-school revisits and regroups around classroom expectations and consistent academic structures (e.g. lesson planning, structure, common academic protocols etc.)-Daily lesson plans are organized with a warm-up, authentic ""hook"", and are appropriately scaffoldedTHEN: ELA proficiency will improve |
| SY22-23: 66% of 7th graders met growth in Fall, only 54% met growth in Winter on LAS Links. | Implementation challenge: Unclear visionAdditional discussion: Don't currently support all EL students, only fully supporting lowest level EL students. Infrastructure doesn't support district-wide systematic approach Some specific action items need a more in-depth visioning process. | Yes | IF: - teacher actions are aligned to SMMS' instructional vision and EL best practices- co-teachers have protected time and structures for planning to meet the needs of EL students- teachers receive regular feedback- teachers use 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-school ensures teachers use available resources to support EL students in accessing academic content--data protocols for both students and teachers to use this to motivate students and drive instruction--training for co-teachers on how to collaborate and plan together for effective use of their protected time—daily lesson plans are organized with a warm-up, authentic ""hook"", and are appropriately scaffoldedTHEN: English language proficiency will improve. |

# Goal Setting

| **Priority:** IF: - teacher actions are aligned to SMMS’ instructional vision and math best practices;- math lesson plans are aligned to state standards and include worthwhile tasks;- teachers receive regular feedback;- teachers use data to inform instructional decisions;- school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that’s above-school revisits and regroups around classroom expectations and consistent academic structures (e.g. lesson planning, structure, common academic protocols etc.)- Daily lesson plans are organized with a warm-up, authentic ""hook"", and are appropriately scaffoldedTHEN: 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, South Mountain students will improve overall proficiency by 10% in math as measured by the Star math assessment. | Math STAR | Q1 Baseline Expected Proficiency = 17.8% | 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 South Mountain Middle School will improve overall proficiency by 15% in math as measured by the PSSA math assessment.- Increase Math benchmark assessment performance from Quarter 1 to Quarter 2 by from baseline.- Increase Math benchmark assessment performance from Quarter 2 to Quarter 3 by 7% from baseline.- Increase Math benchmark assessment performance from Quarter 3 to Quarter 4 by 10%. from baseline. | Math PSSA | Q1 Baseline: 3.4% | No test | No test | Q4: 18.4% |

| **Priority:** IF: - teachers teach and model social-emotional skills; - school staff develop respectful and trusting relationships with students;- school staff partner with families in problem-solving and decision-making;- school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that’s above-school revisits and regroups around classroom and school-wide expectations for students, focused on clear, consistent, and fair expectations and procedures- Leadership team completes a mid-year staff faculty PD to review discipline protocols.- New or identified Teachers/Staff to receive individualized professional learning opportunities. THEN: student-staff 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 | By the end of SY 23-24, SMMS will score at least a 11 out of a possible 15 points on their Climate and Culture scorecard.- Reduce student Out of School Suspensions by 20% for the 2023-2024 school year.- Increase the number of students participating in after-school programs/extracurriculars/sports and committees for the 2023-2024 school year.- Increase family engagement opportunities, events and parent advisory committee meetings. | 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 South Mountain Families will complete the PDE Climate Survey, than at the end of SY22-23. | Parent and Family Engagement | Baseline: 75% Completion | NA | NA | Q4: 90% Completion |
| Social emotional learning | By the end of SY23-24, South Mountain will increase it's student SEL score by +.37 on the PDE Climate Survey. | Social emotional learning | Baseline: 2.57 | NA | NA | Q4: 2.94 |

| **Priority:** IF: - teacher actions are aligned to SMMS’ instructional vision and ELA best practices;- ELA lesson plans are aligned to state standards and include high-quality, complex texts;- teachers receive regular feedback;- teachers use data to inform instructional decisions- school provides professional learning (PD, training, coaching) for teachers and monitors impact for all that’s above-school revisits and regroups around classroom expectations and consistent academic structures (e.g. lesson planning, structure, common academic protocols etc.)-Daily lesson plans are organized with a warm-up, authentic ""hook"", and are appropriately scaffoldedTHEN: 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, South Mountain students will improve overall proficiency by 10% in ELA as measured by the Star ELA assessment. | ELA STAR | Q1 Baseline Expected Proficiency: 27.3% | 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 South Mountain Middle School will improve overall proficiency by 12% in ELA as measured by the PSSA ELA assessment.- Increase ELA benchmark assessment performance from Quarter 1 to Quarter 2 by from baseline.- Increase ELA benchmark assessment performance from Quarter 2 to Quarter 3 by 7% from baseline- Increase ELA benchmark assessment performance from Quarter 3 to Quarter 4 by 10%. | ELA PSSA | Q1 Baseline: 17.66% | No test | No test | Q4: 29.66% |
| School climate and culture | Decrease chronic absenteeism from 29% to 17% for the 2023-2024 school year- Increase the daily attendance average for 6th grade per month and yearly average.- Increase the daily attendance average for 7th grade per month and yearly average.- Increase the daily attendance average for 8th grade per month and yearly average. | Attendance | 29% to 26% | 26% to 23% | 23% to 20% | 20% to 17% or less |

| **Priority:** IF: - teacher actions are aligned to SMMS' instructional vision and EL best practices- co-teachers have protected time and structures for planning to meet the needs of EL students- teachers receive regular feedback- teachers use 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-school ensures teachers use available resources to support EL students in accessing academic content--data protocols for both students and teachers to use this to motivate students and drive instruction--training for co-teachers on how to collaborate and plan together for effective use of their protected time—daily lesson plans are organized with a warm-up, authentic ""hook"", and are appropriately scaffoldedTHEN: 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 | By the end of SY23-24, 80.4% of South Mountain Students will meet or exceed expected growth as measured by the LAS Links assessment.- 100% of 8th grade students will make an increase their LAS score from September to May.- By the end of the year 8th grade will move students from 30% proficiency to 40%.- The 8th grade students will increase their reading proficiency from 9% to 15% by EOY. | EL | Baseline: 72.4% from final testing window in 22-23. | 75.4% of students will meet or exceed expected growth. | No test | 80.2% of students will meet or exceed expected growth. |

# Action Plan

| **Action Plan for:** Restorative Practices |
| --- |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| * Climate and Culture
 | - Professional development scope and sequence includes regular and comprehensive culture and climate PD opportunities - Schoolwide PBIS system, including visuals in classrooms and common areas- Restorative practice meetings and circles are happening at regular intervals in all classrooms - Published plan for to implement and monitor the use of Restorative Practices- Published plan for family communication on student progress with tiered communication breakdown | The Priority 3 admin lead will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: attendance/behavior data, disaggregated by teacher, student groups and Tier II and Tier III Restorative Practices data (how often, how effective)data from culture walkthroughs  |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Review team structures, master schedule, and create a scope and sequence for professional development that ensures school-level conditions are in place to make progress towards culture and climate action steps.  | 09/01/2023 | 10/01/2023 | Assistant Principals | District PD calendar, SMMS PD calendar | No |
| Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Ensure there is monthly space in the morning meeting schedule for culture and climate aligned professional learning needs e.g. referrals and progressive discipline, school-wide procedures, and quarterly, teacher led discipline reviews, professional expectations etc. (account for LF running monthly safety meetings) | 09/01/2023 | 06/10/2024 | Assistant Principals | Professional development calendar, ASD progressive disciplinary policies and procedures. | Yes |
| SMMS will create and monitor systems and structures that promote and increase regular student attendance by creating a school wide communication log to track family outreach and communication. | 09/15/2023 | 05/31/2024 | Assistant Principals | Attendance reports from Sapphire | No |
| Determine and clearly communicate a system for updating family contact information and reporting outdated or missing contact information in one, streamlined location. Ensure all stakeholders who communicate with families have access to the system.  | 09/01/2023 | 05/31/2024 | Assistant Principals | Family contact information google form | No |
| Design systems to implement and monitor the use of restorative practices throughout classrooms at SMMS. by protecting time in the master schedule for community-building in homerooms and content classes. Provide teachers with examples of high-impact community and relationship-building activities and routines.  | 09/01/2023 | 04/30/2024 | Assistant Principals | PD deck, community building resources for classroom teachers | Yes |
| Develop a calendar of family engagement events (including student of the month). Track attendance at events and gather input to identify and address barriers to attendance (e.g., time, transportation, childcare).  | 10/01/2023 | 04/30/2024 | Assistant Principals | Calendar of family events | No |
| Leverage E-hallpass to monitor school wide signin/sign-outs from classrooms. Pull reports and share data with team leads to maximize in-class time for students | 09/15/2023 | 10/01/2023 | Assistant Principals | E-Hall Pass PD deck | Yes |
| Clearly communicate a plan for monitoring school-wide processes such as transitions, arrival, dismissal, and lunch that includes safety staff. Leverage the new staffing model to adjust teacher duty expectations relating to arrival, breakfast, lunch, and dismissal.  | 09/01/2023 | 11/01/2023 | Assistant Principals | One pagers for school-wide routines and procedures | No |
| SMMS will create systems to incentivize, recognize, and celebrate students who show exemplary attendance through quarterly school-wide or grade-level wide celebrations | 10/02/2023 | 06/07/2024 | Assistant Principals | Attendance trackers | No |

| **Action Plan for:** Job Embeded Professional Development |
| --- |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| * Math STAR
 | - Published assessment calendar that includes summative assessments and timelines for data analysis and reteach- Published protocols for lesson planning expectations- Published school-specific guidance for math classrooms- criteria for success for teacher questioning and student collaboration- Tools to support frequent observation and feedback cycles for teachers | The Priority 1 admin lead will facilitate monthly progress monitoring routines with a representative math team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity:-math benchmark assessment data (Star)-math summative assessment data (unit tests, fluency)-math classroom observation data (amount of observations, leading or lagging implementation trends) |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Create, implement, and adjust a bi-weekly professional development schedule, leveraging morning meetings to drive progress towards math action steps. Schedules may include PLCs, PDs, data-dives, lesson planning etc. Ensure there is protected time for collaboration between content and LS/ESOL teachers. | 09/01/2023 | 06/10/2024 | SOI | Quarterly PD scope and sequence | No |
| Provide professional development aligned to CSI priorities and the SMMS instructional vision. Leverage professional development to present clear next steps for teachers, name progress monitoring measures, and present clear data assessing implementation and outcomes. Ensure data analysis and reteaching are represented in the scope and sequence | 09/01/2023 | 06/10/2024 | SOI | PD scope and sequence, PD decks and materials | Yes |
| Leverage the ALT (academic leadership team) to provide ongoing feedback around morning meetings via twice weekly in-person visits, coaching, or explicit feedback on morning meeting outputs such as lesson plans. | 10/01/2023 | 05/31/2024 | SOI, Math Instructional Coach, ELA Instructional Coach | Lesson planning template, morning meeting forms | No |
| Set expectations for, communicate out, and progress monitor how time is used in Math classrooms in alignment with the SMMS instructional vision. Monitor classrooms for Math specific structures and school-wide instructional practices of focus (worthwhile tasks, student collaboration, questioning) by reviewing/revisiting the SMMS instructional vision routinely.  | 10/01/2023 | 05/31/2023 | SOI, ESOL SOI, ELA Instructional Coach |  Instructional walkthrough tracker, instructional walkthrough forms | 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 | SOI, Math Instructional Coach, ESOL SOI, ELA Instructional Coach | standards aligned formative assessments | Yes |
| Solicit feedback from teachers on desired professional growth and visit all Math classrooms regularly (e.g. at least 2 visits per teacher each month) and provide actionable feedback aligned to the instructional vision and Math best practices expectations through consistent and regular follow-ups that are on-going throughout the year. | 09/15/2023 | 04/15/2024 | SOI, Math Instructional Coach, ESOL SOI, ELA Instructional Coach | Instructional coaching planning templates | No |
| Develop, introduce and monitor the use of school-wide instructional planning expectations for Math that highlight grade level content standards, actionable objectives and meaningful collaborative and independent practices providing time during morning meeting scope and sequence to collaboratively lesson plan in addition to ongoing feedback on school-wide planning foci. | 09/01/2023 | 04/30/2024 | SOI | Master schedule, teacher created formative assessments | Yes |
| Ensure all math (and science) teachers have access to educational resources that support math achievement such as Anchor Charts, calculators, manipulatives, etc | 09/01/2023 | 10/01/2023 | SOI, Math Instructional Coach | Anchor charts, calculators, manipulatives | No |
| Cultivate teacher leadership by enrolling a department chair to collaborate/influence ALT to persist in moving the Instructional Vision to complete implementation and understanding. | 08/01/2023 | 09/01/2023 | Principal, SOI | SMMS Instructional Vision | No |
| Integrate an influx of student voices into steering the Instructional Vision in a direction that increases engagement and curiosity. | 11/01/2023 | 04/30/2024 | SOI | SMMS Instructional vision, meeting minutes template | No |
| Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists and teachers | 09/01/2023 | 06/10/2024 | Principal | 561,981.42 |  |

| **Action Plan for:** Job Embeded Professional Development |
| --- |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| * ELA STAR
 | - Published assessment calendar that includes summative assessments and timelines for data analysis and reteach- Published protocols for lesson planning expectations- Published school-specific guidance for ELA classrooms- criteria for success for teacher questioning and student collaboration- Tools to support frequent observation and feedback cycles for teachers | The Priority 2 admin lead will facilitate monthly progress monitoring routines with a representative ELA team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity:-ELA benchmark assessment data (Star)-ELA formative assessment data (unit tests, fluency)-ELA classroom observation data (amount of observations, leading or lagging implementation trends) |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Create, implement, and adjust a bi-weekly professional development schedule, leveraging morning meetings to drive progress towards math action steps. Schedules may include PLCs, PDs, data-dives, lesson planning etc. Ensure there is protected time for collaboration between content and LS/ESOL teachers. | 09/01/2023 | 06/10/2024 | SOI | Quarterly PD scope and sequence | No |
| Provide professional development aligned to CSI priorities and the SMMS instructional vision. Leverage professional development to present clear next steps for teachers, name progress monitoring measures, and present clear data assessing implementation and outcomes (leveraging Lexia, IXL, Quill, and STAR). Ensure data analysis and reteaching are represented in the scope and sequence in addition to school-wide writing standards | 09/01/2023 | 06/10/2024 | SOI | PD scope and sequence, PD decks and materials | Yes |
| Leverage the ALT (academic leadership team) to provide ongoing feedback around morning meetings via twice weekly in-person visits, coaching, or explicit feedback on morning meeting outputs such as lesson plans. | 10/01/2023 | 05/31/2024 | SOI, Math Instructional Coach, ELA Instructional Coach | Lesson planning template, morning meeting forms | No |
| Set expectations for, communicate out, and progress monitor how time is used in ELA classrooms in alignment with the SMMS instructional vision. Monitor classrooms for ELA specific structures and school-side instructional practices of focus (worthwhile tasks, student collaboration, questioning) by reviewing/revisiting the SMMS instructional vision routinely.  | 10/01/2023 | 05/31/2024 | SOI, ELA Instructional Coach, ESOL SOI | Instructional walkthrough tracker, instructional walkthrough forms | 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.  | 10/01/2023 | 05/31/2024 | SOI, Math Instructional Coach, ELA Instructional Coach | standards aligned formative assessments | Yes |
| Solicit feedback from teachers on desired professional growth and visit all ELA classrooms regularly (e.g. at least 2 visits per teacher each month) and provide actionable feedback aligned to the instructional vision and ELA best practices expectations through consistent and regular follow-ups that are on-going throughout the year. | 09/15/2023 | 04/15/2024 | SOI, Math Instructional Coach, ELA Instructional Coach | Instructional coaching planning templates | No |
| Develop, introduce and monitor the use of school-wide instructional planning expectations for ELA that highlight grade level content standards, actionable objectives and meaningful collaborative and independent practices providing time during morning meeting scope and sequence to collaboratively lesson plan in addition to ongoing feedback on school-wide planning foci. | 09/01/2023 | 04/30/2024 | SOI | Master schedule, teacher created formative assessments | Yes |
| Ensure all ELA and Social Studies teachers have access to educational resources that support literacy achievement such as Anchor Charts etc | 09/01/2023 | 10/01/0023 | SOI, ELA Instructional Coach | Anchor charts | Yes |
| Cultivate teacher leadership by enrolling a department chair to collaborate/influence ALT to persist in moving the Instructional Vision to complete implementation and understanding. | 08/01/2023 | 09/01/2023 | SOI, Principal | SMMS Instructional Vision | No |
| Integrate an influx of student voices into steering the Instructional Vision in a direction that increases engagement and curiosity.  | 11/01/2023 | 04/30/2024 | SOI |  SMMS Instructional vision, meeting minutes template | No |

| **Action Plan for:** Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions |
| --- |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| * EL
 | - Professional development scope and sequence includes clear focus on EL development for all teachers, including content teachers- Protected time for co-teaching collaboration in regular morning meeting rotation schedule- Data analysis is frequent. All data is disaggregated by EL status.  | - The Priority 4 admin lead (ESOL SOI) will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: - Core content assessment data, disaggregated by student group- LAS Links assessment data- Walkthrough data  |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Review structures and schedules to ensure there is a schoolwide approach to EL class assignment. Ensure students are assigned to classes in a manner that maximizes the support and services that they will receive. Create a scope and sequence for professional development that is aligned to CSI plan priorities and that is responsive to teacher needs | 09/01/2023 | 06/30/2024 | ESOL SOI | Master schedule, professional development schedule | No |
| Create a schedule and monitor collaborative protocols such as morning meeting and data analysis, ensuring ESOL teachers receive balanced collaboration time with different content area teachers. Collaborative protocols may focus on ELOs, supporting language skills, and modifications to support English learners | 09/01/2023 | 06/30/2024 | ESOL SOI | PD schedule, morning meeting protocols | Yes |
| Using best practices and resources for co-teaching, provide PD to co-teachers and paras with expectations for both teachers in the classroom. Create walk through or progress monitoring to support the implementation of co-teaching expectations. | 09/10/2023 | 10/10/2023 | ESOL SOI | PD Deck | Yes |
| Provide training on individual language growth plans that leverage LAS LINKS and WIDA data for all staff who work with ELL students. Include clear expectations on how ILPs will support student growth and goal setting. | 10/01/2023 | 11/30/2023 | ESOL SOI | ILPs for ELL students | No |
| Establish norms/guidelines on what should be present in lesson plans to support language acquisition. Monitor the implementation of EL best practices during instructional walkthroughs and in lesson plans. Provide ongoing feedback to teachers to support effective language acquisition for students. | 10/01/2023 | 06/30/2024 | ESOL SOI |  Walkthrough forms, instructional coaching tracker, lesson planning templates | No |
| Create schedule for, implement, and monitor building-wide language interventions to support students with individual, domain based learning needs, accounting for the restructuring/elimination of the I/E block. Leverage instructional software and LAS data to inform instruction. | 10/01/2023 | 06/01/2024 | ESOL SOI | LAS Links data reports, Language acquisition instructional software. | 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 and provide feedback aligned to the instructional vision and EL best practices expectations.  | 10/01/2023 | 06/01/2024 | ESOL SOI | Walkthrough forms, instructional coaching tracker, lesson planning templates | No |
| After LAS Links, facilitate data analysis and co-planning with all content teachers. Support teachers in implementing instructional plans and interventions to increase language acquisition. Ensure there are regularly scheduled student celebrations after language acquisition testing and plans to communicate student’s strengths and areas of growth with families. | 09/30/2023 | 05/30/2024 | ESOL SOI | LAS Links reports, student celebration calendar | No |
| Create a schedule, during Related Arts time, in which an EL teacher can support low incidence ELL students who are not in a co-taught session. | 09/01/2023 | 10/01/2023 | ESOL SOI |  | No |
| Create a centralized location for intervention, scaffolding, differentiation tools for teachers at SMMS. | 10/01/2023 | 11/30/2024 | ESOL SOI | Google drive | No |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Restorative Practices | * Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Ensure there is monthly space in the morning meeting schedule for culture and climate aligned professional learning needs e.g. referrals and progressive discipline, school-wide procedures, and quarterly, teacher led discipline reviews, professional expectations etc. (account for LF running monthly safety meetings)
* Design systems to implement and monitor the use of restorative practices throughout classrooms at SMMS. by protecting time in the master schedule for community-building in homerooms and content classes. Provide teachers with examples of high-impact community and relationship-building activities and routines.
* Leverage E-hallpass to monitor school wide signin/sign-outs from classrooms. Pull reports and share data with team leads to maximize in-class time for students
 |
| Job Embeded Professional Development | * Provide professional development aligned to CSI priorities and the SMMS instructional vision. Leverage professional development to present clear next steps for teachers, name progress monitoring measures, and present clear data assessing implementation and outcomes. Ensure data analysis and reteaching are represented in the scope and sequence
* Set expectations for, communicate out, and progress monitor how time is used in Math classrooms in alignment with the SMMS instructional vision. Monitor classrooms for Math specific structures and school-wide instructional practices of focus (worthwhile tasks, student collaboration, questioning) by reviewing/revisiting the SMMS instructional vision routinely.
* 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.
* Develop, introduce and monitor the use of school-wide instructional planning expectations for Math that highlight grade level content standards, actionable objectives and meaningful collaborative and independent practices providing time during morning meeting scope and sequence to collaboratively lesson plan in addition to ongoing feedback on school-wide planning foci.
 |
| Job Embeded Professional Development | * Provide professional development aligned to CSI priorities and the SMMS instructional vision. Leverage professional development to present clear next steps for teachers, name progress monitoring measures, and present clear data assessing implementation and outcomes (leveraging Lexia, IXL, Quill, and STAR). Ensure data analysis and reteaching are represented in the scope and sequence in addition to school-wide writing standards
* Set expectations for, communicate out, and progress monitor how time is used in ELA classrooms in alignment with the SMMS instructional vision. Monitor classrooms for ELA specific structures and school-side instructional practices of focus (worthwhile tasks, student collaboration, questioning) by reviewing/revisiting the SMMS instructional vision routinely.
* 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.
* Develop, introduce and monitor the use of school-wide instructional planning expectations for ELA that highlight grade level content standards, actionable objectives and meaningful collaborative and independent practices providing time during morning meeting scope and sequence to collaboratively lesson plan in addition to ongoing feedback on school-wide planning foci.
* Ensure all ELA and Social Studies teachers have access to educational resources that support literacy achievement such as Anchor Charts etc
 |
| Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions | * Create a schedule and monitor collaborative protocols such as morning meeting and data analysis, ensuring ESOL teachers receive balanced collaboration time with different content area teachers. Collaborative protocols may focus on ELOs, supporting language skills, and modifications to support English learners
* Using best practices and resources for co-teaching, provide PD to co-teachers and paras with expectations for both teachers in the classroom. Create walk through or progress monitoring to support the implementation of co-teaching expectations.
 |

# Professional Development Activities

| Climate and Culture PD |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Throughout the year, provide professional development that is aligned to CSI plan priorities and that is responsive to teacher needs. Ensure there is monthly space in the morning meeting schedule for culture and climate aligned professional learning needs e.g. referrals and progressive discipline, school-wide procedures, and quarterly, teacher led discipline reviews, professional expectations etc. (account for LF running monthly safety meetings)
 | Teaching staff (input from counselors on topics) | referrals, progressive discipline, relationship building | Properly submitted referrals with parent communications documented | Assistant Principals | 09/01/2023 | 06/10/2024 |
| **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 |  |  |

| Systems for Restorative Practices |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Design systems to implement and monitor the use of restorative practices throughout classrooms at SMMS. by protecting time in the master schedule for community-building in homerooms and content classes. Provide teachers with examples of high-impact community and relationship-building activities and routines.
 | Teachers |  Modeling, setting expectations for implementation | Community builders leveraged in content warm-ups | Assistant Principals, SOI | 09/01/2023 | 04/30/2024 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Inservice day | Beginning of the year session |  |  |

| Monitoring E-Hallpass  |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Leverage E-hallpass to monitor school wide signin/sign-outs from classrooms. Pull reports and share data with team leads to maximize in-class time for students
 | Teachers (working in teams), security | How to use, expectations for use, running reports |  E Hallpass used with efficacy across all SMMS classrooms, Staff leverage reports for communication with SMMS families. | Assistant Principals | 09/15/2023 | 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** |
| Inservice day | Beginning of the year session |  |  |

| PBIS Expectations |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
|  | Teachers | PBIS online platform |  Implementation of digital platform across all classrooms | Assistant Principals  | 09/01/2023 | 06/10/2024 |
| **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 | Beginning of the year session |  |  |

| Math Professional Development  |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Provide professional development aligned to CSI priorities and the SMMS instructional vision. Leverage professional development to present clear next steps for teachers, name progress monitoring measures, and present clear data assessing implementation and outcomes. Ensure data analysis and reteaching are represented in the scope and sequence
 | All Staff |  IXL, STAR, Data platforms | data protocol document completion | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 09/01/2023 | 06/10/2024 |
| **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 |  |  |

| Monitoring Math Minutes |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Set expectations for, communicate out, and progress monitor how time is used in Math classrooms in alignment with the SMMS instructional vision. Monitor classrooms for Math specific structures and school-wide instructional practices of focus (worthwhile tasks, student collaboration, questioning) by reviewing/revisiting the SMMS instructional vision routinely.
 | Math Teachers | instructional vision, project based learning |  classroom implementation accountable to progress monitoring | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 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 or bi-weekly |  |  |

| Monitoring Math Intervention |
| --- |
| **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 | routine conferencing with students around academic goals | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 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** |
| Inservice day | one-off w/ follow up through data protocol in morning meetings |  |  |

| Math Instructional Planning |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Develop, introduce and monitor the use of school-wide instructional planning expectations for Math that highlight grade level content standards, actionable objectives and meaningful collaborative and independent practices providing time during morning meeting scope and sequence to collaboratively lesson plan in addition to ongoing feedback on school-wide planning foci.
 | Teachers | Danielson Domain 1 topics | electronic place to house lesson plans | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 09/01/2023 | 04/30/2024 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Professional Learning Community (PLC) | Weekly |  |  |

| ELA Professional Development  |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Provide professional development aligned to CSI priorities and the SMMS instructional vision. Leverage professional development to present clear next steps for teachers, name progress monitoring measures, and present clear data assessing implementation and outcomes (leveraging Lexia, IXL, Quill, and STAR). Ensure data analysis and reteaching are represented in the scope and sequence in addition to school-wide writing standards
 | All Staff | IXL, STAR, Data platforms |  data protocol document completion | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 09/01/2023 | 06/10/2024 |
| **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 |  |  |

| Monitoring ELA Minutes |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Set expectations for, communicate out, and progress monitor how time is used in ELA classrooms in alignment with the SMMS instructional vision. Monitor classrooms for ELA specific structures and school-side instructional practices of focus (worthwhile tasks, student collaboration, questioning) by reviewing/revisiting the SMMS instructional vision routinely.
 | ELA Teachers | instructional vision, classroom expectations | classroom implementation accountable to progress monitoring | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 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) | bi-weekly |  |  |

| ELA 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.
 | All Staff | Data Protocol Sheet, Structure for Intervention, Navigating platforms | data protocol, STAR scores, progress monitoring | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 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 Instructional Planning |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Develop, introduce and monitor the use of school-wide instructional planning expectations for ELA that highlight grade level content standards, actionable objectives and meaningful collaborative and independent practices providing time during morning meeting scope and sequence to collaboratively lesson plan in addition to ongoing feedback on school-wide planning foci.
 | Teachers |  Danielson Domain 1 topics |  electronic drive to house lesson plans for accountability  | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 09/01/2023 | 04/30/2024 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Inservice day | Quarterly |  |  |

| ELA Educational Resources |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Ensure all ELA and Social Studies teachers have access to educational resources that support literacy achievement such as Anchor Charts etc
 | Teachers | writing standards/expectations | coaching feedback across contents | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 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** |
| Inservice day | Quarterly |  |  |

| ESOL Collaborative Protocols  |
| --- |
| **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 monitor collaborative protocols such as morning meeting and data analysis, ensuring ESOL teachers receive balanced collaboration time with different content area teachers. Collaborative protocols may focus on ELOs, supporting language skills, and modifications to support English learners
 | All Staff | co-planning/co-teaching; coaching, EL Best Practices, scaffolding, differentiation, accommodation |  implementation into lesson plans | ESOL SOI | 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 | Quarterly |  |  |

| ESOL Coteaching best practices |
| --- |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Using best practices and resources for co-teaching, provide PD to co-teachers and paras with expectations for both teachers in the classroom. Create walk through or progress monitoring to support the implementation of co-teaching expectations.
 | co-teachers, paras | EL Best Practices, scaffolding, differentiation, accommodation | use of appropriate EL support within class | Academic Leadership Team (SOI, ESOL SOI, Instructional Coaches) | 09/10/2023 | 10/10/2023 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Inservice day | Beginning of the year + as needed  |  |  |