

TASchool Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Stewart Middle School	School/Branch	
Address 1	1315 W. Marshall Street		
Address 2			
City	Norristown	State	PA
		Zip Code	19401
Principal Name	Camil Culbreath, Ed.D.		
Principal Email	camilculbreath@nasd.k12.pa.us		
Principal Phone Number	(610) 275-6870	Ext	
Superintendent/CEO/Executive Director Name	Christopher Dormer		
Superintendent/CEO/Executive Director Email	cdormer@nasd.k12.pa.us		
School Improvement Facilitator Name	Rebecca Millspaugh		
School Improvement Facilitator Email	rmillspaugh@mciu.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/ Organization	Email
Karen Addison-Williams	Family & Community Engagement Facilitator	Stewart Middle School	kaddisonwilliams@nasd.k12.pa.us
Ryne Anthony	Community Member	Fluxspace	ryne@fluxspace.org
Nancy Benson	Instructional Coach	Stewart Middle School	nbenson@nasd.k12.pa.us
Tina Bergan	Instructional Coach	Stewart Middle School	tbergan@nasd.k12.pa.us
Marcus Blackwell	Parent	Stewart Middle School	
Rossy Calderon	Community Member	Norristown Police Department	rcalderon@norristown.org
Camil Culbreath, Ed.D.	Principal	Stewart Middle School	camilculbreath@nasd.k12.pa.us
Dana Deminico, Ed.D.	Instructional Support Teacher	Stewart Middle School	ddeminico@nasd.k12.pa.us
Elise Diamond	Teacher	Stewart Middle School	ediamond@nasd.k12.pa.us
Lakeya Dunlap	Special Education Teacher	Stewart Middle School	ldunlap@nasd.k12.pa.us
Alyssa Gravinese	Teacher	Stewart Middle School	agravinese@nasd.k12.pa.us
Erica Hampton, Ed.D.	Teacher	Stewart Middle School	ehampton@nasd.k12.pa.us

Bevan Moscovici	Teacher	Stewart Middle School	bmoscovici@nasd.k12.pa.us
Vincent O'Donoghue	Instructional Support Teacher	Stewart Middle School	vodonoghue@nasd.k12.pa.us
Diane Slegel	Teacher	Stewart Middle School	dslegel@nasd.k12.pa.us
Kevin Smith	Assistant Principal	Stewart Middle School	kesmith@nasd.k12.pa.us
Selenia Tello-Garcia	Teacher-Global Leadership	Stewart Middle School	stello@nasd.k12.pa.us
Renda Williams	Parent	Stewart Middle School	
Tiffany Williams	Parent	Stewart Middle School	
Derrick Wood	Community Member	Norristown Police Department	dwood@norristown.org

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Vision: Stewart Middle School is a community which empowers students to achieve success, confidence, and personal growth through teaching and learning in a nurturing environment where home-school partnerships and diversity are valued as paramount.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
2021 ELA PVAAS Score	The 2021 PVAAS ELA Academic Growth Score overall was 74.0, which exceeded the standard for demonstrating growth of 70.0.
Overall Attendance 2019-2020 FRPAI	The Regular Attendance Rate for the All Student Group increased from 82% to 87% as indicated on the 2019-2020 FRPAI, compared to the previous year's reporting. Stewart's reported rate of 87% was higher than the statewide average of 85.7%.
Overall Attendance 2018-2019 FRPAI	The All Student Group for Stewart Middle School met the performance standard for Regular Attendance at 82%, which met the interim goal for improvement.

Based on the overall school-level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
The percent of students scoring Proficient or Advanced on the 2021 ELA PSSA	On the 2021 ELA PSSA, 28.2% achieved Proficient or Advanced overall, which was below the statewide average of 55.0%.
The percent of students scoring Proficient or Advanced on the 2021 Math PSSA	The percent of students scoring Proficient or Advanced on the Math PSSA did not meet the interim goal for improvement decreasing from 16.2% in 2019 to 5.9% in 2021.
2021 Math PVAAS Score	The 2021 PVAAS Math Academic Growth Score overall was 50.0, which did not meet the standard for demonstrating growth of 70.0.
The percent of students scoring Proficient or Advanced on the 2021 Science PSSA	On the 2021 Science PSSA, 22.4% achieved Proficient or Advanced overall, which was below the statewide average of 63.7%.
2021 Science PVAAS Score	The 2021 PVAAS Science Academic Growth Score overall was 58.0, which did not meet the standard for demonstrating growth of 70.0.
Overall Attendance 2020-2021 FRPAI	The Regular Attendance Rate for the All Student Group decreased from 87% to 85% as indicated on the 2020-2021 FRPAI, compared to the previous year's reporting. Stewart's reported rate of 85% was slightly below the statewide average of 85.8%.

The percent of students scoring Proficient or Advanced on the 2019 ELA PSSA	On the 2019 ELA PSSA, 34.3% of all students achieved Proficient or Advanced, which did not meet the interim goal for improvement.
2019 ELA PVAAS Score	The PVAAS ELA Academic Growth Score overall was 64, which did not meet the standard for demonstrating growth.
The percent of students scoring Proficient or Advanced on the 2019 Math PSSA	The percent of students scoring Proficient or Advanced on the Math PSSA did not meet the interim goal for improvement decreasing from 18.5% in 2018 to 16.2% in 2019.
2019 Math PVAAS Score	The 2019 PVAAS Math Academic Growth Score overall was 66.4, which did not meet the standard for demonstrating growth. This was a decrease from the 2018 in which the school met the standard with a score of 71.0.
The percent of students scoring Proficient or Advanced on the 2019 Science PSSA	On the 2019 Science PSSA, 28.4% achieved Proficient or Advanced overall, which did not meet the interim goal for improvement.
2019 Science PVAAS Score	The 2019 PVAAS Science Academic Growth Score overall was 50.0, which did not meet the standard for demonstrating growth.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
2021 PVAAS ELA Score for English Learners	English Learners	English Learners exceeded the ELA PVAAS standard for academic growth with a score of 95, compared to the All Student Group with a score of 74, which exceeded the standard for academic growth of 70.
2021 PVAAS Math Score for Black Students	Black Students	With a score of 61, Black students exceeded the All Students group score of 50 in Math PVAAS standard for academic growth.
2021 PVAAS Math Score for Students with Disabilities	Students with Disabilities	Students with disabilities exceeded the Math PVAAS standard for academic growth with a score of 73, compared to the statewide average growth score of 70 and the All Student Group with a score of 50, which did not meet the standard for academic growth.
2021 PVAAS Math Score for English Learners	English Learners	With a score of 64, English Learners exceeded the All Students group score of 50 in Math PVAAS standard for academic growth.
2019 PVAAS ELA Score for English Learners	English Learners	English Learners met the ELA PVAAS standard for academic growth with a score of 82, compared

		to the All Student Group with a score of 64, which did not meet the standard for academic growth.
2019 PVAAS ELA Score for Students with Disabilities	Students with disabilities	Students with Disabilities met the ELA PVAAS standard for academic growth with a score of 77, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth.
2019 PVAAS Science Score for English Learners	English Learners	English Learners met the Science PVAAS standard for academic growth with a score of 72, compared to the All Student Group with a score of 50, which did not meet the standard for academic growth.
2021 Regular Attendance	Hispanic Students	The Hispanic student group met the performance standard for Regular Attendance at 90.5% as indicated on the 2020-2021 FRPAI.
2021 Regular Attendance	English Learners	The English Learner student group exceeded the statewide goal for Regular Attendance with 90.0% as indicated on the 2020-2021 FRPAI.
2020 Regular Attendance	Hispanic Students	The Hispanic student group met the performance standard for Regular Attendance at 91.4%.
2020 Regular Attendance	English Learners	The English Learner student group exceeded the statewide goal for Regular Attendance with 96.9%.

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Percent of students scoring Proficient or Advanced on the 2021 ELA PSSA	English Learners	The percent of English Learners scoring Proficient or Advanced on the 2021 ELA PSSA was 13.9% compared to the All Student Group, which had a proficiency rate of 28.2%.
Percent of students scoring Proficient or Advanced on the 2021 ELA PSSA	Students with Disabilities	The percentage of Students with Disabilities scoring Proficient or Advanced on the 2021 ELA PSSA was 12.1% compared to the All Student Group, which had a proficiency rate of 28.2%.

Percent of students scoring Proficient or Advanced on the 2021 ELA PSSA	Black Students	The percentage of Black Students scoring Proficient or Advanced on the 2021 ELA PSSA was 20.6% compared to the All Student Group, which had a proficiency rate of 28.2%.
Percent of students scoring Proficient or Advanced on the 2021 Math PSSA	Students with Disabilities	The percent of Students with Disabilities scoring Proficient or Advanced on the 2021 Math PSSA was 3.3% compared to the All Student Group, which had a proficiency rate of 5.9%.
Percent of students scoring Proficient or Advanced on the 2021 Math PSSA	English Learners	The percent of English Learners scoring Proficient or Advanced on the 2021 Math PSSA was 0.0% compared to the All Student Group, which had a proficiency rate of 5.9%.
2021 English Language Growth and Attainment	English Learners	4.7% of English Learners met the improvement target, which is below the 2021 statewide average for English Language Growth and Attainment of 24.8%.
Percent of English Language Growth and Attainment, 2019-2020 FRPAI	English Learners	9.6% of English Learners met the improvement target, which is below the 2020 interim goal for English Language Growth and Attainment.
2020-2021 Attendance	Students with Disabilities	The Regular Attendance Rate for Students with disabilities was 78%, which was below the regular attendance rate of the All Student group of 85% and below the statewide goal of 85.8%
Percent of students scoring Proficient or Advanced on the 2019 ELA PSSA	English Learners	The percent of English Learners scoring Proficient or Advanced on the 2019 ELA PSSA was 16.5% compared to the All Student Group, which had a proficiency rate of 34.3%. However they exceeded their academic growth standard and therefore the growth is headed in the right direction.
2019 English Language Growth and Attainment	English Learners	7.1% of English Learners met the 2019 standard for English Language Growth, which was below the interim goal for improvement; and represented a decrease from 2018 with 14.5% meeting the standard.
Percent of students scoring Proficient or Advanced on the 2019 ELA PSSA	Students with Disabilities	The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 ELA PSSA was 7.1% compared to the All Student Group, which had a proficiency rate of 34.3%.
Percent of students scoring Proficient or Advanced on the 2019 Math PSSA	7th grade	The percent of 7th grade students scoring Proficient or Advanced overall on the Math PSSA decreased from 21.1% in 2018 to 9.1% in 2019. This could be an indicator that there are gaps in student learning of 5th and 6th grade standards.
Percent of students scoring Proficient or Advanced on the 2019 Math PSSA	Students with Disabilities	The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 Math PSSA was 1.3% compared to the All Student Group, which had a proficiency rate of 16.2%.

Average number of points scored on the 2019 PSSA Numbers and Operations Math Reporting Category	5th grade	5th grade students scored an average of 4.1 out of 13 possible points in <i>Numbers and Operations- Base Ten</i> and 5.2 out of 14 possible points in the <i>Numbers and Operations- Fractions</i> 2019 PSSA Math Reporting Categories, which represent foundational skills for success in higher math courses.
Average number of points scored on the 2019 PSSA Number System Math Reporting Category	6th grade	6th grade students scored an average of 5.2 out of 11 possible points in the Number System reporting category on the 2019 math PSSA, which represent foundational skills for success in higher math courses.
Average number of points scored on the 2019 ELA PSSA Informational Text Reporting Category	5th grade	5th grade students scored an average of 7.8 out of 20 possible points on the 2019 ELA PSSA Informational Text Reporting Category
Average number of points scored on the 2019 ELA PSSA Key Ideas and Details Reporting Category	6th grade	6th grade students scored an average of 7.0 out of 15 possible points on the 2019 ELA PSSA Key Ideas and Details Reporting Category

Summary

B. Future Ready PA Academics

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
The Hispanic student group met the performance standard for Regular Attendance at 90.5% as indicated on the 2020-2021 FRPAI.
The English Learner student group exceeded the statewide goal for Regular Attendance with 90.0% as indicated on the 2020-2021 FRPAI.
The 2021 PVAAS ELA Academic Growth Score overall was 74.0, which exceeded the standard for demonstrating growth of 70.0.
English Learners exceeded the ELA PVAAS standard for academic growth with a score of 95, compared to the All Student Group with a score of 74, which exceeded the standard for academic growth of 70 as indicated on the 2020-2021 FRPAI.
With a score of 61, Black students exceeded the All Students group score of 50 in Math PVAAS standard for academic growth as indicated on the 2020-2021 FRPAI.
Students with disabilities exceeded the Math PVAAS standard for academic growth with a score of 73, compared to the statewide average growth score of 70 and the All Student Group with a score of 50, which did not meet the standard for academic growth as indicated on the 2020-2021 FRPAI.
With a score of 64, English Learners exceeded the All Students group score of 50 in Math PVAAS standard for academic growth as indicated on the 2020-2021 FRPAI.
The Regular Attendance Rate for the All Student Group increased from 82% to 87% as indicated on the 2019-2020 FRPAI, compared to the previous year's reporting. Stewart's reported rate of 87% was higher than the statewide average of 85.7%.
The Hispanic student group met the performance standard for Regular Attendance at 91.0% as indicated on the 2019-2020 FRPAI.
The English Learner student group exceeded the statewide goal for Regular Attendance with 92.7% as indicated on the 2019-2020 FRPAI.
The All Student Group for Stewart Middle School met the performance standard for Regular Attendance at 82%, which met the interim goal for improvement as indicated on the 2018-2019 FRPAI.
English Learners met the ELA PVAAS standard for academic growth with a score of 82, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth, as indicated on the 2019-2020 FRPAI.
Students with Disabilities met the ELA PVAAS standard for academic growth with a score of 77, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
As indicated on the 2020-2021 FRPAI, the Regular Attendance Rate for the All Student Group was 85%, just below the 2020-2021 performance standard for Regular Attendance of 85.8% and below the statewide goal of 94.1%
The Regular Attendance Rate for the All Student Group decreased from 87% to 85% as indicated on the 2020-2021 FRPAI, compared to the previous year's reporting.

As indicated on the 2020-2021 FRPAI, 4.7% of students met the goal in English Language Growth and Attainment, that is a decrease of 4.9 percentage points from the 2018-2019 data and less than the 2021 statewide average of 24.8%.
At 5.9%, the percent of students scoring Proficient or Advanced on the 2021 Math PSSA was well below the statewide average of 37.3% and decreased from 16.2% in 2019 to 5.9% in 2021.
The 2021 PVAAS Math Academic Growth Score overall was 50.0, which did not meet the standard for demonstrating growth of 70.0.
At 28.2%, the percent of students scoring Proficient or Advanced on the 2021 ELA PSSA was well below the statewide average of 55.0% and decreased from 34.3% in 2019 to 28.2% in 2021.
The percent of English Learners scoring Proficient or Advanced on the 2021 Math PSSA was 0.0% compared to the All Student Group, which had a proficiency rate of 5.9%
On the 2019-2020 FRPAI, 9.6% of English Learners met the improvement target, which is 2.5 percentage points above the previous school year but still below the 2020 interim goal for English Language Growth and Attainment.
The percent of students scoring Proficient or Advanced on the Math PSSA did not meet the interim goal for improvement decreasing from 18.5% in 2018 to 16.2% in 2019. The 2019 PVAAS Math Academic Growth Score overall was 66.4, which did not meet the standard for demonstrating growth.
On the 2019 ELA PSSA, 34.3% of all students achieved Proficient or Advanced, which did not meet the interim goal for improvement. The PVAAS ELA Academic Growth Score overall was 64, which did not meet the standard for demonstrating growth.
5th grade students scored an average of 9.1 out of 20 possible points and 6th grade scored an average of 7.0 out of 15 possible points on the 2019 ELA PSSA Key Ideas and Details Reporting Category.
5th grade students scored an average of 7.8 out of 20 possible points and 6th grade students scored an average of 8.2 out of 20 possible points on the 2019 ELA PSSA Informational Text Reporting Category.
5th grade students scored an average of 5.2 out of 14 possible points in the Numbers and Operations-Fractions; and 6th grade students scored an average of 5.2 out of 11 possible points in the Number System reporting category on the 2019 math PSSA, which represent foundational skills for success in higher math courses.

C. Student Performance Data

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
2022 AIMSweb 5th Grade Reading Results	37% of 5th-grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 34% in Fall 2021.
2022 AIMSweb 6th Grade Reading Results	39% of 6th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 49% in Fall 2021.
2022 AIMSweb 7th Grade Reading Results	37% of 7th grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 34% in Fall 2021.

2022 AIMSweb 8th Grade Reading Results	47% of 8th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 49% in Fall 2021.
2021-2022 ELA CDT Data	16% of 5th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
2021-2022 ELA CDT Data	25% of 6th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
2021-2022 ELA CDT Data	15% of 7th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
2021-2022 ELA CDT Data	20% of 8th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
2021-2022 ELA CDT Data	34% of all students demonstrated statistically significant growth (2 SEM) on the 2022 third administration of the CDTs in ELA- Key Ideas and Details in Informational Text.
2020-2021 ELA CDT Data	13.3% of all students demonstrated statistically significant growth (2 SEM) on the 2021 fourth administration of the CDTs in ELA- Key Ideas and Details in Informational Text.
2019 AIMSweb Winter 5th Grade ELA Results	44.5% of 5th grade students scored in the Moderate to High Risk Categories on the Winter 2019 ELA AIMSweb Assessment.
2019 AIMSweb Winter 6th Grade ELA Results	56.4% of 6th grade students scored in the Moderate to High Risk Categories on the Winter 2019 ELA AIMSweb Assessment.
2019 AIMSweb Winter 7th Grade ELA Results	60.5% of 7th grade students scored in the Moderate to High Risk Categories on the Winter 2019 ELA AIMSweb Assessment.
2019 AIMSweb Winter 8th Grade ELA Results	55.2% of 8th grade students scored in the Moderate to High Risk Categories on the Winter 2019 ELA AIMSweb Assessment.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
39% of 6th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 49% in Fall 2021.	
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
37% of 5th-grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 34% in Fall 2021.	
37% of 7th grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 34% in Fall 2021.	
47% of 8th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Reading AIMSweb Assessment as compared to 49% in Fall 2021.	

16% of 5th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
25% of 6th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
15% of 7th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
20% of 8th grade students scored proficient or advanced in the Key Ideas and Details in Informational Text diagnostic category of the June 2022 ELA CDT.
34% of all students demonstrated statistically significant growth (2 SEM) on the 2022 third administration of the CDTs in ELA- Key Ideas and Details in Informational Text.
13.3% of all students demonstrated statistically significant growth (2 SEM) on the 2021 fourth administration of the CDTs in ELA- Key Ideas and Details in Informational Text.
44.5% of 5th-grade students scored in the Moderate to High-Risk Categories on the Winter 2019 ELA AIMSweb Assessment.
56.4% of 6th-grade students scored in the Moderate to High-Risk Categories on the Winter 2019 ELA AIMSweb Assessment.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
2022 AIMSweb Spring 5th Grade Math Results	60% of 5th-grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 70% in Fall 2021.
2022 AIMSweb Spring 6th Grade Math Results	47% of 6th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 73% in Fall 2021.
2022 AIMSweb Spring 7th Grade Math Results	29% of 7th grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 74% in Fall 2021.
2022 AIMSweb Spring 8th Grade Math Results	30% of 8th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 71% in Fall 2021.
2021-2022 Math CDT Data	13% of 5th-grade students scored proficient or advanced in the Numbers and Operations diagnostic category of the June 2022 Math CDT.
2021-2022 Math CDT Data	17% of 6th-grade students scored proficient or advanced in the Numbers and Operations diagnostic category of the June 2022 Math CDT.
2021-2022 Math CDT Data	9% of 7th-grade students scored proficient or advanced in the Algebraic Concepts diagnostic category of the June 2022 Math CDT.
2021-2022 Math CDT Data	10% of 8th-grade students scored proficient or advanced in the Algebraic Concepts diagnostic category of the June 2022 Math CDT.
2021-2022 Math CDT Data	48 % of all students demonstrated statistically significant growth (2 SEM) on the 2022 third administration of the CDTs in Math- Numbers and Operations and Algebraic Concepts.
2020-2021 Math CDT Data	19.83% of all students demonstrated statistically significant growth (2 SEM) on the 2021 fourth administration of the CDTs in Math- Numbers and Operations and Algebraic Concepts.

Data	Comments/Notable Observations
2022 AIMSweb Spring 5th Grade Math Results	60% of 5th-grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 70% in Fall 2021.
2022 AIMSweb Spring 6th Grade Math Results	47% of 6th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 73% in Fall 2021.
2019 AIMSweb Winter 5th Grade Math Results	50% of 5th-grade students scored in the Moderate to High-Risk Categories on the Winter 2019 Math AIMSweb Assessment.
2019 AIMSweb Winter 6th Grade Math Results	63% of 6th-grade students scored in the Moderate to High-Risk Categories on the Winter 2019 Math AIMSweb Assessment.
2019 AIMSweb Winter 7th Grade Math Results	42.1% of 7th-grade students scored in the Moderate to High-Risk Categories on the Winter 2019 Math AIMSweb Assessment.
2019 AIMSweb Winter 8th Grade Math Results	66.5% of 8th grade students scored in the Moderate to High-Risk Categories on the Winter 2019 Math AIMSweb Assessment.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
47% of 6th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 73% in Fall 2021.	
29% of 7th grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 74% in Fall 2021.	
30% of 8th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 71% in Fall 2021.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
60% of 5th-grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 70% in Fall 2021.	
An average of 15% of 5th and 6th grade students scored proficient or advanced in the Numbers and Operations diagnostic category of the June 2022 Math CDT.	
13% of 5th grade students scored proficient or advanced in the Numbers and Operations diagnostic category of the June 2022 Math CDT.	
17% of 6th grade students scored proficient or advanced in the Numbers and Operations diagnostic category of the June 2022 Math CDT.	
An average of 9.5% of 7th and 8th grade students scored proficient or advanced in the Algebraic Concepts diagnostic category of the June 2022 Math CDT.	
9% of 7th grade students scored proficient or advanced in the Algebraic Concepts diagnostic category of the June 2022 Math CDT.	
10% of 8th grade students scored proficient or advanced in the Algebraic Concepts diagnostic category of the June 2022 Math CDT.	
48 % of all students demonstrated statistically significant growth (2 SEM) on the 2022 third administration of the CDTs in Math- Numbers and Operations and Algebraic Concepts.	
19.83% of all students demonstrated statistically significant growth (2 SEM) on the 2021 fourth administration of the CDTs in Math- Numbers and Operations and Algebraic Concepts.	

Data	Comments/Notable Observations
2022 AIMSweb Spring 5th Grade Math Results	60% of 5th-grade students scored in the Moderate to High-Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 70% in Fall 2021.
2022 AIMSweb Spring 6th Grade Math Results	47% of 6th-grade students scored in the Moderate to High Risk Categories on the Spring 2022 Math AIMSweb Assessment as compared to 73% in Fall 2021.
50% of 5th grade students scored in the Moderate to High Risk Categories on the Winter 2019 Math AIMSweb Assessment.	
63% of 6th grade students scored in the Moderate to High Risk Categories on the Winter 2019 Math AIMSweb Assessment.	

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
2021 overall Science PSSA Proficiency	On the 2021 Science PSSA, 22.4% achieved Proficient or Advanced overall, which was below the statewide average of 63.7%.
2021 Meeting Annual Academic Growth Expectations (PVAAS)	The 2021 PVAAS Science Academic Growth Score overall was 58.0, which did not meet the standard for demonstrating the growth of 70.0.
2019 overall Science PSSA Proficiency	There was an overall decrease in the percentage of students scoring Proficient or Advanced overall from 2018 to 2019.
2019 Meeting Annual Academic Growth Expectations (PVAAS)	The overall percent of students meeting annual growth expectations on the Science PSSAs decreased from 2018 to 2019. The percentage was 25 points short of the statewide growth standard.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
None at this time.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
On the 2021 Science PSSA, 22.4% achieved Proficient or Advanced overall, below the statewide average of 63.7%.	
The 2021 PVAAS Science Academic Growth Score overall was 58.0, which did not meet the standard for demonstrating growth of 70.0.	
On the 2019 Science PSSA, 28.4% achieved Proficient or Advanced overall, which did not meet the interim goal for improvement.	
The 2019 PVAAS Science Academic Growth Score overall was 50.0, which did not meet the standard for demonstrating growth.	

D. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
2021 Career Standards Benchmark- Future Ready PA Index	54.6% of the All Student Group meet the 2021 Career Standards, which represents an increase of 29.1 percentage points from the 2020 school year.
2020 Career Standards Benchmark- Future Ready PA Index	25.5% of the All Student Group meet the 2020 Career Standards.

Career and Technical Education Programs (Required if School offers CTE programs)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Arts and Humanities (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Environment and Ecology (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
2021 English Language Growth and Attainment (ACCESS)	As indicated on the 2020-2021 FRPAI, 4.7% of students met the goal in English Language Growth and Attainment, that is a decrease of 4.9 percentage points from the 2018-2019 data and less than the 2021 statewide average of 24.8%.
Percent of English Learners scoring Proficient or Advanced on the 2021 ELA PSSA	The percent of English Learners scoring Proficient or Advanced on the 2021 ELA PSSA was 13.9% compared to the All Student Group, which had a proficiency rate of 28.2%.
Percent of English Learners scoring Proficient or Advanced on the 2021 Math PSSA	The percent of English Learners scoring Proficient or Advanced on the 2021 Math PSSA was 0% compared to the All Student Group, which had a proficiency rate of 5.9%.
Percent of English Learners Meeting Annual Growth Expectations (PVAAS) on the 2021 ELA PSSA	During the 2020-2021 school year, English Learners exceeded the ELA PVAAS standard for academic growth with a score of 95 as compared to the All Student Group with a score of 74.
Percent of English Learners Meeting Annual Growth Expectations (PVAAS) on the 2021 Math PSSA	During the 2020-2021 school year, English Learners met the math PVAAS standard for academic growth with a score of 65, compared to the All Student Group with a score of 50, which did not meet the standard for academic growth.
2020 English Language Growth and Attainment (ACCESS)	On the 2019-2020 FRPAI, 9.6% of English Learners met the improvement target, which is 2.5 percentage points above the previous school year but still below the 2020 interim goal for English Language Growth and Attainment.
Percent of English Learners scoring Proficient or Advanced on the 2019 ELA PSSA	The percent of English Learners scoring Proficient or Advanced on the 2019 ELA PSSA was 16.5% compared to the All Student Group, which had a proficiency rate of 34.3%.
Percent of English Learners scoring Proficient or Advanced on the 2019 Math PSSA	The percent of English Learners scoring Proficient or Advanced on the 2019 Math PSSA was 8.2% compared to the All Student Group, which had a proficiency rate of 16.2%.
2019 English Language Growth and Attainment (ACCESS)	7.1% of English Learners met the 2019 standard for English Language Growth, which was below the interim goal for improvement; and represented a decrease from 2018 with 14.5% meeting the standard.

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
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Percent of Students with Disabilities scoring Proficient or Advanced on the 2021 ELA PSSA	The percentage of Students with Disabilities scoring Proficient or Advanced on the 2021 ELA PSSA was 12.1% compared to the All Student Group, which had a proficiency rate of 28.2%.
Percent of Students with Disabilities scoring Proficient or Advanced on the 2021 Math PSSA	The percentage of Students with Disabilities scoring Proficient or Advanced on the 2021 Math PSSA was 3.3% compared to the All Student Group, which had a proficiency rate of 5.9%.
Regular Attendance, 2021	Students with Disabilities did not meet the performance standard for Regular Attendance with a rate of 78.0%, compared to the All Student Group with a rate of 85.0%.
Percent of Students with Disabilities scoring Proficient or Advanced on the ELA PSSA	The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 ELA PSSA was 7.1% compared to the All Student Group, which had a proficiency rate of 34.3%.
Percent of Students with Disabilities scoring Proficient or Advanced on the Math PSSA	The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 Math PSSA was 1.3% compared to the All Student Group, which had a proficiency rate of 16.2%.
Regular Attendance, 2020	Students with Disabilities did not meet the performance standard for Regular Attendance with a rate of 72.5%, compared to the All Student Group that met the performance standard with a rate of 82%.

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
2020 Equity survey and Future Ready data	84.4% of students are classified as Economically Disadvantaged and report that they do not feel connected to school.

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
Black	While 32.2% of the students at Stewart Middle School are African American, they represent 53.4% of the referrals during the 2021-2022 School year.
Black	During the 2020-2021 school year, the Black Student Group did not meet the performance standard for Regular Attendance with a rate of 81.9%, compared to the All Student Group with a rate of 85%.
Black	During the 2018-2019 school year, the Black Student Group did not meet the performance standard for Regular Attendance with a rate of 77.4%, compared to the All Student Group that met the performance standard with a rate of 82%.
Black	While 30% of the students at Stewart Middle School are African American, they represent 49% of the referrals during the 2019-2020 school year.
Choose an item.	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

During the 2018-2019 school year, English Learners met the ELA PVAAS standard for academic growth with a score of 82, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth.

During the 2020-2021 school year, English Learners exceeded the ELA PVAAS standard for academic growth with a score of 95 as compared to the All Student Group with a score of 74.

During the 2018-2019 school year, English Learners met the math PVAAS standard for academic growth with a score of 74, compared to the All Student Group with a score of 66.4, which did not meet the standard for academic growth.

During the 2020-2021 school year, English Learners met the math PVAAS standard for academic growth with a score of 65, compared to the All Student Group with a score of 50, which did not meet the standard for academic growth.

Through more than 15 family partnership opportunities and initiatives, we intentionally foster family engagement in an effort to impact achievement.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

While 32.2% of the students at Stewart Middle School are African American, they represent 53.4% of the referrals during the 2021-2022 school year.

As indicated on the 2020-2021 FRPAI, 4.7% of students met the goal in English Language Growth and Attainment, that is a decrease of 4.9 percentage points from the 2018-2019 data and less than the 2021 statewide average of 24.8%.

The percent of English Learners scoring Proficient or Advanced on the 2021 ELA PSSA was 13.9% compared to the All Student Group, which had a proficiency rate of 28.2%.

The percent of English Learners scoring Proficient or Advanced on the 2021 Math PSSA was 0% compared to the All Student Group, which had a proficiency rate of 5.9%.

On the 2020-2021 PSSA, the percentage of Students with Disabilities scoring Proficient or Advanced on the 2021 ELA PSSA was 12.1% compared to the All Student Group, which had a proficiency rate of 28.2%

On the 2020-2021 PSSA, the percentage of Students with Disabilities scoring Proficient or Advanced on the 2021 Math PSSA was 3.3% compared to the All Student Group, which had a proficiency rate of 5.9%.

During the 2020-2021 school year, students with Disabilities did not meet the performance standard for Regular Attendance with a rate of 78.0%, compared to the All Student Group with a rate of 85.0%.

The percent of English Learners scoring Proficient or Advanced on the Math PSSA was 0% compared to the All Student Group, which had a proficiency rate of 5.9%. The percent of English Learners scoring Proficient or Advanced on the 2021 ELA PSSA was all well below the all student group at 13.9% compared to the All Student Group, which had a proficiency rate of 28.2%.

The percent of Students with Disabilities scoring Proficient or Advanced on both the 2021 ELA and Math PSSA was approximately half that of the All Student Group (12.1% versus 28.2% in ELA and 3.3% versus 5.9% in math).

On the 2019-2020 FRPAI, 9.6% of English Learners met the improvement target, which is 2.5 percentage points above the previous school year but still below the 2020 interim goal for English Language Growth and Attainment.

7.1% of English Learners met the 2019 standard for English Language Growth, which was below the interim goal for improvement; and represented a decrease from 2018 with 14.5% meeting the standard.

The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 ELA PSSA was 7.1% compared to the All Student Group, which had a proficiency rate of 34.3%.

In Mathematics and ELA the black students decreased in growth between the 2018 and 2019 PVAAS.

While 30% of the students at Stewart Middle School are African American, they represent 49% of the referrals during the 2019-2020 school year.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
1. Align curricular materials and lesson plans to the PA Standards			X	
2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		X		
3. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			X	
4. Identify and address individual student learning needs		X		
5. Provide frequent, timely, and systematic feedback and support on instructional practices		X		
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
6. Foster a culture of high expectations for success for all students, educators, families, and community members		X		
7. Collectively shape the vision for continuous improvement of teaching and learning		X		
8. Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school			X	
9. Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			X	
10. Continuously monitor implementation of the school improvement plan and adjust as needed			X	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
11. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		X		

12. Implement an evidence-based system of schoolwide positive behavior interventions and supports		X		
13. Implement a multi-tiered system of supports for academics and behavior	X			
14. Implement evidence-based strategies to engage families to support learning		X		
15. Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			X	
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
16. Identify professional learning needs through analysis of a variety of data			X	
17. Use multiple professional learning designs to support the learning needs of staff			X	
18. Monitor and evaluate the impact of professional learning on staff practices and student learning			X	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
EP#8. Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
EP#9. Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
EP#17. Use multiple professional learning designs to support the learning needs of staff.
EP#10. Continuously monitor implementation of the school improvement plan and adjust as needed
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
EP#5 Provide frequent, timely, and systematic feedback and support on instructional practices.
EP#13 Implement a multi-tiered system of supports for academics and behavior.
EP #14 Implement evidence-based strategies to engage families to support learning.

F. Summary of Strengths and Challenges from the Needs Assessments

	Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
X	During the 2020-2021 school year, English Learners exceeded the ELA PVAAS standard for academic growth with a score of 95 as compared to the All Student Group with a score of 74.
X	During the 2020-2021 school year, English Learners met the math PVAAS standard for academic growth with a score of 65, compared to the All Student Group with a score of 50, which did not meet the standard for academic growth.
	The Regular Attendance Rate for the All Student Group increased from 82% to 87% as indicated on the 2019-2020 FRPAI, compared to the previous year's reporting. Stewart's reported rate of 87% was higher than the statewide average of 85.7%.
	The Hispanic student group met the performance standard for Regular Attendance at 91.0% as indicated on the 2019-2020 FRPAI.
	The English Learner student group exceeded the statewide goal for Regular Attendance with 92.7% as indicated on the 2019-2020 FRPAI.
	English Learners met the ELA PVAAS standard for academic growth with a score of 82, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth.
	Students with Disabilities met the ELA PVAAS standard for academic growth with a score of 77, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth.
	English Learners met the Science PVAAS standard for academic growth with a score of 72, compared to the All Student Group with a score of 50, which did not meet the standard for academic growth.
	The All Student Group for Stewart Middle School met the performance standard for Regular Attendance at 82%, which met the interim goal for improvement.
	The Hispanic student group met the performance standard for Regular Attendance at 91.4%.
	The English Learner student group exceeded the statewide goal for Regular Attendance with 96.9%.
X	EP#8. Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
X	EP#10-Continuously monitor implementation of the school improvement plan and adjust as needed
X	The 2021 PVAAS ELA Academic Growth Score overall was 74.0, which exceeded the standard for demonstrating growth of 70.0.
	Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
	On the 2019-2020 FRPAI, 9.6% of English Learners met the improvement target, which is 2.5 percentage points above the previous school year but still below the 2020 interim goal for English Language Growth and Attainment.
	The percent of students scoring Proficient or Advanced on the Math PSSA did not meet the interim goal for improvement decreasing from 18.5% in 2018 to 16.2% in 2019. The 2019 PVAAS Math Academic Growth Score overall was 66.4, which did not meet the standard for demonstrating growth.
	On the 2019 ELA PSSA, 34.3% of all students achieved Proficient or Advanced, which did not meet the interim goal for improvement. The PVAAS ELA Academic Growth Score overall was 64, which did not meet the standard for demonstrating growth.

X	5th grade students scored an average of 9.1 out of 20 possible points and 6th grade scored an average of 7.0 out of 15 possible points on the 2019 ELA PSSA Key Ideas and Details Reporting Category.
X	5th grade students scored an average of 7.8 out of 20 possible points and 6th grade students scored an average of 8.2 out of 20 possible points on the 2019 ELA PSSA Informational Text Reporting Category.
X	5th grade students scored an average of 5.2 out of 14 possible points in the Numbers and Operations-Fractions; and 6th grade students scored an average of 5.2 out of 11 possible points in the Number System reporting category on the 2019 math PSSA, which represent foundational skills for success in higher math courses.
	The percentage of Students with Disabilities scoring Proficient or Advanced on the 2019 ELA PSSA was 7.1% compared to the All Student Group, which had a proficiency rate of 34.3%.
	The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 Math PSSA was 1.3% compared to the All Student Group, which had a proficiency rate of 16.2%.
	7.1% of English Learners met the 2019 standard for English Language Growth, which was below the interim goal for improvement; and represented a decrease from 2018 with 14.5% meeting the standard.
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
	Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
X	While 32.2% of the students at Stewart Middle School are African American, they represent 53.4% of the referrals during the 2021-2022 school year.

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

Data from the 2020-2021 and 2021-2022 school years substantiates the notable observations from the previous school years. The majority of students are performing below grade level expectations in ELA and math. In our root causes analysis for math, we note that students continue to struggle with task analysis, a conceptual understanding of properties, operations, and procedures with rational numbers, most notably concepts involving fractions. As we examined our practice, we noted that while we directly teach procedures for operating with rational numbers, there continues to be a need for student practice, application, and problem-solving to increase students' conceptual understanding of the properties and rational numbers. This data indicates a significant need for research-based, student-centered approaches to scaffold higher-level understanding and engagement with mathematical concepts and practices. In our root cause analysis for ELA, we note that students continue to struggle with finding and citing main ideas and key details as well as analyzing text. Data shows students are not consistently implementing effective comprehension strategies to analyze text. As we examine practice and student learning, we note that while our teachers utilize explicit strategies to identify main idea and key details, there is a need for research-based, student-centered approaches to scaffold higher-level understanding and engagement with the text. This will be a consistent area of focus during regular observations in all classroom settings, by all parties, as evidenced by an increase in student-to-student conversations and student-led discussions as well as viewing students directly applying the strategies.

Based on our 2021-2022 needs assessment, we focused our attention on improving the school climate for all stakeholders: students, staff, and families. The research evidence indicates that students' academic success is directly related to the authentic connections students and their families have to their teachers and the school as a whole. Teacher/student relationships that are nurturing, culturally relevant, and encouraging are a major

contributing factor to that success. We identified a need to refine our school climate focus to be more inclusive of two-way communication with families as our partners, providing them with the timely information and tools to support their learners at home using the same strategies and the shared vocabulary used in school. Within the school environment, we will take a systems-based approach to align positive behavior, student emotional health, academic growth, and family support to improve school climate and family engagement.

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Math	Based on our 2021- 2022 needs assessment and in our root cause analysis, we note that students continue to struggle with task analysis, a conceptual understanding of properties, operations, and procedures with rational numbers, most notably concepts involving fractions. As we examined our practice, we noted that while we directly teach procedures for operating with rational numbers, there continues to be a need for student practice, application, and problem-solving to increase students’ conceptual understanding of the properties and rational numbers. This data indicates a significant need for research-based, student-centered approaches to scaffold higher-level understanding and engagement with mathematical concepts and practices. This will be a consistent area of focus during regular classroom observations by all parties as evidenced by an increase in student-to-student conversations and student-led discussions as well as viewing students directly applying mathematical practices and strategies.	Y
ELA	Based on our 2021-2022 needs assessment, we continue to focus our attention on the main ideas and key details in informational text. Students have shown growth in this area, however, in our root cause analysis, we note that students continue to struggle with finding and citing main ideas and key details as well as analyzing text. Data shows students are not consistently implementing effective comprehension strategies to analyze text. As we examine practice and student learning, we note that while our teachers utilize explicit strategies to identify main idea and key details, there is a need for research-based, student-centered approaches to scaffold higher-level understanding and engagement with the text. This will be a consistent area of focus during regular classroom observations by all parties as evidenced by an increase in student-to-student conversations and student-led discussions as well as viewing students directly applying the strategies.	Y

School Systems and Practices	Based on our 2021-2022 needs assessment, we focused our attention on improving the school climate for all stakeholders: students, staff, and families. The research evidence indicates that students' academic success is directly related to the authentic connections students and their families have to their teachers and the school as a whole. Teacher/student relationships that are nurturing, culturally relevant, and encouraging are a major contributing factor to that success. We identified a need to refine our school climate focus to be more inclusive of two-way communication with families as our partners, providing them with the timely information and tools to support their learners at home using the same strategies and the shared vocabulary used in school. Within the school environment, we will take a systems-based approach to align positive behavior, student emotional health, academic growth, and family support to improve school climate and family engagement.	Y
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Strengths (Please enter one strength statement in each line.)	
Strengths	The Regular Attendance Rate for the All Student Group increased from 82% to 87% as indicated on the 2019-2020 FRPAI, compared to the previous year's reporting. Stewart's reported rate of 87% was higher than the statewide average of 85.7%.
	English Learners exceeded the ELA PVAAS standard for academic growth with a score of 82, compared to the All Student Group with a score of 64, which did not meet the standard for academic growth.
	Students with disabilities met their PVAAS standard for academic growth in ELA with a score of 77.
	Continuously monitor implementation of the school improvement plan and adjust as needed.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Math	If we provide students opportunities to practice, apply, and demonstrate their learning of explicitly taught skills and strategies through their engagement in reasoning and problem-solving tasks with rational numbers; and participation in regular, meaningful mathematical discourse; then they will develop a deeper understanding of multiple representations of numbers, and build procedural fluency from their conceptual understanding. Engaging in mathematical discourse, visual and tactile representations, structured task analysis, and mathematical reasoning through complex problem solving with rational numbers will aid students in meeting or exceeding growth expectations in math and in increasing their preparation for higher level math courses.

ELA	<p>If we provide students opportunities to practice, apply, and demonstrate their learning of explicitly taught skills and strategies to identify the main idea and key details and analyze text through student-to-student conversations, and student-led discussions, then they will develop a deeper understanding of the text. Scaffolding higher-level questioning and student engagement practices will then produce greater gains in student growth in comprehension of informational text.</p>
School Systems and Practices	<p>In order to achieve genuine collaboration and authentic partnership with families and the community, we will implement a system-based, comprehensive and multi-tiered approach that prioritizes two-way communication between home and school designed to explain and communicate the purposes and practices of the school community. To achieve this, we will implement practices and resources that are respectful, culturally relevant, responsive, equitably accessible for all learners and families, and reflect the diversity of our school community both within and outside the classroom. If we fully integrate collaborative partnerships with culturally responsive practices, the learning, development, and whole health of all learners will be enhanced.</p>

B. Goal Setting

Priority: If we provide students opportunities to practice, apply, and demonstrate their learning of explicitly taught skills and strategies through their engagement in reasoning and problem-solving tasks with rational numbers; and participation in regular, meaningful mathematical discourse; then they will develop a deeper understanding of multiple representations of numbers, and build procedural fluency from their conceptual understanding. Engaging in mathematical discourse, visual and tactile representations, structured task analysis, and mathematical reasoning through complex problem solving with rational numbers will aid students in meeting or exceeding growth expectations in math and in increasing their preparation for higher-level math courses.

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

By March 31, 2023, there will be a 50% increase in the percentage of fifth and sixth-grade scholars scoring advanced or proficient on the Math CDTs in the Numbers and Operations diagnostic category as compared to the June 2022 average proficiency of 15%.

By March 31, 2023, there will be a 50% increase in the percentage of seventh and eighth grade scholars scoring advanced or proficient on the Math CDTs in the Algebraic Concepts diagnostic category as compared to the June 2022 average proficiency of 9.5%.

Measurable Goal Nickname (35 Character Max)

Math Goal

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
<p>By September 30, 2022, at least 15%* of 5th and 6th grade scholars' scores will be proficient or advanced on the Math CDTs in the Numbers and Operations diagnostic category</p> <p>*Comparable to Spring 2022 CDT administration</p> <p>By September 30, 2022, at least 9.5%* of 7th and 8th grade scholars' scores will be proficient or advanced on the Math CDTs in the Algebraic</p>	<p>By December 31, 2022, there will be an increase of at least 30% of scholars who score proficient or advanced from the 1st to the 2nd administration of the Math CDTs in the Numbers and Operations Diagnostic Category (grades 5-6) or Algebraic Concepts Diagnostic Category (grades 7-8).</p>	<p>By February 28, 2023, there will be an increase of at least 40% of scholars who score proficient on a problem solving task in relation to Numbers and Operations (grades 5-6) or Algebraic Concepts (grades 7-8), using the PA state scoring guidelines.</p> <p>* As compared to the October 2022 baseline assessment</p>	<p>By March 31, 2023, there will be an increase of at least 50% of scholars who score proficient or advanced from the 1st to the final administration of the Math CDTs in the Numbers and Operations Diagnostic Category (grades 5-6) or Algebraic Concepts Diagnostic Category (grades 7-8).</p>

Concepts diagnostic category.			
*Comparable to Spring 2022 CDT administration			

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: If we provide students opportunities to practice, apply, and demonstrate their learning of explicitly taught skills and strategies to identify the main idea and key details and analyze text through student to student conversations, and student-led discussions, then they will develop a deeper understanding of text. Scaffolding higher level questioning and student engagement practices will then produce greater gains in student growth in comprehension of informational text.

Outcome Category

English and Language Arts

Measurable Goal Statement (Smart Goal)

By March 31, 2023, there will be a 50% increase in the percentage of fifth and sixth grade scholars scoring advanced or proficient on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category as compared to the June 2022 average proficiency of 20.5%.

By March 31, 2023, there will be a 50% increase in the percentage of seventh and eighth grade scholars scoring advanced or proficient on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category as compared to the June 2022 average proficiency of 17.5%.

Measurable Goal Nickname (35 Character Max)

ELA Goal

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
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<p>By September 30, 2022, at least 20.5%* of 5th and 6th grade scholars' scores will be proficient or advanced on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category</p> <p>*Comparable to Spring 2022 CDT administration</p>	<p>By December 31, 2022, there will be an increase of at least 30% of scholars who score proficient or advanced from the 1st to the 2nd administration of the ELA CDTs in the Key Ideas and Details in Informational Text Diagnostic Category.</p>	<p>By February 28, 2023, there will be an increase of at least 40%* of scholars, 5th through 8th who score proficient or advanced on Text Dependent Analysis prompt using the PA state scoring guidelines.</p> <p>* As compared to the October 2022 baseline assessment</p>	<p>By March 31, 2023, there will be an increase of at least 50% of scholars in 5th and 6th grade who score proficient or advanced from the 1st to the final administration of the ELA CDTs in the Key Ideas and Details in Informational Text Diagnostic Categories.</p>
<p>By September 30, 2022, at least 17.5%* of 7th and 8th grade scholars' scores will be proficient or advanced on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category</p> <p>*Comparable to Spring 2022 CDT administration</p>			<p>By March 31, 2023, there will be an increase of at least 50% of scholars in 7th and 8th grade who score proficient or advanced from the 1st to the final administration of the ELA CDTs in the Key Ideas and Details in Informational Text Diagnostic Categories.</p>

Priority (School Systems and Practices):

In order to achieve genuine collaboration and authentic partnership with families and the community, we will implement a system based, comprehensive and multi-tiered approach that prioritizes two-way communication between home and school designed to explain and communicate the purposes and practices of the school community. To achieve this, we will implement practices and resources that are respectful, culturally relevant, responsive, equitably accessible for all learners and families, and reflect the diversity of our school community both within and outside of the classroom. If we fully integrate collaborative partnerships with culturally responsive practices, then the learning, development, and whole health of all learners will be enhanced.

Measurable Goal Statement (Smart Goal)

By June 9, 2023, teachers will increase communications with families by conducting at least 90 direct outreach communications to parents/guardians positively and proactively explaining and communicating the purposes and practices of the school community. By June 9, 2023, there will be at least 20 whole-grade communications sent home by each grade level team.

Measurable Goal Nickname (35 Character Max)

School Climate Goal 1- Family & Community Engagement Increase outreach activities to families directed at helping to explain and communicate the purposes and practices of the school community.

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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<p>By November 29, 2022, teachers will increase communications with families by conducting at least 30 direct outreach communications to parents/guardians positively and proactively explaining and communicating the purposes and practices of the school community.</p>	<p>By February 28, 2023, teachers will increase communications with families by conducting at least 60 direct outreach communications to parents/guardians positively and proactively explaining and communicating the purposes and practices of the school community.</p>	<p>By April 28, 2023 teachers will increase communications with families by conducting at least 80 direct outreach communications to parents/guardians positively and proactively explaining and communicating the purposes and practices of the school community.</p>	<p>By June 9, 2023, teachers will increase communications with families by conducting at least 90 direct outreach communications to parents/guardians positively and proactively explaining and communicating the purposes and practices of the school community.</p>
<p>By November 29, 2022, there will be at least 6 whole-grade communications sent home by each grade level team.</p>	<p>By February 28, 2023, there will be at least 12 whole-grade communications sent home by each grade level team.</p>	<p>By April 28, 2023, at there will be at least 16 whole-grade communications sent home by each grade level team.</p>	<p>By June 9, 2023, there will be at least 20 whole-grade communications sent home by each grade level team.</p>

Measurable Goal Statement (Smart Goal)

Using a student survey, 80% of students will recall Stewart's four expectations (Respect, Responsibility, Safety and Engagement).

Using the PBIS Rewards App, 60% or more students will receive acknowledgments for school expectations quarterly.

Using sign-in sheets and planning documents, 90% of invited teachers will complete Tier documentation before participating in bi-monthly MTSS PLCs to engage in data discussions to drive instruction and interventions at the Tier 1 and 2 level.

Measurable Goal Nickname (35 Character Max)

School Climate Goal 2- MTSS/PBIS

Provide a tiered system of instructional and behavioral supports and interventions

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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By November 29, 2022, at least 50% of sampled students will recall Stewart's four expectations (Respect, Responsibility, Safety, and Engagement).	By February 28, 2023, at least 60% of sampled students will recall Stewart's four expectations (Respect, Responsibility, Safety, and Engagement).	By April 28, 2023, at least 70% of sampled students will recall Stewart's four expectations (Respect, Responsibility, Safety, and Engagement).	By June 8, 2023, at least 80% of sampled students will recall Stewart's four expectations (Respect, Responsibility, Safety, and Engagement).
By November 29, 2022, 30% or more students will receive acknowledgments for school expectations quarterly Using the PBIS Rewards App.	By February 28, 2022, 40% or more students will receive acknowledgments for school expectations quarterly Using the PBIS Rewards App.	By April 28, 2022, 50% or more students will receive acknowledgments for school expectations quarterly Using the PBIS Rewards App.	By June 8, 2022, 60% or more students will receive acknowledgments for school expectations quarterly Using the PBIS Rewards App.
By November 29, 2022, using sign-in sheets and planning documents, 65% of invited teachers will complete Tier documentation before participating in bi-monthly MTSS PLCs to engage in data discussions to drive instruction and interventions at the Tier 1 and 2 level.	By February 28, 2022, using sign-in sheets and planning documents, 75% of invited teachers will complete Tier documentation before participating in bi-monthly MTSS PLCs to engage in data discussions to drive instruction and interventions at the Tier 1 and 2 level.	By April 28, 2022, using sign-in sheets and planning documents, 80% of invited teachers will complete Tier documentation before participating in bi-monthly MTSS PLCs to engage in data discussions to drive instruction and interventions at the Tier 1 and 2 level.	By June 9, 2023, using sign-in sheets and planning documents, 90% of invited teachers will complete Tier documentation before participating in bi-monthly MTSS PLCs to engage in data discussions to drive instruction and interventions at the Tier 1 and 2 level.

Action Plan EBS

For each measurable goal, identify an evidence-based strategy with a high likelihood of success in your LEA. The same Evidence-Based Strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
<p>Routinely use a set of comprehension-building practices to help students make sense of the text. (Tier 1)</p> <p>Assess student learning frequently (Tier 1):</p> <ul style="list-style-type: none"> - use reliable screening assessment to identify students’ reading difficulties so they can assign appropriately text. -Use formative and district level assessment to measure growth towards goals, analyze data, and plan instruction accordingly-whole class, small group, and individualized learning. <p><u>Professional Learning Communities (Tier 2)</u> Learning communities increase collaboration, a focus on student learning, data-based decision making, teacher authority or empowerment, and continuous learning. When teachers participate in a learning community, student achievement increases.</p> <p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), 80-91.</p> <p>https://www.sciencedirect.com/science/article/pii/S0742051X07000066</p> <p><u>Instructional Coaching (Tier 2)</u> The evidence indicated that instructional coaching improves both instructional practice and student achievement. Coaching was characterized as an observation and feedback cycle in which coaches model research-based practices and work with teachers to incorporate these practices into their classrooms.</p> <p>Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018;88 (4) :547-588.</p> <p>https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal</p>	<p>By March 31, 2023, there will be a 50% increase in the percentage of fifth and sixth grade scholars scoring advanced or proficient on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category as compared to the June 2022 average proficiency of 20.5%.</p> <p>By March 31, 2023, there will be a 50% increase in the percentage of seventh and eighth grade scholars scoring advanced or proficient on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category as compared to the June 2022 average proficiency of 17.5%.</p>

<p>Explicit and systematic math instruction and interventions by providing models of proficient problem solving, verbalization of thought processes, guided practice and corrective feedback. (Tier 1)</p> <p>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools</i> (NCEE 2009-4060). Washington, DC: National Center https://ies.ed.gov/ncee/wwc/PracticeGuide/2</p> <p>Instruction and intervention should include teaching students how to use visual representations to solve math problems. (Tier 1) OR The practice of teaching students to solve word problems should be based on the underlying structure of these problems. It is important for students to differentiate between superficial and substantial information in a word problem. (Tier 1)</p> <p>Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/16</p> <p><i>Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE Publication No. 2009-4060). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rTI_math_pg_042109.pdf</i></p> <p>Professional Learning Communities (Tier 2) Learning communities increase collaboration, a focus on student learning, data-based decision making, teacher authority or empowerment, and continuous learning. When</p>	<p>By March 31, 2023, there will be a 50% increase in the percentage of fifth and sixth-grade scholars scoring advanced or proficient on the Math CDTs in the Numbers and Operations diagnostic category as compared to the June 2022 average proficiency of 15%.</p> <p>By March 31, 2023, there will be a 50% increase in the percentage of seventh and eighth grade scholars scoring advanced or proficient on the Math CDTs in the Algebraic Concepts diagnostic category as compared to the June 2022 average proficiency of 9.5%.</p>
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<p>teachers participate in a learning community, student achievement increases.</p> <p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i>, 24(1), 80-91.</p> <p>https://www.sciencedirect.com/science/article/pii/S0742051X07000066</p> <p><u>Instructional Coaching (Tier 2)</u> The evidence indicated that instructional coaching improves both instructional practice and student achievement. Coaching was characterized as an observation and feedback cycle in which coaches model research-based practices and work with teachers to incorporate these practices into their classrooms.</p> <p>Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. <i>Review of Educational Research</i> [Internet]. 2018;88 (4) :547-588.</p> <p>https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal</p>	
<p>Increase frequency and quality of interactions among the teachers and parents to develop a greater reservoir of trust and respect, increase social capital for children, and a school community more supportive of each child’s school success.</p> <p>Redding, S., Langdon., J., Meyer, K., & Sheley, P. (2004). <i>The effects of comprehensive parent engagement on student learning outcomes</i>. Cambridge, MA: Harvard Family Research Project. Retrieved from http://hfrp.org/publications-resources/browse-our-publications/the-effects-of-comprehensive-parent-engagement-on-student-learning-outcomes</p> <p>Engaging parents/families in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally and with a trusted approach impact the school’s ability to improve student learning.</p>	<p>85% of teachers will conduct 10 positive/proactive communications per month.</p> <p>Each grade level team will submit 2 whole grade communications per month</p>

Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701–712.

Henderson, A. T., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: SEDL. Retrieved from <https://www.sedl.org/connections/resources/introduction.pdf>

Patrikakou, E. N., Weissberg, R. P., Redding, S., & Walberg, J. J. (2005). *School-family partnerships for children's success*. New York, NY: Teachers College Press.

Redding, S. (2000). *Parents and learning*. Geneva: UNESCO Publications. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/archive/Publications/educationalpracticesseriespdf/prac02e.pdf

unesco.org/fileadmin/user_upload/archive/Publications/educationalpracticesseriespdf/prac02e.pdf

Redding, S., Langdon, J., Meyer, K., & Sheley, P. (2004). *The effects of comprehensive parent engagement on student learning outcomes*. Cambridge, MA: Harvard Family Research Project. Retrieved from <http://hfrp.org/publications-resources/browse-our-publications/the-effects-of-comprehensive-parent-engagement-on-student-learning-outcomes>

Provide a tiered system of instructional and behavioral supports and interventions.

which support learning and positive behavior and climate expectations.

Using a student survey, 80% of students will recall Stewart's four expectations (Respect, Responsibility, Safety and Engagement).

Using the PBIS Rewards App, 60% or more students will receive acknowledgments for school expectations quarterly.

Using sign-in sheets and planning documents, 90% of invited teachers will complete Tier documentation before participating in bi-monthly MTSS PLCs to engage in data discussions to drive

	instruction and interventions at the Tier 1 and 2 level.
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C. Action Plan Steps

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Routinely use a set of comprehension building practices to help students make sense of text. (Tier 1) Assess student learning frequently. (Tier 1)	By March 31, 2023, there will be a 50% increase in the percentage of fifth and sixth grade scholars scoring advanced or proficient on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category as compared to the June 2022 average proficiency of 20.5%. By March 31, 2023, there will be a 50% increase in the percentage of seventh and eighth grade scholars scoring advanced or proficient on the ELA CDTs in the Key Ideas and Details in Informational Text diagnostic category as compared to the June 2022 average proficiency of 17.5%.

Action Step	Anticipated Start	Completion Date
Instructional Coach, IST, and team facilitators to revise CDT Administration Procedures & Protocols, which include scheduling and make-up testing.	8/1/2022	8/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Team Facilitators	
Prof Development Step No	Testing Bell Schedule	
	Testing Proctor Schedule	
	CSI Funding- Instructional Coach	

Action Step	Anticipated Start	Completion Date
Provide professional development on strategies to monitor students' comprehension of text.	8/22/2022	9/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Curriculum materials	
Instructional Coach	Support from RIT ELA Content Specialist- 3-4 hours	
Prof Development Step	ELA, Science, and Social Studies teachers	
	Special Education Teachers	

Action Step	Anticipated Start	Completion Date
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Teachers will provide students with opportunities to practice strategies to monitor comprehension of text.	10/3/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Teachers	Curriculum materials	
Prof Development Step	ELA, Science, and Social Studies teachers Special Education Teachers	

Action Step	Anticipated Start	Completion Date
Provide professional development on the CDT test, administration, and reports to new staff members.	8/22/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Teacher Chromebooks	
Prof Development Step Yes	CDT Manual CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Establish and share a regular meeting schedule in order to protect time for collaboration and PLCs.	8/22/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	eSchool	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
IST will work with the team leaders to develop expectations and protocols for analyzing data in PLC meetings.	8/22/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	IST	
Prof Development Step No	Instructional Coach Team Facilitators CDT data reports -Support from RIT ELA Content Specialist- 3-4 hours	

Action Step	Anticipated Start	Completion Date
Provide PD for teachers on individual student conferencing and feedback.	10/3/2022	11/8/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	designated time for training	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
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ELA teachers conduct individual student conferencing focused on student data.	11/9/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Team Leaders Teachers	designated class time for conferencing	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Students will maintain an academic portfolio to reflect on progress and growth, portfolios will be utilized during family meetings and conferences to engage families as partners in their child's learning.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Team Leaders Classroom Teachers	Instructional Support Teacher Family & Community Engagement Facilitator	
Prof Development Step Yes	Assistant Principal Principal CSI Funding- materials & supplies for student portfolios	

Action Step	Anticipated Start	Completion Date
Provide additional support to English Language Learners in select academic classrooms to support both language acquisition and content learning objectives.	7/1/2022	9/6/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Master Schedule	
Prof Development Step No	Illuminate Data Title I Funding- ELD Aide, Dist.Init. ELD Supervisor	

Action Step	Anticipated Start	Completion Date
Monitor the progress of the plan on a biweekly, monthly, and quarterly basis to assess attainment of the goals and adjust the plan as needed.	8/22/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Monitoring Tool	
Prof Development Step No	Implementation Team Principal CSI Support Team	

Action Step	Anticipated Start	Completion Date
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Develop a coaching plan that supports the implementation of effective instructional strategies across content areas.	8/22/2022	9/9/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Master Schedule	
Prof Development Step No	Instructional Support Teacher Team Facilitators	

Action Step	Anticipated Start	Completion Date
Teachers will participate in monthly professional learning focused around strategies for comprehension, text discussion , data analysis and family collaboration strategies.	8/29/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	ELA, Science, and Social Studies teachers Special Education Teachers Curriculum materials Instructional Support Teacher	
Prof Development Step YES	RIT ELA Content Specialist- 3-4 hours	

Action Step	Anticipated Start	Completion Date
Develop a walkthrough tool to use when IST or Coach participates in walkthroughs solo or with administration	8/15/2022	9/16/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Principal Assistant Principal Instructional Support Teacher Instructional Coach	

Action Step	Anticipated Start	Completion Date
Administration, IST, and Instructional Coach will conduct walkthroughs in ELA, science, and social studies classrooms twice a quarter to review the implementation of the ELA strategies	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Principal Assistant Principal Curriculum Supervisors Director of Teaching and Learning Instructional Support Teacher Instructional Coach PA-EETEP Walkthrough Tool	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Administer the full battery of Classroom Diagnostic Tool to establish a baseline for students including in the reporting category of Key Ideas and Details in Informational Text.	9/1/2022	9/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
Prof Development Step No	Online access to CDT testing	

Action Step	Anticipated Start	Completion Date
Administer a baseline formative assessment (TDA) for students in the reporting category of Main Ideas and Key Details in Informational Text.	10/1/2022	10/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
	Online access to CDT testing	

Action Step	Anticipated Start	Completion Date
Identify teachers for explicit coaching.	8/16/2022	10/10/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	PA eTEP	
Assistant Principal	Coaching Interest Survey	
Instructional Support Teacher	Instructional coach- CSI funding	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Maintain a coaching cycle that may include goal setting, co-teaching, modeling, monitoring, peer visits, and reflection with teachers.	9/12/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Coaching schedule	
Prof Development Step No	Coaching documents	

Action Step	Anticipated Start	Completion Date
Analyze the CDT data to identify students' needs.	9/30/2022	10/31/2022

Lead Person/Position	Material/Resources/Supports Needed
Instructional Support Teacher	Instructional Coach
Prof Development Step No	ELA, Science, and Social Studies teachers Special Education Teachers Data Analysis Protocol CDT data reports

Action Step	Anticipated Start	Completion Date
Disaggregate the CDT data by diagnostic category and by student demographics: IEP status, EL status, and race/ethnicity.	9/30/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	CDT data reports	
Prof Development Step No	LinkIt	

Action Step	Anticipated Start	Completion Date
Training on LinkIt to support new learning and create turnaround training for teachers.	7/15/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	CDT data reports	
Prof Development Step Yes	LinkIt CSI Funding- Timesheet for PD	

Action Step	Anticipated Start	Completion Date
Instructional coach will receive monthly job embedded coaching support from the RIT Content Specialist.	10/1/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
RIT ELA Content Specialist	RIT ELA Content Specialist 1 day/month	
Prof Development Step No	Instructional Coach Instructional Support Teacher	

Action Step	Anticipated Start	Completion Date
Instructional coach and IST will participate in relevant, content and goal related PD provided outside of NASD	10/1/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Non-NASD PD Providers	
Prof Development Step No	Instructional Coach Instructional Support Teacher Title I Funding- PD Providers	

Action Step	Anticipated Start	Completion Date
Conduct quarterly data meetings which will include analysis of data to analyze trends and inform next steps for instruction.	11/1/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher Principal Assistant Principal	Data from assessments Designated time for meetings Instructional Coach	
Prof Development Step No	Teachers	

Action Step	Anticipated Start	Completion Date
Establish professional learning as a result of teacher conferences, coaching cycles, and student data through the determination of trends that arise from the cycles Reassess and plan additional PL quarterly.	11/2/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Prof Development Step No	-Coach cycle records -Student Data -PLC Schedule	

Action Step	Anticipated Start	Completion Date
Provide professional learning to ELA, science, and social studies teachers that focuses strategies to increase student to student discussion and collaborative conversations to deepen understanding of text.	11/8/2022	11/8/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Prof Development Step Yes	RIT ELA Content Specialist- 3-4 hours	

Action Step	Anticipated Start	Completion Date
Teachers will provide increased opportunities for student to student discussion to deepen understanding of text and the ability to have collaborative conversation.	11/9/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
ELA, Science, and Social Studies teachers Special Education Teachers Prof Development Step No	Curriculum materials Support from ELA Instructional Coach Discussion Protocol	

Action Step	Anticipated Start	Completion Date
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Administer Classroom Diagnostic Tool for students in the reporting category of Key Ideas and details in Informational Text.	12/1/2022	12/22/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
Prof Development Step No	Online access to CDT testing	

Action Step	Anticipated Start	Completion Date
Analyze the CDT Diagnostic Category data to monitor student growth and identify students needs.	12/12/2022	12/22/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach		
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Disaggregate the CDT data by diagnostic category and by student demographics: IEP status, EL status, and race/ethnicity.	12/12/2022	12/22/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	CDT data reports	
Prof Development Step No	LinkIt	

Action Step	Anticipated Start	Completion Date
Develop common formative assessment (TDA) to monitor student learning and goal progress.	10/1/2022	1/13/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach IST	Student assessments	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers administer common formative assessment to monitor student learning and goal progress.	1/23/2023	2/28/2023
Lead Person/Position	Material/Resources/Supports Needed	
Teachers	Student assessments	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
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Score and analyze the formative assessment data to monitor student growth and identify students needs.	2/21/2023	3/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach ELA, Science, and Social Studies teachers	IST Student assessments	
Prof Development Step No	Data Analysis Protocol Rubrics	

Action Step	Anticipated Start	Completion Date
Provide professional learning to ELA, Science, and Social Studies teachers that focuses on small group instruction and intervention to improve comprehension of informative text.	2/17/2023	2/17/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Instructional Support Teacher	RIT ELA Content Specialist- 3-4 hours Content Area teachers	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Teachers will provide opportunities for intervention and guided and independent practice of learned strategies through the use of small group instruction.	2/27/2023	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
ELA, Science, and Social Studies teachers Special Education Teachers	Curriculum materials Support from Instructional Coach Guided reading material- CSI funds-	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Social Studies Teachers will utilize Article of the Day from Readworks to build vocabulary and background knowledge.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Readworks Subscription	
Prof Development Step No	Social Studies Teachers CSI Funding- Instructional Coach	

Action Step	Anticipated Start	Completion Date
Teachers will utilize grade level passages and on-line tools to reinforce skills and strategies.	10/3/2022	6/09/2023
Lead Person/Position	Material/Resources/Supports Needed	
ELA teachers	Grade level passages	
Prof Development Step No	CSI Funds-	

Action Step	Anticipated Start	Completion Date
Administer the formative assessment (TDA) in the reporting category of Key Ideas and Details in Informational Text.	2/1/2023	2/28/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
	Online access to CDT testing	
	Instructional Support Teacher	
	Instructional Coach	

Action Step	Anticipated Start	Completion Date
Analyze the formative assessment data to monitor student growth and identify students needs.	2/28/2023	4/14/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Data Analysis Protocol	
Instructional Support Teacher	CDT Data Reports	
	ELA, Science, and Social Studies teachers	

Action Step	Anticipated Start	Completion Date
Administer the full battery of Classroom Diagnostic Tool to establish a baseline for students including in the reporting category of Key Ideas and Details in Informational Text.	3/1/2023	3/29/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
Prof Development Step No	Online access to CDT testing	
	Instructional Support Teacher	
	Instructional Coach	

Action Step	Anticipated Start	Completion Date
Analyze the CDT full battery data to monitor student growth and identify students needs.	3/20/2023	4/14/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Data Analysis Protocol	

Instructional Support Teacher	CDT Data Reports
Prof Development Step No	ELA, Science, and Social Studies teachers

Action Step	Anticipated Start	Completion Date
Disaggregate the CDT data by diagnostic category and by student demographics: IEP status, EL status, and race/ethnicity.	3/20/2023	4/14/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	CDT data reports	
Prof Development Step No	Instructional Coach LinkIt	

Anticipated Output	Monitoring/Evaluation
<p>Meeting agendas, PLC protocols for meeting norms and to analyze data; Coaching Cycle schedule, notes, and evaluations; Calendar for coaching dates, Student results-Data, CDT results, student work samples, professional development presentations/resources, and evaluations.</p> <p>Increased student to student text-based conversations including text evidence, observed small group intervention included in class structures, student interaction with text through note taking and annotation.</p>	<p>Walkthroughs, informal and formal observations to determine the progress of implementation of designated teaching strategies,</p> <p>Bi-weekly monitoring routine to gauge the fidelity of implementation of the school plan.</p> <p>Monthly monitoring routines to gauge progress toward attainment of goals.</p>

Evidence-based Strategy Name	Measurable Goals
<p>Explicit and systematic math instruction and interventions by providing models of proficient problem solving, verbalization of thought processes, guided practice and corrective feedback. (Tier 1)</p> <p>Assess student learning frequently. (Tier 1)</p>	<p>By March 31, 2023, there will be a 50% increase in the percentage of fifth and sixth-grade scholars scoring advanced or proficient on the Math CDTs in the Numbers and Operations diagnostic category as compared to the June 2022 average proficiency of 15%.</p> <p>By March 31, 2023, there will be a 50% increase in the percentage of seventh and eighth grade scholars scoring advanced or proficient on the Math CDTs in the Algebraic Concepts diagnostic category as compared to the June 2022 average proficiency of 9.5%.</p>

Action Step	Anticipated Start	Completion Date
Training on LinkIt to support new learning and create turnaround training for teachers.	7/15/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	CDT data reports	
Prof Development Step Yes	LinkIt CSI funding- Timesheet for PD	

Action Step	Anticipated Start	Completion Date
Instructional Coach, IST, and team facilitators to revise CDT Administration Procedures & Protocols, which include scheduling and make-up testing.	8/1/2022	8/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Instructional Coach	
Prof Development Step No	Team Facilitators Testing Bell Schedule Testing Proctor Schedule CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Establish and share a regular meeting schedule in order to protect time for collaboration and PLCs.	8/22/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	eSchool	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date

Develop a walkthrough tool to use when IST or Coach participates in walkthroughs solo or with administration.	8/15/2022	9/16/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	designated class time for conferencing	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
IST will work with the team leaders to develop expectations and protocols for analyzing data in PLC meetings.	8/22/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	IST	
Prof Development Step No	Instructional Coach Team Facilitators CDT data reports Support from RIT ELA Content Specialist- 3-4 hours	

Action Step	Anticipated Start	Completion Date
Instructional coach and IST will participate in relevant content and goal-related PD provided outside of NASD.	10/1/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	Non-NASD PD providers	
Prof Development Step No	Instructional Coach Title 1 Funding- PD Providers	

Action Step	Anticipated Start	Completion Date
Provide PD for Math teachers on individual student conferencing and feedback.	10/3/2022	11/8/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Designated time for training	
Prof Development Step Yes	CSI Funding- Instructional Coach (IC) All	

Action Step	Anticipated Start	Completion Date
Math teachers to conduct individual student conferencing focused on student data.	11/9/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Math teachers	Designated class time for conferencing	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
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Conduct quarterly data meetings which will include analysis of data to analyze trends and inform next steps for instruction.	11/1/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher Principal Assistant Principal	Data from assessments Designated time for meetings Instructional Coach	
Prof Development Step Yes	Teachers	

Action Step	Anticipated Start	Completion Date
Provide additional support to English Language Learners in select academic classrooms to support both math vocabulary acquisition and content learning objectives.	7/1/2022	9/6/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Master Schedule	
Prof Development Step No	Illuminate Data Title I Funding- ELD Aide, Dist.Init. ELD Supervisor	

Action Step	Anticipated Start	Completion Date
Increase by 100% in each grade level the number of students enrolled in more rigorous math classes that utilize the accelerated curriculum compared to such enrollment in the 2020-2021 school year.	7/1/2022	9/1/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal Instructional Support Teacher Grade Level Facilitators	Master Schedule Illuminate Data	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Develop a coaching plan that supports the implementation of effective instructional strategies across content areas.	8/22/2022	9/9/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Master Schedule	
Prof Development Step No	Instructional Support Teacher Team Facilitators CSI Funding- Instructional Coach (IC) All	

Action Step	Anticipated Start	Completion Date
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Teachers will participate in monthly professional learning focused around strategies for problem solving tasks and increasing student discourse.	8/29/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Math teachers Special Education Teachers Curriculum materials teacher copies of <u>5 Practices for Orchestrating Productive Mathematics Discussions</u> by M. Smith and A. Stein	
Prof Development Step YES	Instructional Support Teacher RIT Math Content Specialist- 3-4 hours CSI Funding- Instructional Coach (IC) All	

Action Step	Anticipated Start	Completion Date
Provide professional development on the CDT test, administration and reports to new staff members.	8/22/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Teacher Chromebooks	
Prof Development Step Yes	CDT Manual CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Create common formative assessment to evaluate student understanding and execution of problem solving.	1/23/2023	2/28/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Math teachers	
Instructional Support Teacher	CSI Funding- Instructional Coach (IC)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers administer a base-line common formative assessment .	10/1/2023	10/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Math teachers	Student assessments	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers administer common formative assessment to monitor student learning and goal progress.	1/23/2023	2/28/2023
Lead Person/Position	Material/Resources/Supports Needed	

Math teachers	Student assessments
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
Teachers implement the formative assessment to monitor student growth and identify students needs.	2/1/2023	2/28/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Math teachers	IST Student assessments Data Analysis Protocol CDT data, reports	

Action Step	Anticipated Start	Completion Date
Score and analyze the formative assessment data to monitor student growth and identify students needs.	2/28/2023	3/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Math teachers Prof Development Step No	IST Student assessments Data Analysis Protocol CDT data, reports	

Action Step	Anticipated Start	Completion Date
Provide professional development on the planning and implementation of 3-Act Tasks.	8/22/2022	9/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
District Math Coach Instructional Coach Prof Development Step No	EnVisions program materials Support from RIT Math Content Specialist- 3-4 hours Math teachers Special Education teachers CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Monitor the progress of the plan on a biweekly, monthly, and quarterly basis to assess attainment of the goals and adjust the plan as needed.	8/22/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher Prof Development Step No	Monitoring Tool Implementation Team Principal CSI Support Team	

Action Step	Anticipated Start	Completion Date
Instructional Coach will provide PD on the creation and implementation of a common problem solving organizer to be used across all grade levels.	11/8/2022	11/8/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	30 dry erase sleeves for each math class	
Prof Development Step Yes	Math teachers CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Teachers will regularly provide students with opportunities to engage in rich problem solving tasks and discourse with partners, small groups, and whole class.	10/3/2022	6/09/2023
Lead Person/Position	Material/Resources/Supports Needed	
Math teachers	manipulatives	
Prof Development Step No	problem solving organizer	

Action Step	Anticipated Start	Completion Date
Teachers will utilize grade level math problems and on-line tools to reinforce skills and strategies.	10/3/2022	6/09/2023
Lead Person/Position	Material/Resources/Supports Needed	
Math teachers	manipulatives	
Prof Development Step No	problem solving organizer CSI Funds-	

Action Step	Anticipated Start	Completion Date
Students will maintain an academic portfolio to reflect on progress and growth, portfolios will be utilized during family meetings and conferences to engage families as partners in their child's learning.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Team Leaders	Instructional Support Teacher	
Classroom Teachers	Family & Community Engagement Facilitator	
Prof Development Step Yes	Assistant Principal Principal CSI Funding- materials & supplies for student portfolios	

Action Step	Anticipated Start	Completion Date
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Provide PD for teachers on individual student conferencing and feedback.	10/3/2022	11/8/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	designated time for training	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Students will maintain an academic portfolio to reflect on progress and growth, portfolios will be utilized during family meetings and conferences to engage families as partners in their child's learning.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Team Leaders Classroom Teachers	Instructional Support Teacher Family & Community Engagement Facilitator Assistant Principal Principal CSI Funding- materials & supplies for student portfolios	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Administration will conduct walkthroughs in math classrooms twice a quarter to monitor student participation in partner, small group, and whole group discussions regarding their thinking on mathematical problem solving tasks.	8/30/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Principal Assistant Principal Curriculum Supervisors Director of Teaching and Learning Instructional Support Teacher Instructional Coach PA-ETEP Walkthrough tool	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Administer the full battery of Classroom Diagnostic Tool to establish a baseline for students including in the reporting categories of Numbers and Operations and Algebraic Concepts.	9/1/2022	9/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks Online access to CDT testing	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
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Disaggregate the CDT data by diagnostic category and by student demographics: IEP status, EL status, and race/ethnicity.	9/30/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	CDT data reports LinkIt	
Prof Development Step No	CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Identify teachers for explicit coaching.	8/16/2022	10/10/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Assistant Principal Instructional Support Teacher	PA EeTep coaching interest survey CSI Funding-Instructional Coach (IC)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Maintain a coaching cycle that may include goal setting, co-teaching, modeling, monitoring, peer visits, and reflection with teachers.	9/12/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Prof Development Step No	-Coaching schedule -Coaching documents CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Analyze the CDT data to identify students' needs.	9/30/2022	10/31/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach Math teachers Prof Development Step Yes	Data Analysis Protocol CDT data reports designated time for meeting RIT Math Content Specialist (3-4 hours) CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Instructional Coach will receive monthly job-embedded coaching support from the RIT Content Specialist.	10/1/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
RIT Math Content Specialist Prof Development Step No	Instructional Coach RIT Math Content Specialist 1 day/month	

CSI Funding- Instructional Coach (IC)		
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Action Step	Anticipated Start	Completion Date
Establish professional learning as a result of teacher conferences, coaching cycles, and student data through the determination of trends that arise from the cycles. Reassess and plan additional PL quarterly.	11/2/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	coach cycle records	
Prof Development Step No	student data PLC schedule CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Administer Classroom Diagnostic Tool for students in the reporting categories of Numbers and Operations/Algebraic Concepts.	12/1/2022	12/22/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
Prof Development Step No	Online access to DRC testing	

Action Step	Anticipated Start	Completion Date
Analyze the CDT diagnostic category data to monitor student growth and identify students needs.	12/12/2022	12/22/2022
Lead Person/Position	Material/Resources/Supports Needed	
Math teachers	Data Analysis Protocol	
Instructional Coach	CDT Data Reports	
Prof Development Step No	CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Disaggregate the CDT data by diagnostic category and by student demographics: IEP status, EL status, and race/ethnicity.	12/12/2022	12/22/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	CDT data reports	
Prof Development Step No	LinkIt CSI Funding- Instructional Coach (IC)	

Action Step	Anticipated Start	Completion Date
Students will demonstrate their understanding of a mathematical problem solving task through verbalization of their thought process and sharing their use of models, representations, and/or algorithms.	11/9/2022	6/8/2023

Lead Person/Position	Material/Resources/Supports Needed
Math teachers	manipulatives
Prof Development Step No	problem solving organizer

Action Step	Anticipated Start	Completion Date
Facilitate a STEAM focused after school program to in collaboration with community partners to facilitate problem-based learning (PBL) opportunities for SMS learners within the community	9/28/2022	6/2/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator	Schedule for presentations/projects Climate Manager Student Council Leader Community Liaison CSI Funding- planning time for	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Administer the full battery of Classroom Diagnostic Tool to students including in the reporting categories of Numbers and Operations/Algebraic Concepts.	3/1/2023	3/29/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Chromebooks	
Prof Development Step No	Online access to DRC testing Instructional Support Teacher Instructional Coach	

Action Step	Anticipated Start	Completion Date
Analyze the CDT Full Battery data to monitor student growth and identify students needs.	3/20/2023	4/14/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coach	Instructional Support Teacher Data Analysis Protocol CDT Data Reports Math teachers CSI Funding- Instructional Coach (IC)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Disaggregate the CDT data by diagnostic category and by student demographics: IEP status, EL status, and race/ethnicity.	3/20/2023	4/14/2023
Lead Person/Position	Material/Resources/Supports Needed	

Instructional Coach	CDT data reports LinkIt
Prof Development Step No	CSI Funding- Instructional Coach (IC)

Anticipated Output	Monitoring/Evaluation
CDT procedural document Coaching feedback tool protocols for coach visits, data meetings schedule of teacher coaching cycle sessions notes from meetings PaTTAN building-level professional development plan CDT data trends	Walkthroughs, informal and formal observations to determine progress of implementation of designated teaching strategies Bi-weekly monitoring routine to gauge the fidelity of implementation of the school plan. Monthly and quarterly monitoring routines to gauge progress toward attainment of goals.

Evidence-based Strategy Name	Measurable Goals
Explain and communicate the purposes and practices of the school community.	By June 9, 2023, teachers will increase communications with families by positively conducting at least 90 direct outreach communications to parents/guardians and proactively explaining and communicating the purposes and practices of the school community. By June 9, 2023, there will be at least 20 whole-grade communications sent home by each grade level team.

Action Step	Anticipated Start	Completion Date
Hold monthly Stewart Action Team for Partnership (SATP) meetings and keep the agenda and minutes of meetings.	8/2/2022	6/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator SMS Title I Coordinator SATP Co-Leaders	Meeting agendas Meeting sign-ins CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init. Title I Funding- Instructional Support Teacher	
Prof Development Step No		

Stewart Action Team for Partnership (SATP) leaders influence or lead PD with staff on family/school relations and engagement.	8/22/2022	6/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator SMS Title I Coordinator SATP Co-Leaders	CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init. Title I Funding- Instructional Support Teacher	

Action Step	Anticipated Start	Completion Date
Classroom visit procedures are clear, constructive, welcoming and available for visitors in the office.	8/2/2022	8/15/2022
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Print out of procedures for office	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Create a bulletin board near the front entrance that includes information on home support of learning, announcements of family activities, and provide procedures on how families may submit items.	8/24/2022	06/08/2023
Lead Person/Position	Material/Resources/Supports Needed	
Lead Teacher	Guidance Counselors Student Council CSI Funding for bulletin board materials and parent documents-	
Prof Development Step No	Lead Teacher	

Action Step	Anticipated Start	Completion Date
The School's Compact outlines the responsibilities (expectations) of teachers, parents, and students.	8/22/2022	1/13/2023
Lead Person/Position	Material/Resources/Supports Needed	

Assistant Principal SMS Title I Coordinator	SATP Committee CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init.
Prof Development Step No	Title I Funding- Instructional Support Teacher-

Action Step	Anticipated Start	Completion Date
The school's vision statement will be revised to include the importance of family-school partnerships in a school community.	8/2/2022	8/15/2022
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	SATP CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init.	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Create agenda items for Stewart Action Team for Partnership (SATP) meetings	8/2/2022	11/1//2022
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator SMS Title I Coordinator Instructional Support Teacher SATP Co-Leaders	List of agenda items for the 2022-2023 SY Title I Budget Allocation CSI Budget Allocation CSI Funding- Family & Community Engagement Facilitator, (FACE) Teacher Leaders Principal	

Action Step	Anticipated Start	Completion Date
Expand upon multimodal communications between home and school (Communicating).	8/1/2022	6/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal SMS Title I Coordinator Family and Community Engagement Facilitator	CSI Funding- Family & Community Engagement Facilitator, (FACE) CSI Funding- Community Liaison, Dist.Init.	
Prof Development Step No	Instructional Staff	

	Assistant Principal Instructional Support Teacher Building level Talking Points License Title I Funding- GAB On Enrollment Fees, Title I Funding- S'more Newsletter Access, Estimated
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Action Step	Anticipated Start	Completion Date
Staff PD on effective multimodal communications between home and school (Communicating).	8/1/2022	6/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator SMS Title I Coordinator Instructional Support Teacher	CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init. Teacher Leaders Title I Funding- PD materials, Title I Funding- Instructional Support Teacher- CSI Funding- Timesheets for staff to develop PD presentations	

Action Step	Anticipated Start	Completion Date
Meet with staff to review portions of the CSI Plan that they will lead for students and families	8/22/2022	8/25/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal Instructional Support Teacher	CSI Funding- Family & Community Engagement Facilitator, (FACE) SMS Title I Coordinator Title I Funding- Instructional Support Teacher-	

Action Step	Anticipated Start	Completion Date
Teachers send bi-weekly "Families Matter" posts that include tips/home activity ideas to match current lessons via social media, S'more, ConnectEd, and Talking Points (Empowering parents through learning at home).	9/12/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Teachers Instructional Support Teacher	CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init. Webmaster Social Media Content Manager SMS Title I Coordinator CSI funding- S'more site license	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
The SMS website has a parent section that includes a repository of resources and information relevant to SMS families to provide concise, timely, research based information on topics that affect teens and their families, as well as school based initiatives, requirements and the way that they may submit posts to the website. Create (Empowering parents through learning at home).	8/1/2022	6/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init. Webmaster Social Media Content Manager Guidance Counselors Social Worker Nurse Gear Up Support Staff PBIS Coach	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers send out positive/good news communications to families (academic progress or one of the factors in IEP, Behavior plan, Intervention Plan, etc.) or MTSS Tier 2 or 3 intervention through Talking Point, email or phone calls to establish connections, share in-school accomplishments/progress and build credibility. Teachers will send 10 contacts per month.	8/22/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Teachers	CSI Funding- Family & Community Engagement Facilitator, (FACE) Principal Title I Funding - Community Liaison Webmaster Social Media Content Manager Instructional Support Teacher	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date

Leadership team to create a document for teachers to record their 10 contacts per month. The document will include the method of contact and the topic of conversation	8/15/2022	9/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Leadership Team	Principal	
	Instructional Support Teacher	

Action Step	Anticipated Start	Completion Date
Each grade, team, or job group will plan and execute 2 unique, specific, and committed actions in the area of family and community engagement, at least one of which will be directed and inclusive of the entire SMS school community and the other may be grade specific with a PBL objective. (Communicating)	7/1/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Leadership Team	CSI Funding- Family & Community Engagement Facilitator, (FACE)	
Prof Development Step No	Title I Funding- Community Liaison, Dist.Init. CSI Funding- Materials for FACE activities/events, Title I Funding- Materials for FACE activities/events SMS Staff	

Action Step	Anticipated Start	Completion Date
Each group will submit to the Instructional Support Teacher a timeline, and the answer to a set of questions provided to them by set time, including budget, physical plant, personnel requirements. (Communicating)	8/22/2022	9/23/2022
Lead Person/Position	Material/Resources/Supports Needed	
Leadership Team	Google doc/form to collect the initiatives	
	CSI Funding- Family & Community Engagement Facilitator, (FACE)	
	SMS Staff Members	
	Assistant Principal	
	Title I Funding- Instructional Support Teacher	

Action Step	Anticipated Start	Completion Date
Family and Community Engagement Facilitator	8/22/2022	6/06/2023

will prepare and share a bi-monthly report of group family and community engagement initiatives during the SATP meeting. (Communicating)		
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator	Google Slides Presentation SATP Co-Leader Community Liaison Google doc/form to track the initiatives CSI Funding- Family & Community Engagement Facilitator, (FACE)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Create a schedule for in-person Porch Visits (Communicating)	8/8/2022	8/12/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal Family and Community Engagement Facilitator	Visit Schedule Assistant Principal	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Create a schedule for in-person Porch Visits (Communicating)	8/8/2022	8/12/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal Family and Community Engagement Facilitator	Visit Schedule Assistant Principal	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Each grade-level team will submit to the IST 2 whole-grade communications per month which support learning, the practices of school, and positive behavior.	8/22/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Leadership Team	CSI Funding- Family & Community Engagement Facilitator, (FACE) Teachers Title I Funding- Instructional Support Teacher	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Post and distribute video message three times per school year on the State of Stewart and the expectations of them and the importance of the	8/1/2022	6/08/2023

families supporting their student's learning at home.(Communicating)		
Lead Person/Position	Material/Resources/Supports Needed	
Principal SMS Title I Coordinator	CSI Funding- Family & Community Engagement Facilitator, (FACE) Title I Funding- Community Liaison, Dist.Init.	
Prof Development Step No	Social Media Account Access Chromebooks Assistant Principal Webmaster Social Media Content Manager	

Action Step	Anticipated Start	Completion Date
Invite incoming 5th graders, and all learners new to the building to create an audio/video messages about themselves to share with their teachers (Communicating & Empowering Parents)	8/22/2022	9/15/2022
Lead Person/Position	Material/Resources/Supports Needed	
Climate Manager PBIS Coach	Social Media Account Access Chromebooks	
Prof Development Step No	Webmaster Social Media Content Manager Family and Community Engagement Facilitator Instructional Support Teacher	

Action Step	Anticipated Start	Completion Date
Invite Individuals/ families to create videos/video newsletter sharing aspects of themselves, their culture, etc. (Communicating & Empowering Parents)	7/1/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Cultural Proficiency Committee Climate Manager PBIS Coach	Social Media Account Access Chromebooks Webmaster	
Prof Development Step No	Social Media Content Manager Family and Community Engagement Facilitator Instructional Support Teacher CSI Funding- materials/supplies for the video projects,	

Action Step	Anticipated Start	Completion Date
Share with new teachers/all teachers examples of positive language and conversation starter sentences to be used towards initiating positive family calls, visits and other outreach.	8/22/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	

Climate Manager Instructional Support Teacher PBIS Coach	Examples of positive language and conversation starter sentences Family and Community Engagement Facilitator
Prof Development Step Yes	Community Liaison Cultural Proficiency Committee

Action Step	Anticipated Start	Completion Date
Engage and debrief with teachers in small group discussions with specific examples of outcomes from the positive language and conversation starter sentences	10/10/2022	10/24/2022
Lead Person/Position	Material/Resources/Supports Needed	
Climate Manager Instructional Support Teacher PBIS Coach	Designated meeting time	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Check-in re: outcomes from the positive language and conversation starter sentences action item.	11/7/2022	11/7/2022
Lead Person/Position	Material/Resources/Supports Needed	
Climate Manager Instructional Support Teacher PBIS Coach	Designated meeting time	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Expand student-led parent/teacher conferences to continue with the 8th grade cohort and include the 7th grade cohort (Empowering parents through learning at home)	11/22/22	3/31/2023
Lead Person/Position	Material/Resources/Supports Needed	
7th and 8th grade teachers	Report card conference schedule Family and Community Engagement Facilitator 7th & 8th grade students & families	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Provide professional development to teachers on student-led parent/teacher conferences (Empowering parents through learning at home)	9/19/2022	11/18/2022
Lead Person/Position	Material/Resources/Supports Needed	
Vice Principal 7th Grade Team Leader	PD materials for student led conferences	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
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Prepare and share instructional videos with teachers modeling academic help or an upcoming concept (Empowering parents through learning at home)	8/22/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator Instruction Committee Core Teachers Webmaster	S'More Newsletter Schoology Chromebooks	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Invite families to an open house for Raices Encontradas	9/12/2022	9/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Raices Encontradas Sponsors	Family Refreshments	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Make available at least three unique/additional decision-making opportunities for families and/or community partners (ex. cultural celebrations, attending and presenting at SPAC conference, LEA committees); (Decision Making).	8/24/2022	8/16/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator Principal SATP Co-Leaders	Opportunities list created by SATP and FACE Facilitator SPAC Conference Team CSI Funding- SPAC conference materials for two teacher/parent/administrator teams	
Prof Development Step No	CSI Funding- SPAC conference travel for family participants	

Action Step	Anticipated Start	Completion Date
Hold SMS parent/family meetings in neighborhood locations	9/06/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal Assistant Principal Counselors Family and Community Engagement Facilitator	List of opportunities from community partners agendas sign-ins	

Prof Development Step No	
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Action Step	Anticipated Start	Completion Date
Hold a Welcome Back to School Ice Cream Social	8/24/2022	8/24/2022
Lead Person/Position	Material/Resources/Supports Needed	
Climate Manager	CSI Funding- ice cream and supplies, Estimated Family and Community Engagement Facilitator	
Prof Development Step No	CSI Funding- rental tents, tables, chairs learning materials packets for families	

Action Step	Anticipated Start	Completion Date
Hold a Welcome Back to School Resource Fair & Celebration for all SMS Families and Staff, and invite families to host a table.	8/23/2023	8/23/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal Assistant Principal Family and Community Engagement Facilitator Guidance Counselors	CSI Funding- Food for the event rental tents, tables, chairs learning materials packets for families	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Invite Community Based Organization representatives to SMS to share expertise with students and families (virtually and/or in-person)	11/1/2022	4/28/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator Climate Manager	Schedule for presentations	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Create a Stewart Middle School/Local Area Business Directory for all SMS families and staff to use and support, and upload to the SMS webpage.	9/7/2022	5/30/2023
Lead Person/Position	Material/Resources/Supports Needed	
Cultural Proficiency Committee Chair	Contact information for local businesses resource directory Community Liaison	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date

Hold a comprehensive Stewart Middle School Summer-Kick-Off Community Day to include community, health and academic resources for SMS families. Offer SMS families tables to showcase their business/talent.	06/5/2023	06/05/2023
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator Cultural Proficiency Committee Chair Climate and Culture Committee Chair Grade Team Facilitators Community Liaison Guidance Counselors Principal	Preventing Summer Slide academic enrichment materials for learners (rising 5-8 grades) Family Learning Support Packet materials. Summer required reading books.	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Plan and recruit community members for the 1st VIP (Very Important Partners) Walk of Honor, welcoming all scholars into the first day of school.	8/29/2022	8/29/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal Assistant Principal School Resource Officer Community Liaison Family and Community Engagement Facilitator	Signage Refreshments for community meeting at 7:20am	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Develop morning Greeters Group, composed of staff, family members/parents and plan activities which include guiding learners upon arrival and greeting parents/families and sharing latest news with them.	9/6/2022	11/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Family and Community Engagement Facilitator SATP Co-Leader	CSI Funding- Safety vests Flyers-Handouts as needed	
Prof Development Step No	Community Liaison Teachers Gear-Up PBIS Family Greeters	

Anticipated Output	Monitoring/Evaluation
PD agendas; data review protocol; book study questions; targeted monitoring survey; SMS Partnership Action Team Agendas; SMS Partnership Plan; book study plan;	Bi-weekly monitoring routine to gauge the fidelity of implementation of the school plan. Monthly and quarterly monitoring routines to gauge progress toward attainment of goals

menu of all SMS staff's committed family engagement initiatives	Data from parent survey
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Evidence-based Strategy Name	Measurable Goals
Provide a tiered system of instructional and behavioral supports and interventions.	<p>Using a student survey, 80% of students will recall Stewart's four expectations (Respect, Responsibility, Safety and Engagement).</p> <p>Using the PBIS Rewards App, 60% or more students will receive acknowledgements for school expectations quarterly.</p> <p>Using sign-in sheets and planning documents, 90% of invited teachers will participate in bi monthly MTSS PLCs to utilize data to drive instruction and interventions at the Tier 1 and 2 level .</p>

Action Step	Anticipated Start	Completion Date
Review student data (STAR, benchmark assessments, CDT, referrals, attendance, PBIS rewards) to identify students in need of support or interventions. Student data will be reviewed monthly	10/3/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal Instructional Support Teacher MTSS Core Team	Student data (formative, summative, benchmark, and discipline) STAR data reports	
Prof Development Step No	DRC Reports eSchool data PBIS Rewards data	

Action Step	Anticipated Start	Completion Date
On a quarterly basis, provide professional development for all staff on scaffolding and meeting the needs of all student groups, especially English learners, students with IEPs, Black students and students living in poverty.	09/12/2022	6/9/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Disaggregated Data Reports	
Prof Development Step Yes	Can-do Descriptors Intervention Central Resources	

	PaTTAN Videos and Resources Special Education Supervisor Curriculum Supervisors ELD Supervisor School Climate Transformation Grant Project Director Supervisor of Pupil Services Assistant Principal
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Action Step	Anticipated Start	Completion Date
Implement PBIS digital point system, school store and incentives school-wide as a Tier 1 intervention, utilizing the 4 expectations of Respect, Responsibility, Safety and Engagement.	8/29/2022	9/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher SCTG Coach	Student Expectation Lessons Google Slides	
Prof Development Step No	Guidance Counselors Climate Manager CSI Funding- PBIS Rewards App	

Action Step	Anticipated Start	Completion Date
Provide professional development on Behavior expectations and PBIS system.	8/23/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher SCTG Coach Climate Manager	Teacher Student Expectation training materials Presentation, Lessons, Google Slides	
Prof Development Step yes		

Action Step	Anticipated Start	Completion Date
Provide professional development on MTSS processes and Tier interventions to meet group and individual student needs.	8/23/2022	8/25/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	List of prizes/incentives Google Docs	
Prof Development Step no	School Calendar Bell Schedule	

Action Step	Anticipated Start	Completion Date

Students will receive instruction on school-wide behavior matrix, expectations and digital point system at the start of the school year.	8/29/2022	9/16/2022
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal SCTG Coach Instructional Support Teacher Climate Manager	Student Expectation Lessons Google Slides Opening week schedule Classroom Teachers	

Action Step	Anticipated Start	Completion Date
Building administration will review PBIS Reward Application for appropriate teacher use bi-weekly.	8/22/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	PBIS Rewards teacher report	

Action Step	Anticipated Start	Completion Date
Communication about incentive systems and student expectations will be provided to families both in parent workshops and through email/talking points.	8/22/2022	9/16/2022
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal Instructional Support Teacher	Google Slides, Schoology and Screencastify Community Liaison	
Prof Development Step no	Family & Community Engagement Facilitator Classroom Teachers Webmaster Social Media Content Manager	

Action Step	Anticipated Start	Completion Date
In biweekly MTSS meetings provide support in action steps and interventions for students and families who qualify for Tier 2 support.	8/22/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teachers Guidance Counselors	School Wide Expectation Document Instructional Support Teacher	
Prof Development Step No	Instructional Coach Family and Community Engagement Facilitator Community Liaison School Nurse	

Action Step	Anticipated Start	Completion Date

All students will have a book in hand for use during school-wide DEAR time during WIN.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
IST Instructional coach	CSI funding- high-interest books for students to read	

Action Step	Anticipated Start	Completion Date
Students will utilize leveled guided readers and high interest readings during the ELA block to address intervention and individual student needs.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
IST Instructional coach	CSI funding- leveled readers	

Action Step	Anticipated Start	Completion Date
Parents will be provided resources and information on students at Tier 2 level, including reading levels and resources to support reading at home.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
IST Instructional coach	CSI funding- leveled readers for use at home	

Implement Ripple Effect program for Tier 2 and 3 behavior interventions.	8/22/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teachers Guidance Counselors	School Wide Expectation Document Instructional Support Teacher Instructional Coach Family and Community Engagement Facilitator Community Liaison School Nurse	

Action Step	Anticipated Start	Completion Date
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The MTSS core team will review PBIS data and MTSS data quarterly to assess school-wide progress.	2/3/2023	2/3/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Link It PBIS Rewards App	
Prof Development Step No	Google Forms Reports MTSS Core Team	

Action Step	Anticipated Start	Completion Date
Administrators and staff will recognize and celebrate staff for their contributions and accomplishments	11/7/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal	"Bag of Chips" awards Time dedicated to staff recognitions	
Prof Development Step No	SMS Staff	

Action Step	Anticipated Start	Completion Date
Administrators and staff will recognize and celebrate students for their contributions and accomplishments	11/7/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
SMS Staff Assistant Principal Principal	CSI funding- Student award certificates, trophies, plaques Time dedicated to student recognitions	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers will be provided with feedback related to Domains 2 and 4 of Danielson Framework as it relates to classroom structures, climate and professional responsibilities.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal Assistant Principal Curriculum and Instruction Special Education Supervisors	The Framework For Teaching Evaluation Instrument PA eTEP	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
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The School Wide Expectations will be embedded in the student handbook.	8/31/22	9/16/2022
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Student handbook, School Wide Expectation Matrix	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Posters and visuals that reflect the 4 expectations will be posted throughout the building and in classrooms.	09/19/2022	10/3/2022
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Support Teacher	PBIS Matrix, Art Teacher, Google Doc CSI funding- visual displays	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers will utilize the digital point system daily. Rewarding students for desired behavior.	9/6/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	CSI funding- PBIS Rewards Application	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers will provide SEL and PBIS lessons using the Second Step program during WIN time to support positive behavior.	9/12/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Google Docs Classroom Teachers Climate Manager SCGT Coach CSI funding	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers will use a common language around PBIS expectations to ensure consistency.	9/6/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Google Slides, The Challenging Behavior Flow Chart Screencastify SCGT Coach Climate Manager	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Teachers will implement interventions in core classes to address Tier 1 and 2 student support.	9/12/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Classroom Teachers	MTSS Interventions Document Instructional Support Teacher	
Prof Development Step No	Climate Manager Assistant Principal	

Action Step	Anticipated Start	Completion Date
Create a schoology page that includes the school behavior matrix, expectations, and resources that can be accessed by students and parents.	8/29/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Schoology Access	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Conduct a PBIS Tiered Fidelity inventory three times throughout the year to assess school progress.	11/21/2022	6/1/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal SCTG Coach Instructional Support Teacher	Self Assessment Survey, sections Classroom System and Non- Classroom System categories	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Create support documents, intervention strategies and resources for classroom teachers and families to guide interventions at the Tier 1, 2 and 3 level.	8/1/2022	8/26/2022
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Google Docs External Schoology Administrative Page	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Administer the "PBIS Self Assessment Survey"	4/3/2022	4/28/2022
Lead Person/Position	Material/Resources/Supports Needed	

SCTG Project Manager Assistant Principal	PBIS SAS Survey link
Prof Development Step No	

Action Step	Anticipated Start	Completion Date
PBIS Coach, IST's and Administration will conduct classroom visits to support and monitor implementation of interventions and PBIS rewards.	8/29/2022	6/2/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Google Doc Master Schedule	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Cultural Proficiency Committee will develop and present 4 Cultural Proficiency lessons a year to all staff members	8/22/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Cultural Proficiency Committee Chairs	CP Resource Shared Folder	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Cultural Proficiency Committee will work with teacher teams to sponsor at least one project (for learners and families/community) which could include a monthly observation or other culturally relevant celebration including Hispanic Heritage Month, Black History Month, Women's History Month, Asian, Pacific Islander and Desi-American History Month (APIDA), and Pride Month.	8/22/2022	6/08/2023
Lead Person/Position	Material/Resources/Supports Needed	
Cultural Proficiency Committee Team Facilitators	Schoolology Google Suite Chromebooks Guidance Counselors	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
The Cultural Proficiency Committee will identify at least two speakers/presenters for the year to celebrate Hispanic Heritage Month, Black History Month, Women's History Month, Asian, Pacific Islander and Desi-American History Month (APIDA), or Pride	8/22/2022	6/08/2023

Month. The presentations may be for a specific group of students or the entire student body.		
Lead Person/Position	Material/Resources/Supports Needed	
Cultural Proficiency Committee	Schoolology Google Suite Chromebooks Collective list of viable presenters CSI Funding- speaker fees, if needed	

Action Step	Anticipated Start	Completion Date
Establish a chapter of Raices Encontradas at SMS for Latin-x males and their families	8/15/2022	6/8/2023
Lead Person/Position	Material/Resources/Supports Needed	
Raices Encontradas Sponsors	Raices Encontradas student leaders	
Prof Development Step No	CSI funding- Materials/supplies for after school activities, CSI funding- field trip transportation	

Action Step	Anticipated Start	Completion Date
Create a student led Ambassadors Club to welcome new families into the school community and introduce them to SMS culture.	8/29/2022	6/08/2023
Lead Person/Position	Material/Resources/Supports Needed	
National Jr. Honor Society Co-Leaders	National Jr. Honor Society Members	
Prof Development Step No	CSI funding- National Jr. Honor Society uniform Ambassadors Club meeting schedule and agendas CSI Funding- materials/supplies for National Junior Honor Society CSI Funding- transportation and admission for National Junior Honor Society field trip	

Action Step	Anticipated Start	Completion Date
All student data (formative, summative, benchmark, reward systems and discipline) will be disaggregated by student groups to identify trends and equity concerns.	10/3/2022	6/9/2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal PBIS Climate Manager	Student data (formative, summative, benchmark, and discipline) Principal Family and Community Engagement Facilitator Cultural Proficiency Committee Chair Instructional Support Teacher Team Facilitators	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Review student data (formative, summative, benchmark, and discipline), in total and disaggregated. Student data will be reviewed monthly.	11/1/2022	6/30/2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal Assistant Principal Family and Community Engagement Facilitator Climate and Culture Committee Chair Cultural Proficiency Committee Chair Instructional Support Teacher Team Facilitators	Student data (formative, summative, benchmark, and discipline)	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
On a quarterly basis, provide professional development for all staff on scaffolding and meeting the needs of all student groups, especially English learners, students with IEPs, and Black students.	9/6/22	6/2/2023
Lead Person/Position	Material/Resources/Supports Needed	
Special Education Supervisor Curriculum Supervisors ELD Supervisor Director of Teaching and Learning	Disaggregated Data Reports Can-do Descriptors Intervention Central Resources PaTTAN Videos and Resources	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Coaches, Committee Chairpeople, and Liaisons will share the data and information that is collected regarding CSI plan progress with the staff on a bi-monthly basis	10/1/2022	6/1/2023
Lead Person/Position	Material/Resources/Supports Needed	
Instructional Coaches IST School-based Committee Chairpeople Grade Team Liaisons Family and Community Engagement Facilitator	Student, staff, and family data; Illuminate; committee meeting minutes	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Provide families with information to locate best priced uniforms, online and brick and mortar on July 1 while inventory is still high.	7/1/2022	8/29/2022
Lead Person/Position	Material/Resources/Supports Needed	

Family and Community Engagement Facilitator Principal Assistant Principal	School uniform pants and shirts in various sizes for resale to parents at cost
Prof Development Step No	

Anticipated Output	Monitoring/Evaluation
School Wide Expectations Plan School Wide Expectations Posters Student Survey Data Student PBIS plan Student MTSS plan	Bi-weekly monitoring routine to gauge the fidelity of implementation of the school plan. Monthly and quarterly monitoring routines to gauge progress toward attainment of goals. Data from PBIS surveys

Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name: <i>ELA PD</i>	
Action Step	Provide professional development on strategies to monitor students' comprehension of text.
Audience	ELA, Social Studies, and Science teachers
Topics to be Included	Annotating text, note taking, text dependent questions, and other comprehension strategies.

Evidence of Learning	Students will successfully monitor their comprehension of text using taught strategies. Evidence will be determined using student work samples and observation.	
Material/Resources/Supports Needed	PD presentation, handouts, technology, consult with RIT content specialist	
Lead Person/Position	Instructional Support Teacher Instructional Coach	
Anticipated Timeline	Start: 8/22/2022	Completion: 9/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities		Frequency	Once
Danielson Framework Component Met in this Plan	Presentation from facilitator, practice with colleagues, review and discussion of strategies, reflection and planning next steps		
	3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure Once the Comprehensive Portal Opens you will be able to select more than 2.		

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name: <i>ELA PD</i>		
Action Step	Provide professional development on the CDT test, administration, and reports to new staff members	
Audience	All new staff members	
Topics to be Included	How to analyze and interpret CDT reports	
Evidence of Learning	Teachers will be able to determine students' strengths and weaknesses based on CDT data and make instructional decisions accordingly.	
Material/Resources/Supports Needed	CDT reports	
Lead Person/Position	Instructional Coach	
Anticipated Timeline	Start: 8/22/2022	Completion: 8/25/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Coach modeling how to analyze data, Coach presenting data, facilitation of discussion in small groups to analyze data and draw conclusions about students needs, discussion on next steps	Frequency	Once
Danielson Framework Component Met in this Plan	3d Using Assessment in Instruction 1b Demonstrating Knowledge of Students Once the Comprehensive Portal Opens you will be able to select more than 2.		

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name: <i>ELA PD</i>	
Action Step	Provide PD for ELA teachers on individual student conferencing and feedback.
Audience	Reading, Math, Social Studies, and Science teachers
Topics to be Included	Sharing data with students, student portfolios, goal setting, reflection
Evidence of Learning	Students will successfully reflect and set goals based on their data and performance. Students will successfully explain their progress.

Material/Resources/Supports Needed	PD presentation, handouts, technology, consult with RIT content specialist, assessment examples- AIMS, CDT, other, student reflection and goal setting documents	
Lead Person/Position	Instructional Support teacher Instructional Coach	
Anticipated Timeline	Start: 10/3/2022	Completion: 11/8/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation by facilitator, teacher discussion, modeling and practicing conference process	Frequency	Once
Danielson Framework Component Met in this Plan	<p>3d Using Assessment in Instruction 1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>Once the Comprehensive Portal Opens you will be able to select more than 2.</p>		

Professional Development Activity Name: ELA PD	
Action Step	Teachers will participate in monthly professional learning focused around strategies for comprehension, text discussion , data analysis and family collaboration strategies.
Audience	ELA, Science, and Social Studies Teachers
Topics to be Included	Comprehension strategies, text discussion , data analysis and family collaboration strategies to support goal- Determine Key Ideas and supporting details in informational text.
Evidence of Learning	Teachers will be able to design coherent instruction using explicit strategies that focus comprehension strategies and text discussion. Teachers analyze data to identify student needs, strengths, and determine next steps. Teachers effectively embed family collaboration strategies into instruction to support goal- Determine Key Ideas and supporting details in informational text.
Material/Resources/Supports Needed	curriculum materials, resources and materials that support strategies, handouts and graphic organizers, PD presentation, consult with RIT content specialist
Lead Person/Position	Instructional Support Teacher Instructional Coach

Anticipated Timeline	Start: 8/29/2022	Completion: 6/19/2023
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Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation of strategies by coach, practice in small groups with colleagues, discussion around applying strategies to curriculum materials, discussion around designing instruction based on comprehension strategies	Frequency	monthly
Danielson Framework Component Met in this Plan	<p>1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>Once the Comprehensive Portal Opens you will be able to select more than 2.</p>		

Professional Development Activity Name: ELA PD		
Action Step	Training on LinkIt to support learning to use and create turnaround training in the new data tool, LinkIt	
Audience	Math, ELA, Science, and Social Studies Teachers	
Topics to be Included	Comprehensive overview of the new data tool, Linkit	
Evidence of Learning	Teachers will be able to use Linkit to access and analyze student data for instructional purposes.	
Material/Resources/Supports Needed	District support in training, Linkit materials and resources	
Lead Person/Position	District PD Instructional Support Teacher	
Anticipated Timeline	Start: 7/15/2022	Completion:10/31/2022

Types of Activities	Presentation of program, practice using tool among teachers, questions and answers	Frequency	Bi-Weekly
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Danielson Framework Component Met in this Plan	<p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>Once the Comprehensive Portal Opens you will be able to select more than 2.</p>
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Professional Development Activity Name: ELA PD		
Action Step	Provide teachers with professional development on the implementation of small group instruction and intervention.	
Audience	ELA, Science, and Social Studies Teachers	
Topics to be Included	Techniques for small group instruction and intervention strategies	
Evidence of Learning	Teachers will be able to determine grouping of students based on data and needs. Teachers will successfully implement small group instruction and intervention during class time on a consistent basis.	
Material/Resources/Supports Needed	curriculum materials, resources and materials that support strategies, handouts and graphic organizers, PD presentation, data sheets, class lists	
Lead Person/Position	Instructional Support Teacher Instructional Coach	
Anticipated Timeline	Start: 2/17/2023	Completion: 2/17/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities		Frequency	Once
Danielson Framework Component Met in this Plan	Presentation of by facilitators, analyzing data, creating small groups, designing instruction for small groups		
	1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence		
	Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: ELA PD		
Action Step	Provide professional learning to ELA, science, and social studies teachers that focuses strategies to increase student to student discussion and collaborative conversations to deepen understanding of text.	
Audience	ELA, Science, and Social Studies Teachers	
Topics to be Included	Comprehension strategies to increase student to student discussion and collaborative conversations about text.	
Evidence of Learning	Teachers will be able to design coherent instruction using explicit strategies that focus on student engagement and discussion of text. Students will be able to successfully talk about text during collaborative discussions.	
Material/Resources/Supports Needed	curriculum materials, resources and materials that support strategies, handouts and graphic organizers, PD presentation, RIT Content Specialist consult	
Lead Person/Position	Instructional Support Teacher Instructional Coach	
Anticipated Timeline	Start: 11/8/2022	Completion:11/8/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation by facilitators, discussion in small groups with colleagues, discussion around, discussion around designing instruction based on student to student discussion strategies.	Frequency	Once
Danielson Framework Component Met in this Plan	1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Ex Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: <i>MATH PD</i>	
Action Step	Provide professional learning for teachers on the Concrete-Representational-Abstract (CRA) progressions.
Audience	Math teachers
	Concrete/Representational/Abstract progressions on:

Topics to be Included	Multiplication & Division Fractions Integers and Equations	
Evidence of Learning	Teachers will be able to successfully design coherent instruction using explicit strategies that focus on CRA progressions.	
Material/Resources/Supports Needed	Presentation, manipulatives, handouts, pre- and post-assessment	
Lead Person/Position	Instructional Coach PaTTAN Math consultant	
Anticipated Timeline	Start: 08/23/2022	Completion: 9/15/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Modeling, presentation, conversations in small groups and whole group, discussion about implementation using curriculum resources and materials	Frequency	Three sessions- one per topic.
Danielson Framework Component Met in this Plan	1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: <i>MATH PD</i>		
Action Step	Train math teachers on the administration of individual student conferences.	
Audience	Math teachers	
Topics to be Included	Individual student conferencing	
Evidence of Learning	Teachers will be able to communicate progress with students so they can self-monitor and improve	
Material/Resources/Supports Needed	Presentation	
Lead Person/Position	Instructional Coach	
Anticipated Timeline	Start: 8/22/2022	Completion: 9/16/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Modeling, presentation, conversations in small groups and whole group, discussion about implementation using created resources.	Frequency	Once
Danielson Framework Component Met in this Plan	1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: <i>MATH PD</i>	
Action Step	Develop protocols for meeting norms, analyzing math assessment data and examining student work. Model and practice use of the protocols throughout the school year.
Audience	Math teachers
Topics to be Included	Protocols for meeting norms, analyzing math assessment data, and methods for examining student work.
Evidence of Learning	Participants will demonstrate understanding of developed meeting norms, and will model the expectations.

Material/Resources/Supports Needed	Meeting and data analysis protocols Data from assessments designated time for meetings student work samples	
Lead Person/Position	Instructional Coach	
Anticipated Timeline	8/22/2022	Completion: 10/31/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Modeling, conversations in small groups and whole group	Frequency	Bi-weekly
Danielson Framework Component Met in this Plan	4e Growing and Developing Professionally 4a Reflecting on Teaching Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: <i>MATH PD</i>	
Action Step	Provide professional development on the CDT test, administration and reports.
Audience	Principal Assistant Principal Math teachers
Topics to be Included	How to administer the CDT assessment, pull data reports, and analyze and interpret the data reports.
Evidence of Learning	Teachers will be able to successfully administer the CDT assessment. Teachers will be able to determine students strengths and weaknesses based on CDT data and make instructional decisions accordingly.
Material/Resources/Supports Needed	Chromebooks,
Lead Person/Position	Instructional Coach IST
Anticipated Timeline	Start: 8/22/2022 Completion: 09/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group	Frequency	Once
Danielson Framework Component Met in this Plan	1d Demonstrating Knowledge of Resources 2c Managing Classroom Procedures		

	Once the Comprehensive Portal Opens you will be able to select more than 2.
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Professional Development Activity Name: <i>MATH PD</i>		
Action Step	Conduct quarterly data meetings which will include analysis of data and student work samples to inform next steps for instruction and intervention.	
Audience	Math teachers	
Topics to be Included	DataWise	
Evidence of Learning	Instructional staff will be able to analyze math assessment data to inform instruction and intervention needs for the students.	
Material/Resources/Supports Needed	Data from assessments student work samples designated time for meetings Chromebooks	
Lead Person/Position	Instructional Coach	
Anticipated Timeline	Start: 8/22/2022	Completion: 6/8/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group	Frequency	Quarterly
Danielson Framework Component Met in this Plan	3d Using Assessment in Instruction 1c Setting Instructional Outcomes Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Positive School Climate	
Action Step	Conduct a book study using the books: "Turning High-Poverty Schools into High-Performing Schools" and "Disrupting Poverty" with all staff during faculty meetings, PLC meetings, and school-wide professional development sessions throughout the school year.
Audience	SMS Staff
Topics to be Included	Instructional and school climate strategies and best practices to support students in poverty.

Evidence of Learning	Staff incorporate specific strategies in their classrooms; school structures and practices are altered to reflect practices from the book	
Material/Resources/Supports Needed	Copies of the book “Turning High-Poverty Schools into High-Performing Schools”, plan for the book study, resources outlined in the plan, designated time	
Lead Person/Position	Cultural Proficiency Committee Principal	
Anticipated Timeline	Start:8/22/2022	Completion: 6/8/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	book review, presentation, conversations in small groups and whole group	Frequency	monthly
Danielson Framework Component Met in this Plan	2a Creating an Environment of Respect and Rapport 4d Participating in a Professional Community 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Positive School Climate		
Action Step	Provide professional development on School Wide Student Expectations and PBIS implementation. Provide professional development on MTSS, including processes, systems and procedures.	
Audience	SMS Staff	
Topics to be Included	School Wide Expectations and implementation of effective PBIS/MTSS system	
Evidence of Learning	School discipline practices reflect the core components of restorative practices	
Material/Resources/Supports Needed	Teacher Student Expectation training materials, presentations, lessons and google slides	
Lead Person/Position	Climate and Culture Committee, SCTG Coach, Assistant Principal	
Anticipated Timeline	Start:8/22/2022	Completion: 10/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group	Frequency	once
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 2a Creating an Environment of Respect and Rapport 2d Managing Student Behavior Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Positive School Climate		
Action Step	On a bi-monthly basis provide mini-PD sessions on providing interventions to meet the needs of students behaviorally and academically using a tier system of supports.	
Audience	SMS Staff	
Topics to be Included	Scaffolding and meeting the needs of all student groups, especially English learners, students with IEPs, and Black students best practices, interventions, and culturally responsive strategies	
Evidence of Learning	Classroom teachers and other staff will redesign practices to incorporate the best practices for English language learners, special education students, and Black students. Students demonstrate improved academic performance and/or an increased percentage of students report agree/strongly agree on the social-emotional engagement survey questions.	
Material/Resources/Supports Needed	Disaggregated Data Reports Can-do Descriptors Intervention Central Resources PaTTAN Videos and Resources	
Lead Person/Position	Special Education Supervisor, Curriculum Supervisor, ELD Supervisor	
Anticipated Timeline	Start:9/6/2022	Completion: 6/9/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group	Frequency	quarterly
Danielson Framework Component Met in this Plan	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 4a Reflecting on Teaching 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Positive School Climate	
Action Step	School Climate Committee Leader, Cultural Proficiency Committee Leader, and one additional school leader to attend National Principals Conference with sessions that focus on equity, wellness, and innovation
Audience	Climate & Culture Committee Chairperson Cultural Proficiency Committee Chairperson One Additional Teacher Principal/Assistant Principal
Topics to be Included	equity, wellness, innovation
Evidence of Learning	Turnaround training and PD for other staff members
Material/Resources/Supports Needed	Conference materials
Lead Person/Position	Principal
Anticipated Timeline	Start: JULy 2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group- All virtual	Frequency	one time
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning 4d Participating in a Professional Community 4e Growing and Developing Professionally		

Professional Development Activity Name: Positive School Climate		
Action Step	Provide professional development to a cohort of teachers who will be piloting student-led parent/teacher conferences.	
Audience	SMS Staff	
Topics to be Included	1. A rationale for student-led conferences 2. Ways to prepare students and materials for conference day 3. Strategies for enabling students to understand their own learning process and to self-reflect and self-evaluate 4. Models for scheduling conferences, collecting and organizing data and teaching the process	
Evidence of Learning	Well prepared students, and organized materials observable at the student-led conferences.	
Material/Resources/Supports Needed	<i>A School-Wide Approach to Student-Led Conferences</i>	
Lead Person/Position	Assistant Principal Family and Community Engagement Facilitator	
Anticipated Timeline	9/19/2022	11/18/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group settings	Frequency	Two times during the anticipated timeline
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 4c Communicating with Families 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Positive School Climate		
Action Step	Share with all teachers examples of positive language and conversation starter sentences and phrases to be used towards initiating positive family calls and outreach.	
Audience	SMS Staff	
Topics to be Included	1. Two-way meaningful and respectful communication practices 2. Strategies designed to ignite meaningful dialogue and relationships between school and home	
Evidence of Learning	Observable strategies and practices by teachers which are influenced by and reflective of principles of two-way meaningful and respectful communication and parent empowerment.	
Material/Resources/Supports Needed	Family and Community Engagement training materials, PA State Parent Advisory Council	
Lead Person/Position	Climate and Culture Committee Chair Family and Community Engagement Facilitator Assistant Principal	
Anticipated Timeline	Start: 8/22/2022	Completion: 9/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Presentation, conversations in small groups and whole group settings	Frequency	one time
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 2a Creating an Environment of Respect and Rapport 4c Communicating with Families 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
Share the full draft and an overview of the completed plan with all staff.	Presentation via GoogleMeet
	Audience
Topics of Message	SMS Staff
Goals, focus areas, and professional development	Anticipated Timeline
	June 2022

Communication Step	Mode
Share the draft of the plan for parent and community review.	Post the draft of the plan on the school's website for parent/community feedback.
	Audience
Topics of Message	Parents and community members
Goals, focus areas, action steps, professional development, and expenditures	Anticipated Timeline: July 2022

Communication Step	Mode
Share an overview of the plan and recruit parent participation in the Action Team	Zoom and during home visits
	Audience
Topics of Message	Parents
Goals, focus areas, action steps, professional development, and expenditures	Anticipated Timeline July-August 2022

Communication Step	Mode
Share the final approved plan and discuss impact.	Face-to-face or via Zoom,
	Audience
Topics of Message	Staff
Goals, focus areas, action steps, professional development, and expenditures	Anticipated Timeline: September 2022

Communication Step	Mode
Discuss the portions of the plan in ELA and math classes that impact students	Face-to-face
	Audience
Topics of Message	Students
Academic and behavioral goals and new expectations	Anticipated Timeline: September 2022

Stewart Middle School