

## **FOUNDERS HALL MIDDLE SCH**

3600 O'Neil Boulevard

CSI School Plan | 2022 - 2023

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### **VISION FOR LEARNING**

Within a cycle of continuous improvement, Founders' Hall strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for college, career, and community participation.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Mark Holtzman	Superintendent	McKeesport Area School District
Dr. Tia Wanzo	Assistant Superintendent	McKeesport Area School District
Dr. Jamie Lusebrink	Head Principal	Founder's Hall Middle School
Dr. Stacie Fitzpatrick	Assistant Principal	Founder's Hall Middle School
Mr. Joe Lamenza	Assistant Principal	Founder's Hall Middle School
Mrs. Jennifer Sikorski	7th grade Language teacher	Founder's Hall Middle School
Mr. Jess Schnatterly	7th grade Special Education teacher	Founder's Hall Middle School
Mrs. Melissa Capozzoli	District Math Coordinator	Founder's Hall Middle School
Miss Beth Pierce	School Counselor	Founder's Hall Middle School
Mrs. Erica Guadalupe	Secondary Literacy Coordinator	Founder's Hall Middle School
Mrs. Nicole Cherepko	Parent	Founder's Hall Middle School
Nayelle Williams	Alumni/Graduate/Community Police Officer	Founders' Hall Middle School
Mr. Jim Barry	Community Member/McKeesport Boys and Girls Club	McKeesport Boys and Girls Club

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Mrs. Dawn Shelly	Special Education teacher	Founders' Hall Middle School
Mr. Derek Pavlovic	8th grade Math teacher	Founders' Hall Middle School
Sherry Sillings	Teacher	Founders' Hall Middle School
Danielle Hocko	Teacher	Founders' Hall Middle School
Brad Braverman	Teacher	Founders' Hall Middle School
Stem Teacher	Teacher	Founders' Hall Middle School
Kaylee Bachorski	Education Specialist	Founders' Hall Middle School
Christine Shank	Education Specialist	Founders' Hall Middle School

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>IF school leaders implement a structured system of support for teachers to build assessment literacy and strengthen their instructional practices AND teachers use a variety of assessments to monitor student learning, adjust instructional practices, and teach students how to self-monitor, THEN students can develop a growth mindset by attributing learning success to productive effort, self-regulation, and persistence to academic growth and mastery.</p>	<p>Mathematics Mathematics English Language Arts</p>
<p>IF school leaders implement a structured system of support for teachers and students to strengthen their academic, behavioral, and social emotional learning AND teachers use a variety of instructional practices to support student learning, behavioral needs, and social emotional needs. THEN students can develop a growth mindset by attributing learning success to productive effort, self-regulation, and persistence to academic growth and mastery.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems</p>

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Assess FOR Learning

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Math Achievement

By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool.

ELA

By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool.

Math Growth

By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Revisit data conferencing protocol to use schoolwide for teacher / student data conferences (what are the results and what's our plan? What are we going to do differently?). Train new teachers on how and when to

2022-07-05 -  
2022-08-18

Principals,  
District  
Coordinators

Data Conferencing Protocol Secondary Literacy Coordinator 1/2 Salary and Benefits (\$69,962.00) District Math Coordinator 1/3 Salary and Benefits (\$33,428.33)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
have 1:1 data conferences with students (consider modeling/ practicing)			
Develop assessment calendar (include data team meetings)	2022-07-05 - 2022-08-18	Principals	Develop Assessment Calendar
Administer MAPS Assessment Tools 3x per year	2022-10-19 - 2023-06-06	Coaches	Secondary Literacy Coordinator District Math Coordinator LLT Team
Revise Common Assessments in core content areas	2022-08-23 - 2023-06-06	Secondary Literacy Coordinator District Math Coordinator Core Content Teachers LLT Team	Time for teachers Keys to Comprehension Training Math Training with Shelly Burr (\$1,223.00) Data Collection Tool (Google Sheet)
Administer Common Assessments in core content areas, at least 3x per year	2022-11-22 - 2023-06-06	District Coordinators, Coaches, LLTs, Core Content Teachers	Paper copies, technology devices (\$44,435.00)
After administering Common Assessments, department teams will meet together to review data	2022-11-22 - 2023-06-06	Department Teams	Time for teacher collaboration

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
trends and determine how to adjust instruction accordingly			
Professional Development on utilizing assessment data FOR learning at least 3x per year	2022-08-23 - 2023-06-06	Lead Learning Teachers/ Coaches	Time for teacher collaboration
Investigate options (inventory of current supplies) and identify non-negotiables for Enrichment Period, and purchase any additional resources based on needs	2022-08-23 - 2022-10-31	Principals, District Coordinators, Title I Specialists, LLTs	Additional Learning Materials and supplies for enrichment period, iBoss management system to monitor student work. (\$20,069.00)
Create additional instructional capacity so that general and special education teachers can conference with students more frequently and adjust/target their instruction to address gaps in students learning.	2022-07-05 - 2022-08-17	Administration	ELA Teacher 100% Salary and Benefits (\$63,919.00) Special Education Teacher 100% Salary and Benefits (\$79,310.00), Career Readiness Teacher 100% Salary and Benefits (\$62,023.00) STEM Teacher 100% of Salary and Benefits (\$77,546.00) STEM supplies and materials, including SMALLab
Create walkthrough tool grounded in agreed upon look-fors, connected to key learning processes from Formative Classroom Walkthroughs text.	2022-07-05 - 2022-08-22	Adminstration	Walkthrough protocol, Google Form

### Anticipated Outcome

1. Teachers using the formative assessment data to improve instruction.
2. Students will develop a growth mindset.
3. Common assessments
4. Student survey results
5. Student / teacher reflection sheets from 1:1 conferences
6. Walkthrough form
7. Conference script
8. Common assessment results submitted by teachers

### Monitoring/Evaluation

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs
2. Students will have a plan to reach a goal when completing their student reflection form.
3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly.
4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

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### Evidence-based Strategy

Establish MTSS Team Structure

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool.
PBIS	By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs.
ELA	By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking



<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
	tool.
Math Growth	By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Establish the key roles needed for MTSS support team	2022-08-23 - 2022-06-06	Principals	Christina Frazier (AIU) Math Specialist 100% of Salary and Benefits (\$121,410.00) (CSI) Reading Specialist 100% of Salary and Benefits (\$80,069.00) (CSI)
Define key components of MTSS	2022-07-05 - 2022-12-22	Principals	Christina Frazier (AIU), guidance counselors, social worker, attendance officer
Identify protocol and tools needed	2022-07-05 - 2022-12-22	MTSS Team	Crystal Vogtsberger and Carrie Frohnapfel (AIU), SWIS (\$570- CSI)
Professional Development for staff on MTSS protocols (SWIS, PBIS, RTII)	2023-01-03 - 2023-06-06	MTSS Team	Crystal Vogtsberger and Carrie Frohnapfel (AIU)
Conduct a needs assessment for Tier 1 academics and behaviors	2022-08-18 - 2022-08-23	Title 1 Teachers, MTSS Team	Crystal Vogtsberger and Carrie Frohnapfel (AIU)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a welcoming physical learning environment	2022-07-05 - 2023-06-06	Principals, Teachers, building committee	Window Graphics and Branding Stickers (CSI Funds- \$10,000)
Establish Team Norms for Community Building	2022-08-18 - 2022-08-23	Team Teachers	Time for teacher collaboration, Smartpass (\$2500-CSI)
Administer Student Surveys quarterly to measure students' sense of belonging and ability to access learning (option, start pg. 6)	2022-08-23 - 2023-06-06	Principals, MTSS team	Google Form

**Anticipated Outcome**

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

**Monitoring/Evaluation**

Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	<p>Assess FOR Learning</p>	<p>Revisit data conferencing protocol to use schoolwide for teacher / student data conferences</p>	<p>07/05/2022 - 08/18/2022</p>
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p>		<p>(what are the results and what's our plan? What are we going to do differently?). Train new teachers on how and when to have 1:1 data conferences with students (consider modeling/ practicing)</p>	
<p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess FOR Learning	Develop assessment calendar (include data team meetings)	07/05/2022 - 08/18/2022
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess FOR Learning	Administer MAPS Assessment Tools 3x per year	08/23/2022 - 06/06/2023
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess FOR Learning	Revise Common Assessments in core content areas	08/23/2022 - 06/06/2023
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess FOR Learning	After administering Common Assessments, department teams will meet together to review data trends and determine how to adjust instruction accordingly	11/22/2022 - 06/06/2023
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
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<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	<p>Assess FOR Learning</p>	<p>Professional Development on utilizing assessment data FOR learning at least 3x per year</p>	<p>08/23/2022 - 06/06/2023</p>
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p>			
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<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	<p>Assess FOR Learning</p>	<p>Create walkthrough tool grounded in agreed upon look- fors, connected to key learning processes from Formative Classroom Walkthroughs text.</p>	<p>07/05/2022 - 08/22/2022</p>
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p>			
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<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	<p>Establish MTSS Team Structure</p>	<p>Identify protocol and tools needed</p>	<p>07/05/2022 - 12/22/2022</p>
<p>By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)</p>			
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p>			
<p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	<p>Establish MTSS Team Structure</p>	<p>Professional Development for staff on MTSS protocols (SWIS, PBIS, RTII)</p>	<p>01/03/2023 - 06/06/2023</p>
<p>By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)</p>			
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p>			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Establish MTSS Team Structure	Conduct a needs assessment for Tier 1 academics and behaviors	08/18/2022 - 08/23/2022
By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)			
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
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By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Establish MTSS Team Structure	Establish Team Norms for Community Building	08/18/2022 - 08/23/2022
By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)			
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement

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2022-06-22

**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

Tia M. Wanzo

2022-11-17

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School Improvement Facilitator Signature

Holly Y. Pope

2022-11-03

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Building Principal Signature

Jamie Lusebrink

2022-11-03

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Five out of 6 measured student groups (all students, Black, White, Economically Disadvantaged and student with disabilities) for ELA met or exceeded the statewide target for growth.

Students with disabilities demonstrated the ability to grow on their most recent assessments.

Half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth.

Foster a culture of high expectations for success for all students, educators, families, and community members

Collectively shape the vision for continuous improvement of teaching and learning

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

### Challenges

Only half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth.

Proficiency percentages in ELA are low for all student groups especially Students with Disabilities.

Proficiency percentages in Math are low for all student groups.

EP14: Implement evidence-based strategies to engage families to support learning.

EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices  
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

ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students.



## Strengths

Continuously monitor implementation of the school improvement plan and adjust as needed

The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology.

The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra.

Based on data and in response to learning needs, we are shifting to an 80 minute ELA block.

Continued implementation of Title 1 Reading facilitator in 6th grade.

ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.

Implementation of "Open Up Resources" as an instructional tool to assist in increasing math academic achievement.

Continued implementation of Title 1 Math facilitator and district Math Coordinator.

A newly created STEMology class is part of the specials rotation.

## Challenges

The percent regular attendance of 58.9% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.

Sixth grade students across BOTH ELA and Math have a 3-year average of not meeting the standard for academic growth. Student groups coming in each of the 3 years are exiting 6th grade with a lower average achievement than what they entered with. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before.

Seventh and Eighth grade students have a 3-year average of not meeting the standard for academic growth. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before. We know that our students need to be exceeding the growth standard to begin to close the achievement gap.

The Child Success Summary for Math shows that most of the student groups across grades 6-8 are not meeting the PA academic standard for growth.

On the end of the year Key Ideas and Details CDT proficiency percentages were as follows 6th Grade 26%; 7th Grade 16%; 8th Grade 18%. On the end of the year Craft and Structure CDT proficiency percentages were as follows 6th Grade 23%; 7th Grade 17%; 8th Grade 18%.

## Strengths

Founders' Hall was able to create a Career Readiness class in each grade level specials rotation class to ensure that all students were able to achieve the state required Career Readiness expectations.

Founders' Hall was able to add a STEM class in the specials rotation to help address deficiencies in the Science/Biology curriculum.

## Challenges

The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

On the end of the year Numbers and Operations CDT proficiency percentages were as follows 6th Grade 18%; 7th Grade 7%. On the end of the year Algebraic Concepts CDT proficiency percentage for 8th Grade was 15%.

The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

Math teachers are in continued need of more thorough professional development with the newly adopted Open Up Resource tool.

The lack of data in science throughout the school year to measure student growth.

Consistency of instructor in the STEM class

Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there is extra time for them to complete the lessons/tasks with the rest of their peers.

Historically low Math and Science PSSA scores, has shown a need for a designated STEM class that will work in conjunction with the

### Challenges

schools' Math and Science initiative.

Utilizing 1:1 devices during enrichment period (Exact Path) is difficult due to devices not being brought to school each day and students navigating away from the assigned task.

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### Most Notable Observations/Patterns

1. To promote and sustain a positive school environment by addressing how students engage in meaningful academic discourse. Students report that they feel confident in their classrooms, but evidence reveals that they are not engaging in meaningful academic discourse. Teachers do not have consistent routines established for facilitating and fostering academic discourse across content areas. 2. To identify and address individual student learning needs by demonstrating the ability to identify and utilize text evidence that most strongly supports analysis of what the text says. Students struggle with citing the strongest evidence that adequately and relevantly supports their ideas, accurately answers a question or task, or supports their claim. Not all teachers have established routines across content areas that embed instructional strategies into their daily lessons thereby strengthening the students ability to cite evidence that most strongly supports analysis of what the text says.

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### Challenges

### Discussion Point

### Priority for Planning

EP14: Implement evidence-based strategies

Family nights will be centered around different topics each month in order to better support families to promote more active engagement in student learning.

**Challenges****Discussion Point****Priority for Planning**

to engage families to support learning.

EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices  
EP 5: Provide frequent, timely, and systematic feedback and support on instructional practices

Learner-centered Problem We have little evidence that students feel they can grow academically; we have little evidence that they feel success as learners and feel empowered for what comes next. Problem of Practice We are not using the data to show students how they are growing. We don't consistently know how to help students understand their growth (lack of knowledge, lack of structures / systems). We have an inconsistent investment in shared data sources. We focus on assessment of learning rather than assessment FOR learning. We need to build sufficient understanding of which instructional strategies will target student learning needs identified by data. We do not currently have systems in place to ensure that targeted instructional practices are implemented effectively.

EP 13: Implement a multi-tiered system of supports for academics and behavior

MTSS is not currently implemented at Founders' Hall but will be a systemic framework for school improvement for academics, behavior, and social and emotional learning.

Utilizing 1:1 devices during enrichment period (Exact Path) is difficult due to devices not being brought to school each day and students navigating away from the assigned task.

Students can currently navigate away from assigned tasks with teachers having difficulty managing all students at once.



## ADDENDUM B: ACTION PLAN

### Action Plan: Assess FOR Learning

Action Steps	Anticipated Start/Completion Date
<p>Revisit data conferencing protocol to use schoolwide for teacher / student data conferences (what are the results and what's our plan? What are we going to do differently?). Train new teachers on how and when to have 1:1 data conferences with students (consider modeling/ practicing)</p>	<p>07/05/2022 - 08/18/2022</p>
Monitoring/Evaluation	Anticipated Output
<p>1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.</p>	<p>1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers</p>

**Material/Resources/Supports Needed**

**PD  
Step**

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Data Conferencing Protocol Secondary Literacy Coordinator 1/2 Salary and Benefits (\$69,962.00) District Math Coordinator 1/3  
Salary and Benefits (\$33,428.33)

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yes

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**Action Steps****Anticipated Start/Completion Date**

Develop assessment calendar (include data team meetings)

07/05/2022 - 08/18/2022

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Develop Assessment Calendar

yes



**Action Steps****Anticipated Start/Completion Date**

Administer MAPS Assessment Tools 3x per year

08/23/2022 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Secondary Literacy Coordinator District Math Coordinator LLT Team

yes



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Revise Common Assessments in core content areas	08/23/2022 - 06/06/2023

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
<p>1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.</p>	<p>1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers</p>

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Time for teachers Keys to Comprehension Training Math Training with Shelly Burr (\$1,223.00) Data Collection Tool (Google Sheet)	yes



**Action Steps****Anticipated Start/Completion Date**

Administer Common Assessments in core content areas, at least 3x per year

11/22/2022 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Paper copies, technology devices (\$44,435.00)

no



**Action Steps****Anticipated Start/Completion Date**

After administering Common Assessments, department teams will meet together to review data trends and determine how to adjust instruction accordingly

11/22/2022 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Time for teacher collaboration

yes



**Action Steps****Anticipated Start/Completion Date**

Professional Development on utilizing assessment data FOR learning at least 3x per year

08/23/2022 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Time for teacher collaboration

yes



**Action Steps****Anticipated Start/Completion Date**

Investigate options (inventory of current supplies) and identify non-negotiables for Enrichment Period, and purchase any additional resources based on needs

08/23/2022 - 10/31/2022

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Additional Learning Materials and supplies for enrichment period, iBoss management system to monitor student work. (\$20,069.00)

no



**Action Steps****Anticipated Start/Completion Date**

Create additional instructional capacity so that general and special education teachers can conference with students more frequently and adjust/target their instruction to address gaps in students learning.

07/05/2022 - 08/17/2022

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

ELA Teacher 100% Salary and Benefits (\$63,919.00) Special Education Teacher 100% Salary and Benefits (\$79,310.00), Career Readiness Teacher 100% Salary and Benefits (\$62,023.00) STEM Teacher 100% of Salary and Benefits (\$77,546.00) STEM supplies and materials, including SMALLab

no

**Action Steps****Anticipated Start/Completion Date**

Create walkthrough tool grounded in agreed upon look-fors, connected to key learning processes from Formative Classroom Walkthroughs text.

07/05/2022 - 08/22/2022

**Monitoring/Evaluation****Anticipated Output**

1. Lesson adjustments will be visible in lesson planning and classroom walkthroughs 2. Students will have a plan to reach a goal when completeing their student reflection form. 3. Leadership team will review common assessment results and will support departments as they adjust curriculum/instruction accordingly. 4. Leadership team will monitor walkthrough data results each month and will monitor results of district benchmarking assessments three times per year.

1. Teachers using the formative assessment data to improve instruction. 2. Students will develop a growth mindset. 3. Common assessments 4. Student survey results 5. Student / teacher reflection sheets from 1:1 conferences 6. Walkthrough form 7. Conference script 8. Common assessment results submitted by teachers

**Material/Resources/Supports Needed****PD Step**

Walkthrough protocol, Google Form

yes





**Action Plan: Establish MTSS Team Structure**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Establish the key roles needed for MTSS support team	08/23/2022 - 06/06/2022

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.	After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Christina Frazier (AIU) Math Specialist 100% of Salary and Benefits (\$121,410.00) (CSI) Reading Specialist 100% of Salary and Benefits (\$80,069.00) (CSI)	no



**Action Steps****Anticipated Start/Completion Date**

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Define key components of MTSS

07/05/2022 - 12/22/2022

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**Monitoring/Evaluation****Anticipated Output**

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Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

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**Material/Resources/Supports Needed****PD Step**

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Christina Frazier (AIU), guidance counselors, social worker, attendance officer

no

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**Action Steps****Anticipated Start/Completion Date**

Identify protocol and tools needed

07/05/2022 - 12/22/2022

**Monitoring/Evaluation****Anticipated Output**

Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

**Material/Resources/Supports Needed****PD Step**

Crystal Vogtsberger and Carrie Frohnappel (AIU), SWIS (\$570- CSI)

yes



**Action Steps****Anticipated Start/Completion Date**

Professional Development for staff on MTSS protocols (SWIS, PBIS, RTII)

01/03/2023 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers will have access to best practices for instructional behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

**Material/Resources/Supports Needed****PD Step**

Crystal Vogtsberger and Carrie Frohnapfel (AIU)

yes



**Action Steps****Anticipated Start/Completion Date**

Conduct a needs assessment for Tier 1 academics and behaviors

08/18/2022 - 08/23/2022

**Monitoring/Evaluation****Anticipated Output**

Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

**Material/Resources/Supports Needed****PD Step**

Crystal Vogtsberger and Carrie Frohnapfel (AIU)

yes



**Action Steps****Anticipated Start/Completion Date**

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Create a welcoming physical learning environment

07/05/2022 - 06/06/2023

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**Monitoring/Evaluation****Anticipated Output**

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Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

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**Material/Resources/Supports Needed****PD Step**

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Window Graphics and Branding Stickers (CSI Funds- \$10,000)

no

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**Action Steps****Anticipated Start/Completion Date**

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Establish Team Norms for Community Building

08/18/2022 - 08/23/2022

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**Monitoring/Evaluation****Anticipated Output**

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Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

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**Material/Resources/Supports Needed****PD Step**

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Time for teacher collaboration, Smartpass (\$2500-CSI)

yes

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**Action Steps****Anticipated Start/Completion Date**

Administer Student Surveys quarterly to measure students' sense of belonging and ability to access learning (option, start pg. 6)

08/23/2022 - 06/06/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers will have access to best practices for instruction and behaviors and will actively utilize the protocols provided for referrals.

After creating an MTSS team, the school will use identified protocols for SAP, RTII and PBIS in order to use best practices in tiered instruction and interventions.

**Material/Resources/Supports Needed****PD Step**

Google Form

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess	Revisit data	07/05/2022
	FOR	conferencing	-
	Learning	protocol to use schoolwide for teacher / student data conferences (what are the results and what's our plan? What are we going to do differently?). Train new teachers on how and when to have 1:1 data conferences with students (consider modeling/ practicing)	08/18/2022
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess	Develop	07/05/2022
	FOR	assessment	-
	Learning	calendar (include	08/18/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p> <p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>		data team meetings)	
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	Assess FOR Learning	Administer MAPS Assessment Tools 3x per year	08/23/2022 - 06/06/2023
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p> <p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>			
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p> <p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration</p>	Assess FOR Learning	Revise Common Assessments in core content areas	08/23/2022 - 06/06/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>of a valid district-wide benchmarking tool. (ELA)</p> <p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>			
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p> <p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p> <p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>	Assess FOR Learning	After administering Common Assessments, department teams will meet together to review data trends and determine how to adjust instruction accordingly	11/22/2022 - 06/06/2023
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p> <p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p> <p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected</p>	Assess FOR Learning	Professional Development on utilizing assessment data FOR learning at least 3x per year	08/23/2022 - 06/06/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Assess FOR Learning	Create walkthrough tool grounded in agreed upon look-	07/05/2022 - 08/22/2022
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)		fors, connected to key learning processes from Formative Classroom Walkthroughs	
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)		text.	
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Establish MTSS Team Structure	Identify protocol and tools needed	07/05/2022 - 12/22/2022
By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)			
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Establish MTSS Team Structure	Professional Development for staff on MTSS protocols (SWIS, PBIS, RTII)	01/03/2023 - 06/06/2023
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)			
By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)			
By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)			
By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)	Establish MTSS Team Structure	Conduct a needs assessment for Tier 1 academics and behaviors	08/18/2022 - 08/23/2022
By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)			
By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p> <p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>			
<p>By June 2023, 15% of all students in grades 6-8 will demonstrate proficiency on grade-level Math standards, as measured by the end-of-year administration of a valid district-wide benchmarking tool. (Math Achievement)</p>	<p>Establish MTSS Team Structure</p>	<p>Establish Team Norms for Community Building</p>	<p>08/18/2022 - 08/23/2022</p>
<p>By the end of the fourth quarter, 80% or more of students will fall into the Green Zone of the PBIS pyramid with 5 or less ODRs. (PBIS)</p>			
<p>By June 2023, 50% of all students in grades 6-8 will meet or exceed their projected growth in ELA, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (ELA)</p>			
<p>By June 2023, 60% of all students in grades 6-8 will meet or exceed their projected growth in Math, as measured by RIT scores determined via the end-of-year administration of a valid district-wide benchmarking tool. (Math Growth)</p>			

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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
1:1 Conferencing protocol training	New Teachers	1:1 conferencing protocol

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Teachers implementing the protocol throughout the year.	08/18/2022 - 09/09/2022	Principals, Instructional Coaches, LLTs

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3a: Communicating with Students	Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Assess FOR learning vs. Assess OF Learning	Teachers	We will discuss how we can use a variety of assessments to move students forward.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Teachers shifting their practice to use assessments to adjust their instruction.	08/18/2022 - 06/06/2023	District Coordinators

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Formative Classroom Walkthroughs

Teachers

Formative Classroom walkthroughs

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Teachers participating in formative classroom walkthroughs

08/23/2022 - 06/06/2023

Lead Learning Teachers

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

2b: Establishing a Culture for Learning

Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
MTSS Process	All teachers	Key components, protocols and lookfors in a successful MTSS Team

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Core MTSS team will work together to produce referral system for both academics and behaviors through the MTSS team. Staff will be in serviced on systems in place and will then utilize those systems to communicate students at-risk	08/18/2022 - 06/06/2023	Principals, MTSS Team

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
MTSS	Teachers	Behavior expectations (building and classroom), Flowchart defining accountability

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

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Teachers will hold students accountable for the building, team and classroom expectations set forth

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08/18/2022 - 08/23/2022

Building Principal, Team Teachers

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**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

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2a: Creating an Environment of Respect and Rapport

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Beginning of the year meeting- Annual Fall Parent and Family Engagement Meeting	Comprehensive Plan, Title 1 Review	Meeting	Founders' Hall Families	August/September 2022
Annual Spring Parent and Families Engagement Meeting	Review of the plan/ Make necessary adjustments	Meeting	Founders' Hall Families, Steering Committee	April 2023

