



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Founders' Hall Middle School		103026002/7673
<b>Address 1</b>		
3600 O'Neil Boulevard		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
McKeesport	PA	15132
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Tia Wanzo		twanzo@mckasd.net
<b>Principal Name</b>		
Dr. Jamie Lusebrink		
<b>Principal Email</b>		
jlusebrink@mckasd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
412-664-3692		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Holly Pope		holly.pope@aiu3.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Tia Wanzo	Superintendent	McKeesport Area School District	twanzo@mckasd.net
Dr. Jamie Lusebrink	Head Principal	Founders' Hall Middle School	jlusebrink@mckasd.net
Dr. Stacie Fitzpatrick	Assistant Principal	Founders' Hall Middle School	sfitzpatrick@mckasd.net
Mr. Shaun Cooke	Assistant Principal	Founders' Hall Middle School	scooke@mckasd.net
Mrs. Jennifer Sikorski	7th grade Language teacher	Founders' Hall Middle School	jsikorski@mckasd.net
Mrs. Melissa Capozzoli	District Math Coordinator	Founders' Hall Middle School	mcapozzoli@mckasd.net
Miss Beth Pierce	School Counselor	Founders' Hall Middle School	bpierce@mckasd.net
Mrs. Erica Guadalupe	Secondary Literacy Coordinator	Founders' Hall Middle School	eguadalupe@mckasd.net
Mrs. Nicole Cherepko	Parent	Founders' Hall Middle School	ncherepko@mckasd.net
Nayelle Williams	Alumni/Graduate/Community Police Officer	Founders' Hall Middle School	nwilliams@mckasd.net
Mr. Jim Barry	Community Member/McKeesport Boys and Girls Club	McKeesport Boys and Girls Club	jimbarry@bgcwpa.org
Mrs. Dawn Shelly	Special Education teacher	Founders' Hall Middle School	dshelly@mckasd.net
Mr. Derek Pavlovic	8th grade Math teacher	Founders' Hall Middle School	dpavlovic@mckasd.net
Sherry Sillings	Teacher	Founders' Hall Middle School	ssillings@mckasd.net
Danielle Hocko	Teacher	Founders' Hall Middle School	dhocko@mckasd.net
Brad Braverman	Teacher	Founders' Hall Middle School	bbraverman@mckasd.net
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Kaylee Bachorski	Education Specialist	Founders' Hall Middle School	kbachorski@mckasd.net
Christine Shank	Education Specialist	Founders' Hall Middle School	cshank@mckasd.net

## Vision for Learning

### **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.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

### Review of the School Level Performance

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

#### Strengths

<b>Indicator</b> PVAAS ELA/ Literature <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/ Literature. The 2 or More Race Group did not meet the growth expectation for ELA/Literature
<b>Indicator</b> PVAAS Mathematics/ Algebra <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. The All Student Group, White, 2 or More Races Group did not meet the growth expectation.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> College and Career Standard Benchmark <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> All Student Group is at 97.1%. All student subgroups are at 96.3% or above.
<b>Indicator</b> PVAAS Science/Biology <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology.

#### Challenges

<b>Indicator</b> PVAAS ELA/ Literature <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not	<b>Comments/Notable Observations</b> The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/ Literature. The 2 or More Race Group did not meet the growth expectation for
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Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	ELA/Literature
<b>Indicator</b> PVAAS Mathematics/ Algebra <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. The All Student Group, White, 2 or More Races Group did not meet the growth expectation.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> College and Career Standard Benchmark <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> All Student Group is at 97.1%. All student subgroups are at 96.3% or above.
<b>Indicator</b> PVAAS Science/Biology <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology.
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<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students.
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<p>The percent regular attendance of 48.2% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2022-2023 MAP Data all grade (growth)	Language Arts- % average or above Reading- % Average or above
2022-2023 MAP Data 6th grade data	Language Arts- 36% average or above Reading- 30% Average or above
2022-2023 MAP Data 7th grade data	Language Arts- 43% average or above Reading- 35% Average or above
2022-2023 MAP Data 8th grade data	Language Arts- 31% average or above Reading- 29% Average or above
2022-2023 MAP Data all grade data	Language Arts- % average or above Reading- % Average or above

### English Language Arts Summary

#### Strengths

Continued implementation of Title 1 Reading facilitator in 6th grade.
Based on data and in response to learning needs, we are continuing with the 80 minute ELA block. Additionally, teachers have a co-teaching block with one group of students.
ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.

#### Challenges

The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.
Student attendance is low, creating loss of learning for groups of students.

### Mathematics

Data	Comments/Notable Observations
2022-2023 MAP 6th grade	21% Average or above
2022-2023 MAP 7th grade	31% average or above
2022-2023 MAP 8th grade	28% average or above

### Mathematics Summary

#### Strengths

Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement.
Continued implementation of Title 1 Math facilitator and district Math Coordinator.

#### Challenges

Teachers were adjusting to a new curriculum this year.
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.
Student attendance is low, creating loss of learning for groups of students.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Test (we do not have local data because we did not offer the Science test through MAP testing this year.	All student Group was 11.9% compared to the statewide average of 54.4%. This was a noticeable drop from the previous year.

### Science, Technology, and Engineering Education Summary

#### Strengths

Department time to discuss and plan for NGSS.
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#### Challenges

Consistency of instructor in the STEM class
The lack of data in science throughout the school year to measure student growth.
Student attendance is low, creating loss of learning for groups of students.
Transition to NGSS standards.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	99.2% was achieved during the 21-22 school year as per the Future Ready PA Index. This percentage is above the statewide average.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Founders' Hall was able to continue 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.
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Founders' Hall was able to continue a STEM class in the specials rotation to help address deficiencies in the Science/Biology curriculum.
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Utilizing 1:1 devices during enrichment period (Exact Path) is better managed through the use of iBoss.
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## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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 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.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Proficiency ELA	The percent advanced/proficient of 6.4% is well below the statewide average of 54.1% and the all student group at 26.5%
Proficiency Math	The percent advanced/proficient of 1.5% is well below the statewide average of 35.7% and below the all student group at 5.5%
Growth ELA	This student group (74%) did not exceed the statewide growth target at 70.0%.
Growth Math	This student group (50%) did not exceed the growth target with a 70%.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Proficiency ELA	The percent advanced/proficient of 26.6% is well below the statewide average of 54.1% and the all student group at 26.5%
Proficiency Math	The percent advanced/proficient of 5.5% is well below the statewide average of 35.7% and met the all student group at 5.5%
Growth ELA	This student group did not meet the statewide growth target at 70.0 and increased their score from the year before.
Growth Math	This student group did not meet the statewide growth target at 70.0%

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student	Comments/Notable Observations
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Groups	
Black	Proficiency ELA - The percent advanced/proficient of 20.4% is well below the statewide average of 54.1% and the all student group at 26.5% Proficiency Math - The percent advanced/proficient of 2.6% is well below the statewide average of 35.7% and below the all student group at 5.5% Growth ELA - This student group exceeded the statewide growth target at 70.0. Growth Math - This student group did not exceed the statewide growth target at 70.0.

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Six out of 6 measured student groups (all students, Black, White, 2 or more races, 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.

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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
Continuously monitor implementation of the school improvement plan and adjust as needed, including identifying professional learning needs through analysis of a variety of data.
Implement an evidence-based system of schoolwide positive behavior interventions and supports

### Challenges

Thinking about all the most pressing challenges 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?

EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
EP 13: Implement a Multi-tiered system of supports for academics and behavior.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The All Student, Black, White, ED, and Students with Disabilities Groups met or exceeded the growth expectations for Science/Biology.	False
The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra.	False
Continued implementation of Title 1 Reading facilitator in 6th grade.	True
Based on data and in response to learning needs, we are continuing with the 80 minute ELA block. Additionally, teachers have a co-teaching block with one group of students.	False
Founders' Hall was able to continue 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.	True
Department time to discuss and plan for NGSS.	False
Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement.	False
Continued implementation of Title 1 Math facilitator and district Math Coordinator.	False
ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.	False
Half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth.	False
Six out of 6 measured student groups (all students, Black, White, 2 or more races, Economically Disadvantaged and student with disabilities) for ELA met or exceeded the statewide target for growth.	False
Founders' Hall was able to continue a STEM class in the specials rotation to help address deficiencies in the Science/Biology curriculum.	False
Students with disabilities demonstrated the ability to grow on their most recent assessments.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Continuously monitor implementation of the school improvement plan and adjust as needed, including identifying professional learning needs through analysis of a variety of data.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False

Utilizing 1:1 devices during enrichment period (Exact Path) is better managed through the use of iBoss.	True
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## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students.	False
The percent regular attendance of 48.2% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	False
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.	False
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.	False
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.	False
Teachers were adjusting to a new curriculum this year.	False
Consistency of instructor in the STEM class	False
Math teachers are in continued need of more thorough professional development.	False
The lack of data in science throughout the school year to measure student growth.	False
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 inso extra time for them to complete the lessons/tasks with the rest of their peers.	False
Only half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth.	False
Proficiency percentages in ELA are low for all student groups especially Students with Disabilities.	False
Proficiency percentages in Math are low for all student groups.	False
Historically low Math and Science PSSA scores, has shown a need for a designated STEM class that will work in conjunction with the schools' Math and Science initiative.	False
Student attendance is low, creating loss of learning for groups of students.	False
The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.	False
The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.	False
Utilizing 1:1 devices during enrichment period (Exact Path) is difficult due to devices not being brought to school each day and	False

students navigating away from the assigned task.	
EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Student attendance is low, creating loss of learning for groups of students.	True
Student attendance is low, creating loss of learning for groups of students.	False
Transition to NGSS standards.	False
EP 13: Implement a Multi-tiered system of supports for academics and behavior.	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Based on students focus groups and surveys, students stated they feel more welcome in some spaces more than others.	True
Student attendance is low, creating loss of learning for groups of students.	Multiple waves of buses created staggered start and dismissal for students, reducing the number of instructional minutes to remain equitable among all students. Class attendance was not marked throughout the day.	True
EP 13: Implement a Multi-tiered system of supports for academics and behavior.	The implementation and training of the initial team occurred this year, including a Tier 1 needs assessment.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Continued implementation of Title 1 Reading facilitator in 6th grade.	Continued additional support for the regular education teacher and classroom setting not to mention additional smaller sized classes to target individual student needs.
Founders' Hall was able to continue 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.	This class has allowed the students within Founders' Hall to reach the necessary state expectations and percentages in the area of Career Readiness.
Utilizing 1:1 devices during enrichment period (Exact Path) is better managed through the use of iBoss.	Teachers can monitor the student screens and redirect them towards the Preferred task.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement PBIS, relationship building skills and social-emotional learning practices, then students will feel welcome, safe and supported in school; socially, emotionally and physically.
	If we utilize Attendance Works and utilize the Community Outreach Attendance Liaison to address and monitor chronic absenteeism, then students will be present, on time, in school to increase achievement.
	If we implement MTSS with fidelity, students are better supported and student achievement increases.



## Goal Setting

Priority: If we implement PBIS, relationship building skills and social-emotional learning practices, then students will feel welcome, safe and supported in school; socially, emotionally and physically.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 4th quarter (June 30th), at least 80% of students in each grade level will report feeling safe and welcome in school at least most of the time as measured by Google Survey.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PBIS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the first quarter (September 30th), 50% of students in each grade level will report feeling safe and welcome in school- at least most of the time.	By the end of the second quarter (December 30th), 60% of students in each grade level will report feeling safe and welcome in school at least most of the time.	By the end of the 3rd quarter (March 30th), 70% of students in each grade level will report feeling safe and welcome in school at least most of time.	By the end of the 4th quarter (June 30th), 80% of students in each grade level will report feeling safe and welcome in school at least most of the time.

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals as measured by Google Forms Data.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Major ODRs			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the 1st quarter, September 30th, 50% of students across all grade levels will have less than 5 major referrals through Google Forms	By the end of the 2nd quarter, December 30th, 60% of students across all grade levels will have less than 5 major referrals through Google Forms	By the end of the 3rd quarter, March 30th, 70% of students across all grade levels will have less than 5 major referrals through Google Forms	By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals through Google Forms

Priority: If we utilize Attendance Works and utilize the Community Outreach Attendance Liaison to address and monitor chronic absenteeism, then students will be present, on time, in school to increase achievement.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			

By June 30th of 2024, regular attendance will be at least 70% of students who have fewer than 18 absences.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the 1st quarter, September 30th, at least 85% of the students will have fewer than 18 absences.	By the end of the 2nd quarter, December 30th, at least 80% of the students will have fewer than 18 absences.	By the end of the 3rd quarter, March 30th, at least 75% of the students will have fewer than 18 absences.	By June 30th of 2024, regular attendance will be at least 70% of the students will have fewer than 18 absences.

Priority: If we implement MTSS with fidelity, students are better supported and student achievement increases.

<b>Outcome Category</b>			
English Language Growth and Attainment			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the 1st quarter, September 30th, 95% of all students will have completed the Fall MAPS Reading Assessment	By the end of the 2nd quarter, December 30th, an average of 30% of students across grade levels will score average or above on the Fall MAP Reading assessment	By the end of the 3rd quarter, March 30th, an average of 40% of students across grade levels will score average or above on the Winter MAP Reading assessment	By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Reading assessment

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the 1st quarter, September 30th, 95% of all students will have completed the Fall MAPS Math Assessment	By the end of the 2nd quarter, December 30th, an average of 30% of students across grade levels will score average or above on the Fall MAP Math assessment	By the end of the 3rd quarter, March 30th, an average of 40% of students across grade levels will score average or above on the Winter MAP Math assessment	By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment



## Action Plan

### Measurable Goals

PBIS	Major ODRs
Attendance	ELA
Math	

### Action Plan For: PBIS

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>By the end of the 4th quarter, June 30th, 80% of students across all grade levels will have less than 5 major referrals as measured by Google Forms Data.</li> <li>By the end of the 4th quarter (June 30th), at least 80% of students in each grade level will report feeling safe and welcome in school at least most of the time as measured by Google Survey.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Redefine categories (e.g. major/minor, classroom/office, etc...) and related documents (e.g. flowchart, interventions, consequences, etc...)		2023-07-03	2023-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team, PBIS Team, Character Education Teacher (Lena Fitchwell)	Previous category definitions, flowchart. PBIS.org PBISWorld.com SWIS	No	
Action Step		Anticipated Start/Completion Date	
Booster session for teachers and admin.		2023-07-03	2023-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Carrie Frohnafel from AIU	Yes	
Action Step		Anticipated Start/Completion Date	
Orientation for Students		2023-08-21	2023-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team	Slidedeck	No	
Action Step		Anticipated Start/Completion Date	
Increase/ adjust PBIS Rewards for Tier 1 students based on student voice		2023-07-03	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin Team	End of Year Student Survey, supplies for school store, PBIS Rewards Program	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Professional Development for admin team on Tier 2 interventions and strategies		2023-08-08	2023-09-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	You Hue/ Oasis Check in and Connect AIU3 Personnel	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Support District vision for implementing restorative practices.		2023-08-17	2024-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	Licia Lentz	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Redefine PBIS Team members and responsibilities		2023-07-03	2023-08-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	Building Committee assignments	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Booster session(s) for new students and mid-year refresher		2023-08-21	2024-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	Student Handbook, PBIS Matrix	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Revamp In School Suspension Room to utilize reflection and restorative practices.		2023-07-03	2023-08-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	Reflection sheets, SEL Curriculum	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Decrease in office referrals, {SEL}	SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP assessment.</li> <li>By the end of June 2024, an average of 50% of students across grade levels will score average or above on the Spring MAP Math assessment</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review Tier 1 Needs Assessment from Spring to determine next steps.		2023-07-03	2023-08-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	RTI Readiness Self-Assessment Survey	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Redo master schedule to increase math minutes per day.		2023-07-03	2023-08-18
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	Previous Master Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Utilize data (MAPs, PVAAS and Math placement CBT) to determine groupings for scheduling to provide balanced class rosters .		2023-07-03	2023-08-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Guidance Counselors	CBT Results MAP Data PVAAS Data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monitor Tier 1 Instruction through data analysis, classroom walkthroughs, and best practices including use of standardized lesson plan template.		2023-08-21	2024-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	Walkthrough Form, SIFs, revised lesson plan template	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Revise Walkthrough form to include components of the lesson plan template, structured lesson formatting, and PBIS implementation.		2023-07-03	2023-10-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin Team	SIFs, Google Form, Instructional Coaches and Department Chairs.	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Restructure the Enrichment period to accommodate enrichment and intervention needs (WIN) based on data and progress monitoring.		2023-07-03	2023-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Admin team, teachers	instructional coaches, department chairs	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

STATE REQUIRED: Administer state generated diagnostic survey of school's current data capacity		2023-08-14	2023-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIF	State generated survey	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
STATE REQUIRED: Analysis of state data survey results in October's monitoring routine meeting.		2023-09-01	2023-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIF, SI School Team	State generated survey response data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Additional training on CRA Models, Word Problem Schema, Cubes and 3Read strategies		2023-08-17	2023-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math Coordinator and Math Specialist	Math Manipulatives, AIU personnel, classroom posters, Math Google Site	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase in student achievement/performance on benchmark testing	MAP testing 3 times per year and progress monitoring data from WIN.

### Action Plan For: Attendance Works

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30th of 2024, regular attendance will be at least 70% of students who have fewer than 18 absences.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Create awareness campaign (posters, social media posts, parent mailing)	2023-07-03	2023-08-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Laureese Harper	Poster making materials, Attendance Works Website	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>
Revise attendance incentive programming		2023-07-03 2023-08-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Laureese Harper	End of year student surveys, SIF	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>
Review Data bi-weekly to identify at-risk students.		2023-07-03 2024-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Laureese Harper/ Attendance Team/ Indiya Conway	Skyward attendance data	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Streamline attendance procedures for communicating absences and repercussions.		2023-07-03	2023-08-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Laureese Harper		No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Carryout attendance procedures established prior to the school year.		2023-07-03	2024-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Attendance Team/ Indiya Conway	Skyward data, rewards	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase in student attendance	Attendance team at bi-weekly meetings with tracking through a Google Sheet.

## Expenditure Tables

### School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

<b>Expenditure Description</b>	<b>Action Plan(s)</b>	<b>E-grant Budget Category (Set Aside grant)</b>	<b>ESSA Tier</b>	<b>Amount</b>
50% of Secondary Literacy Coach Salary- Guadalupe	<ul style="list-style-type: none"><li>• MTSS</li></ul>	Salary	3	46652
100% of Special Education Teacher Salary - Schnatterly	<ul style="list-style-type: none"><li>• MTSS</li></ul>	Salary	3	46628
100% of ELA Teacher Salary - Williams	<ul style="list-style-type: none"><li>• MTSS</li></ul>	Salary	3	46628

50% of Secondary Literacy Coach Gov't Benefits - Guadalupe	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	12060
100% of Special Education Teacher Gov't Benefits - Schnatterly	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	12054
100% of ELA Teacher Gov't Benefits - Williams	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	12054

100% of ELA Teacher Health and Life Benefits - Williams	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	9750
100% of Special Education Teacher Health and Life Benefits - Schnatterly	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	12940
50% of Math Specialist Gov't Benefits - Shank	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	11730

100% of Math Specialist Health and Life Benefits - Shank	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Benefits	3	6700
50% of the Math Specialist Salary - Shank	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	Salary	3	45378
<b>Total Expenditures</b>				262574

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

Expenditure Description	Action Plan(s)	E-grant Budget Category (Schoolwide Funding)	Amount
50% of health and life insurance benefits of Special Education teacher at Founders' Hall Middle School (School Improvement is paying everything else) John Snatterly Reservation of Funds Salary and Fringe Benefits Differentials \$7,820.00 Allocated to Founders' Hall \$5,120.00.	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	5120.00
50% of gov't benefits (FICA, Medicare, Retirement, WC and UC) of Math Specialist at Founders' Hall Middle School Christina Shank Reservation of Funds Salary and Fringe Benefits Differentials \$6,007.00 Allocated to Founders' Hall \$5,723.00	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	5723.00
100% health and life insurance benefits of Career Education Teacher at Founders' Hall Middle School Lena Fitchwell Reservation of Funds Salary and Fringe Benefits Differentials \$17,559.00 Allocated to Founders' Hall \$10,239.00.	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	10239.00
100% health and life insurance benefits of Career	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> </ul>	Instruction	10239.00

Readiness Teacher at Founders' Hall Middle School India Conway Reservation of Funds Salary and Fringe Benefits Differentials \$0.00 Allocated to Founders' Hall \$10,239.00	<ul style="list-style-type: none"> <li>• Attendance Works</li> </ul>		
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of Career Education Teacher at Founders' Hall Middle School Lena Fitchwell Reservation of Funds Salary and Fringe Benefits Differentials \$3,318.00 Allocated to Founders' Hall \$11,446.00	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	11446.00
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of Career Readiness Teacher at Founders' Hall Middle School India Conway Reservation of Funds Salary and Fringe Benefits Differentials \$284.00 Allocated to Founders' Hall \$11,446.00.	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	11446.00
50% salary of Math Specialist at Founders' Hall Middle School Christina Shank Reservation of Funds Salary and Fringe Benefits Differentials \$23,239.00 Allocated to Founders' Hall \$22,139.00	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	22139.00
100% salary of Career Education Teacher at Founders' Hall Middle School	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	44278.00

Lena Fitchwell Reservation of Funds Salary and Fringe Benefits Differentials \$12,835.00 Allocated to Founders' Hall \$44,278.00.			
100% salary of Career Readiness Teacher at Founders' Hall Middle School India Conway Reservation of Funds Salary and Fringe Benefits Differentials \$1,100.00 Allocated to Founders' Hall \$44,278.00.	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	44278.00
100% of Reading Specialist Salary at Founders' Hall Middle School Kaylee Savulak Budgeted in Title IV, All Title IV funds moved to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	47228.00
100% of Reading Specialist Gov't Benefits (FICA, Medicare, Retirement, WC and UC) at Founders' Hall Middle School Kaylee Savulak Budgeted in Title IV, All Title IV funds moved to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	12208.00
100% of Reading Specialist Health and Life Insurance Benefits at Founders' Hall Middle School Kaylee Savulak Budgeted in Title IV, All Title IV funds moved to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Attendance Works</li> </ul>	Instruction	26032.00
Total Expenditures			250376



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS	Booster session for teachers and admin.
PBIS	Professional Development for admin team on Tier 2 interventions and strategies
PBIS	Support District vision for implementing restorative practices.
MTSS	Additional training on CRA Models, Word Problem Schema, Cubes and 3Read strategies

### PBIS

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Booster session for teachers and admin.</li> </ul>		
<b>Audience</b>		
All staff (teachers, administrators, and support staff)		
<b>Topics to be Included</b>		
Infraction definitions, flowchart, classroom/team norms, ROAR posters		
<b>Evidence of Learning</b>		
Implementation with fidelity		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Admin	2023-07-03	2023-08-18

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	Twice a year- Beginning of year and mid- year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### PBIS2

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Professional Development for admin team on Tier 2 interventions and strategies</li> </ul>
<b>Audience</b>
Admin Team
<b>Topics to be Included</b>
Tier 2 Interventions, Check in and Connect,

<b>Evidence of Learning</b>		
Implementation of Check in and Connect with fidelity		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
AIU3 personnel	2023-07-03	2023-08-18

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Beginning of year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Restorative Practices

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Support District vision for implementing restorative practices.</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
Strengthening relationships, repairing harm		
<b>Evidence of Learning</b>		
Improved inter-personal relationships.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Licia Lenz/ AIU3 Supports	2023-07-03	2024-06-05

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Restorative Practices

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Support District vision for implementing restorative practices.</li> </ul>		
<b>Audience</b>		

All staff		
<b>Topics to be Included</b>		
Strengthening relationships, repairing harm		
<b>Evidence of Learning</b>		
Improved inter-personal relationships.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Licia Lenz/ AIU3 Supports	2023-07-03	2024-06-05

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Math Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Additional training on CRA Models, Word Problem Schema, Cubes and 3Read strategies</li> </ul>		
<b>Audience</b>		
Math Teachers, Math Specialists and Special Education Teachers		
<b>Topics to be Included</b>		
CRA Models, Word Problem Schema and annotation strategies, CUBES, 3Read Strategies		
<b>Evidence of Learning</b>		
Implementation on lesson plan and walkthrough observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Math Teacher leaders	2023-08-17	2023-12-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>2b: Establishing a Culture for Learning</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>3c: Engaging Students in Learning</li> <li>1e: Designing Coherent Instruction</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>MASD Reg. Mgt. Board Minutes 08_096_2023 Item# 6.15 Pg. 7.pdf</li></ul>

Chief School Administrator	Date
Tia M. Wanzo	2023-11-20
Building Principal Signature	Date
Jamie Lusebrink	2023-11-28
School Improvement Facilitator Signature	Date
Holly Y. Pope	2023-11-29