

FOUNDERS HALL MIDDLE SCH

3600 O'Neil Boulevard

CSI School Plan | 2020 - 2021

VISION FOR LEARNING

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 high school.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Mark Holtzman	Superintendent	McKeesport Area School District
Dr. Tia Wanzo	Assistant Superintendent	McKeesport Area School District
Mrs. Ashlee Boyle	Head Principal	Founder's Hall Middle School
Dr. Stacie Fitzpatrick	Assistant Principal	Founder's Hall Middle School
Mr. Matthew Mols	Assistant Principal	Founder's Hall Middle School
Mrs. Judith Grant	7th grade Language teacher	Founder's Hall Middle School
Mr. Jess Schnatterly	7th grade Special Education teacher	Founder's Hall Middle School
Mr. Alex Jenkins	Math Coach	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. Dara Cain	Parent	Founder's Hall Middle School
Rachel Manfredo	Student	Founder's Hall Middle School
Mr. Sam Bostic	Alumni/Graduate/Community Police Officer	Community Police Officer
Mr. Jim Barry	Community Member/McKeesport Boys and Girls Club	McKeesport Boys and Girls Club
Mrs. Dawn Shelly	Special Education teacher	Founders' Hall Middle School
Mr. Derek Pavlovic	8th grade Math teacher	Founders' Hall Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we implement and monitor a school-wide approach to social emotional learning that encourages meaningful student discourse, then teachers will implement this school-wide approach with fidelity, and student/teacher relationships will improve.	Essential Practices 3: Provide Student-Centered Support Systems
If we implement and monitor a system of ongoing, job-embedded professional development that is intensive and connected to practice, then teachers will utilize evidence-based instructional practices and routines, and students' analysis and comprehension skills will increase .	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Implementation of a schoolwide social-emotional learning through the use of an evidence-based SEL program

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL	By June 30, 2021, Founders' Hall Middle School students will show at least a 25% decrease of student infractions leading to the removal from class based on the average of the 2019-2020 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase Empowering Minds SEL curricula	2020-07-01 - 2020-07-30	Principal	Empowering Minds Curriculum
New principal will choose SEL program lead (additional role for a current staff member).	2020-07-01 - 2020-07-30	Principal	Superintendent and Board Approval SEL LEAD ROLE-Position aligned with expenditures
Implement schoolwide SEL (Action Plan with discrete steps revised and uploaded external to FRCPP) https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	2020-07-01 - 2021-06-30	Principal/SEL Team/PBIS	SEL Team, CASEL guide to schoolwide SEL

Anticipated Outcome
All stakeholders will understand the vision and implementation plan for implementing a school-wide SEL program and curricula. All stakeholders will contribute to supporting the SEL program in the school. Staff will have regular opportunities to develop their own social and emotional competencies while participating in collaborative professional development opportunities. SEL objectives will be integrated into instruction across all content areas. Founder's Hall students will have consistent opportunities across all content areas to practice and reflect on social and emotional competencies. Teachers will consistently use instructional strategies focused on social and emotional learning and increasing academic discourse. Students will be given consistent opportunities to engage in and increase their use of academic discourse. The schoolwide implementation of a SEL program will lead to equitable outcomes for all student groups.

Monitoring/Evaluation
CASEL Schoolwide SEL Implementation Rubric Implementation and Outcome Data CSI Focus Group Data CSI Survey Data Academic Discourse Data Instructional Coaching Conversation Logs Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

Evidence-based Strategy

Implement effective teacher professional development that is content focused, incorporates active learning utilizing adult learning theory, supports collaboration, typically in job-embedded contexts, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA-TDA	By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level on the Analysis component focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using the Learning Progressions from the PDE TDA Toolkit.
Math-Citing Evidence	By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using the SAS Assessment Builder.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ongoing job-embedded PD focused on evidence-based instructional practices: Discrete Action Plan Revised HERE: https://docs.google.com/spreadsheets/d/1XVU2vItkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	2020-07-01 - 2021-06-30	Secondary Literacy Coordinator, Math Coordinator, Math Specialist, and the current Core Team Math Member - Shelly Burr	Academic Resource materials Conversations with coaches SEL and Academic Discourse Program Materials

Anticipated Outcome

Teachers will increase their proficiency will helping students to understand text and cite evidence. Student engagement in a text will increase. Student comprehension of complex text will increase. Students will increase their ability to analyze text. Students will become responsive, rigorous, and independent readers. Student performance levels on the ELA learning progressions will increase. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

Monitoring/Evaluation

Quarterly Data Meetings Coaching Conversation Logs Anecdotal Notes of the impact of instruction on classroom performance Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, Founders' Hall Middle School students will show at least a 25% decrease of student infractions leading to the removal from class based on the average of the 2019-2020 school year. (SEL)	Implementation of a schoolwide social-emotional learning through the use of an evidence-based SEL program	Implement schoolwide SEL (Action Plan with discrete steps revised and uploaded external to FRCPP) https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	07/01/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level on the Analysis component focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using the Learning Progressions from the PDE TDA Toolkit. (ELA-TDA)</p>	<p>Implement effective teacher professional development that is content focused, incorporates active learning utilizing adult learning</p>	<p>Ongoing job-embedded PD focused on evidence-based instructional practices: Discrete Action Plan Revised HERE: https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing</p>	<p>07/01/2020 - 06/30/2021</p>
<p>By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using the SAS Assessment Builder. (Math-Citing Evidence)</p>	<p>theory, supports collaboration, typically in job-embedded contexts, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration</p>		

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.

School Board Minutes or Affirmation Statement

2020-06-24;

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

Superintendent/Chief Executive Officer

Mark P. Holtzman Jr.

2020-06-29

School Improvement Facilitator Signature

Building Principal Signature

Mrs. Ashlee Boyle

2020-06-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Implementation of newly adopted "Renaissance STAR" benchmark screener to be administered three times per year.

Continued implementation of Title 1 Reading facilitator.

Continued training on the partially newer ELA curriculum at the middle school level.

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

Implementation of newly adapted "Renaissance STAR" benchmark screener to be administered three times per year.

Newly created 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, newly hired Special Education Math Interventionalist and district Math Coordinator.

A newly created STEM/3-D printing 8th grade class as part of the 8th grade specials rotation.

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.

PVAAS Growth Score for ELA met the interim growth target and increased from the year before.

The Black subgroup in ELA exceeded the statewide standard for growth.

In 2019, the Growth of Student Groups shows that the Black, ED, Lowest 33%, and GIEP student group in seventh grade exceeded the growth standard. Black and IEP student group in eighth grade exceeded the growth standard. Careful consideration and collaboration around what led to these results will be important to maintain this growth for these student groups and increase the growth of the other student groups as we move forward.

All students and student groups are on track to be 100% compliant with College and Career Standard Benchmarks.

All student groups for ELA met or exceeded the statewide target for growth.

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

There are no intervention pieces that align with the Renaissance STAR benchmark screener.

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

There are no intervention pieces that align with the Renaissance STAR benchmark screener.

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.

Only one individual teacher for one period is available to make this class available. Additional staff to be able to provide this to the entire student body would be ideal.

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.

ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. Student groups are not meeting their interim targets and, in many instances, decreased from the year before.

The percent regular attendance of 63.6% 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.

All student groups for Mathematics did not meet the statewide target for growth and their scores decreased from the year before.

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

Proficiency percentages in Math are low for all student groups.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Strengths

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

Challenges

Identify and address individual student learning needs

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.

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.

Challenges

Discussion Point

Priority for Planning

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Due to the lack of a schoolwide curricular resource and systematic professional development aligned to creating and sustaining a positive school environment, teachers do not have consistent routines in place to promote rigorous academic discourse across content areas.



Identify and address individual student learning needs

Due to the lack of a systematic delivery of professional development and curricular resources focused on students citing evidence that most strongly supports analysis of the text, teachers express a lack of confidence with embedding evidence-based instructional strategies to support comprehension and analysis.



ADDENDUM B: ACTION PLAN

Action Plan: Implementation of a schoolwide social-emotional learning through the use of an evidence-based SEL program

Action Steps	Anticipated Start/Completion Date
Purchase Empowering Minds SEL curricula	07/01/2020 - 07/30/2020

Monitoring/Evaluation	Anticipated Output
CASEL Schoolwide SEL Implementation Rubric Implementation and Outcome Data CSI Focus Group Data CSI Survey Data Academic Discourse Data Instructional Coaching Conversation Logs Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.	All stakeholders will understand the vision and implementation plan for implementing a school-wide SEL program and curricula. All stakeholders will contribute to supporting the SEL program in the school. Staff will have regular opportunities to develop their own social and emotional competencies while participating in collaborative professional development opportunities. SEL objectives will be integrated into instruction across all content areas. Founder's Hall students will have consistent opportunities across all content areas to practice and reflect on social and emotional competencies. Teachers will consistently use instructional strategies focused on social and emotional learning and increasing academic discourse. Students will be given consistent opportunities to engage in and increase their use of academic discourse. The schoolwide implementation of a SEL program will lead to equitable outcomes for all student groups.

Material/Resources/Supports Needed	PD Step
Empowering Minds Curriculum	no

Action Steps	Anticipated Start/Completion Date
New principal will choose SEL program lead (additional role for a current staff member).	07/01/2020 - 07/30/2020

Monitoring/Evaluation	Anticipated Output
CASEL Schoolwide SEL Implementation Rubric Implementation and Outcome Data CSI Focus Group Data CSI Survey Data Academic Discourse Data Instructional Coaching Conversation Logs Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.	All stakeholders will understand the vision and implementation plan for implementing a school-wide SEL program and curricula. All stakeholders will contribute to supporting the SEL program in the school. Staff will have regular opportunities to develop their own social and emotional competencies while participating in collaborative professional development opportunities. SEL objectives will be integrated into instruction across all content areas. Founder's Hall students will have consistent opportunities across all content areas to practice and reflect on social and emotional competencies. Teachers will consistently use instructional strategies focused on social and emotional learning and increasing academic discourse. Students will be given consistent opportunities to engage in and increase their use of academic discourse. The schoolwide implementation of a SEL program will lead to equitable outcomes for all student groups.

Material/Resources/Supports Needed	PD Step
Superintendent and Board Approval SEL LEAD ROLE-Position aligned with expenditures	no

Action Steps	Anticipated Start/Completion Date
Implement schoolwide SEL (Action Plan with discrete steps revised and uploaded external to FRCPP) https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	07/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
CASEL Schoolwide SEL Implementation Rubric Implementation and Outcome Data CSI Focus Group Data CSI Survey Data Academic Discourse Data Instructional Coaching Conversation Logs Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.	All stakeholders will understand the vision and implementation plan for implementing a school-wide SEL program and curricula. All stakeholders will contribute to supporting the SEL program in the school. Staff will have regular opportunities to develop their own social and emotional competencies while participating in collaborative professional development opportunities. SEL objectives will be integrated into instruction across all content areas. Founder's Hall students will have consistent opportunities across all content areas to practice and reflect on social and emotional competencies. Teachers will consistently use instructional strategies focused on social and emotional learning and increasing academic discourse. Students will be given consistent opportunities to engage in and increase their use of academic discourse. The schoolwide implementation of a SEL program will lead to equitable outcomes for all student groups.

Material/Resources/Supports Needed	PD Step
SEL Team, CASEL guide to schoolwide SEL	yes

Action Plan: Implement effective teacher professional development that is content focused, incorporates active learning utilizing adult learning theory, supports collaboration, typically in job-embedded contexts, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration

Action Steps	Anticipated Start/Completion Date
Ongoing job-embedded PD focused on evidence-based instructional practices: Discrete Action Plan Revised HERE: https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	07/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Quarterly Data Meetings Coaching Conversation Logs Anecdotal Notes of the impact of instruction on classroom performance Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.	Teachers will increase their proficiency will helping students to understand text and cite evidence. Student engagement in a text will increase. Student comprehension of complex text will increase. Students will increase their ability to analyze text. Students will become responsive, rigorous, and independent readers. Student performance levels on the ELA learning progressions will increase. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

Material/Resources/Supports Needed	PD Step
Academic Resource materials Conversations with coaches SEL and Academic Discourse Program Materials	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, Founders' Hall Middle School students will show at least a 25% decrease of student infractions leading to the removal from class based on the average of the 2019-2020 school year. (SEL)	Implementation of a schoolwide social-emotional learning through the use of an evidence-based SEL program	Implement schoolwide SEL (Action Plan with discrete steps revised and uploaded external to FRCPP) https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	07/01/2020 - 06/30/2021
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level on the Analysis component focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using the Learning Progressions from the PDE TDA Toolkit. (ELA-TDA)	Implement effective teacher professional development that is content focused, incorporates active learning utilizing adult learning theory, supports collaboration, typically in job-embedded contexts, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration	Ongoing job-embedded PD focused on evidence-based instructional practices: Discrete Action Plan Revised HERE: https://docs.google.com/spreadsheets/d/1XVU2vltkWQce5Y_Grb2FQLgFAdsG8-R-yR985R19DTc/edit?usp=sharing	07/01/2020 - 06/30/2021
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using the SAS Assessment Builder. (Math-Citing Evidence)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Leadership Team meets, researches and discusses a variety of SEL programs. Leadership Team reconvenes to make a decision on the program that would best support the staff and student body.	Building wide leadership team	Effective implementation of SEL
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
A program is selected that will meet the needs of diverse learners.	07/01/2020 - 06/30/2021	Building Principal/SEL Lead/PBIS Team
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

Professional Development Step	Audience	Topics of Prof. Dev
Receive ongoing professional growth opportunities through the Harvard Data Wise personnel to help support the implementation and monitoring of the 2020-2021 CSI plan. Data Wise Schoolwide team would attend the Data Wise trainings/coaching opportunities and bring this information/protocols back to the school Interpretation of the school data (in the EP #4 and EP #11 teacher teams) would be analyzed through the lens of the Data Wise process/protocols learned in the training.	DataWise Leadership Team	Ongoing professional development
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Analyzation of data	07/01/2020 - 06/28/2021	DataWise Leadership Team
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

Professional Development Step	Audience	Topics of Prof. Dev
Principal presents: program overview training and implementation timeline staff's expectations and goals for implementation phases	Founders' Hall Middle School staff	Expectations and output goals from professional development
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data collected from classroom walkthroughs as well as observations collected throughout the school year.	01/01/0001 - 01/01/0001	Building Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
Staff will be provided the necessary ongoing professional development training to ensure proper implementation. Bi-monthly staff meetings Early release trainings Act 80 days EdCamp	Founders' Hall Middle School staff	Empowering Minds program materials Discourse materials, checklists, other data
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data collected from classroom walkthroughs as well as observations collected throughout the school year.	01/01/0001 - 01/01/0001	Building Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
Administrators will check to ensure proper implementation of the program is occurring and student discourse is a focus. Walkthrough observations Informal Formal observations Staff meeting share outs	Founders' Hall Middle School staff	Empowering Minds program materials Discourse materials, checklists, other data - (collection tools for walkthroughs)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data collected from classroom walkthroughs as well as observations collected throughout the school year.	01/01/0001 - 01/01/0001	Building Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Coach/Literacy Coordinator and Math Coordinator meets one-on-one and in small groups to help set instructional goal, implement SEL and Academic Discourse, and provide non-evaluative feedback Various "mini-PD" formats such as Lunch and Learn or Coffee with the Coach Informal Coaching Conversations Formal Before-During-After Coaching Cycles	Instructional Coach/Literacy Coordinator and Founders' Hall Middle School staff	Academic Resource materials Conversations with coaches SEL and Academic Discourse Program Materials

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Before-During-After Coaching Cycles	01/01/0001 - 01/01/0001	Secondary Literacy Coordinator, Math Coordinator, Math Specialist, and the current Core Team Math Member - Shelly Burr

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Staff will be provided the necessary ongoing professional development training to ensure proper implementation. Bi-monthly staff meetings Early release trainings Act 80 days EdCamp Administrators will check to ensure proper implementation is occurring. Walkthrough observations Informal Formal observations Staff meeting share outs	Founders' Hall Middle School staff, Secondary Literacy Coordinator and building principal.	Close Reading professional development materials ELA CTM or AIU 3 consultant to provide training.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough observations, Informal and Formal observations and staff meeting share outs	01/01/0001 - 01/01/0001	Secondary Literacy Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Coach/Literacy Coordinator meets one-on-one and in small groups to help set instructional goal, implement close reading, and provide non-evaluative feedback Various "mini-PD" formats such as Lunch and Learn or Coffee with the Coach Informal Coaching Conversations Formal Before-During-After Coaching Cycles	Instructional Coach/Literacy Coordinator and Founders Hall staff	Close Reading materials Conversations with coaches Notice and Note book and materials Coaching Forms (B-D-A, data collection tools, feedback tools)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Before-During-After Coaching Cycles	01/01/0001 - 01/01/0001	Secondary Literacy Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Building principal meets monthly with Leading Learning Teachers, Instructional Coaches and Assistant Principal representative. Assistant Principal meets monthly with Instructional Coaches and Leading Learning Teachers to monitor progress of the coaching cycle and monitor progress of close reading and discourse practices	Instructional Coach/Literacy Coordinator and Founders Hall staff	Conversations with Instructional Coaches Conversations with Assistant Principal representative Coaching Forms Any applicable Close Reading and Discourse Materials

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough observations, Informal and Formal observations and staff meeting share outs	01/01/0001 - 01/01/0001	Building Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Identify the effective strategies to help support student metacognition. Create a list of non-negotiables that will be provided to the faculty regarding implementation. Present evidence-based strategies to faculty and create common language that will be utilized in all classrooms. Instructional Coach/Math Coordinator meets one-on-one and in small groups to help set instructional goal, implement close reading, and provide non-evaluative feedback Various "mini-PD" formats such as Lunch and Learn or Coffee with the Coach Informal Coaching Conversations Formal Before-During-After Coaching Cycles	Founders' Hall Middle School staff, Instructional Coach/Math Coordinator and Building Principal	PD resources Conversations with Core Team Member Math (Shelly Burr)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough observations, Informal and Formal observations and Before-During-After Coaching Cycle	01/01/0001 - 01/01/0001	Math Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Teachers gather informal data of the use of the strategies by students in their classroom. The informal data will be analyzed during Department meetings. Suggestions, strategies, etc. will be shared to help with increasing the use of the strategy in their classroom.	Founders' Hall Middle School staff, Instructional Coach/Math Coordinator and Building Principal	PD resources Conversations with Core Team Member Math (Shelly Burr)
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough observations, Informal and Formal observations and Before-During-After Coaching Cycle	01/01/0001 - 01/01/0001	Math Coordinator
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
During classroom walkthroughs and observations, a "look fors" checklist will be utilized to provide feedback to teachers regarding the use of instructional practices. This data will help support decision making regarding Instructional Goals and future Professional Development/Coaching opportunities.	Founders' Hall staff and students	PD resources Conversations with Core Team Member Math (Shelly Burr) as well as the building principal during observation follow up conversations
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough observations, Informal and Formal observations	01/01/0001 - 01/01/0001	Building Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
Receive ongoing professional growth opportunities through the Harvard Data Wise personnel to help support the implementation and monitoring of the 2020-2021 CSI plan. Data Wise Schoolwide team would attend the Data Wise trainings/coaching opportunities and bring this information/protocols back to the school Interpretation of the school data (in the EP #4 and EP #11 teacher teams) would be analyzed through the lens of the Data Wise process/protocols learned in the training.	DataWise Leadership Team	Data Wise training - support and resources
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
An increase in school wide data upon analyzing	01/01/0001 - 01/01/0001	DataWise Leadership Team
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The completed, pre-approved plan will be disseminated among the greater school community for review and suggested feedback through community/school board meetings and surveys by the McKeesport Area School District and Founders' Hall Middle School.	The McKeesport Area School District and Founders' Hall will provide evidence of engagement of stakeholders, providing them an opportunity to review the Founders' Hall Improvement Plan and provide feedback, as well as demonstrate the feedback was considered in finalizing the Founders' Hall Improvement Plan.	School District website, social media platforms and meetings	All Founders Hall stakeholders	June 2020
The Founders' Hall School Steering Committee will share the completed, pre-approved Founders' Hall Improvement Plan with the McKeesport Area School District School Board.	The Founders' Hall School Community Steering Committee will ensure that the School Board and School Community have a clear understanding of the School Improvement Plan.	McKeesport Area School District School Board meeting	School Board and School Community	June 2020
The McKeesport Area School Board will approve the updated 2020-2021 Founders' Hall Improvement Plan.	To gain approval of the updated 2020-2021 Founders' Hall Improvement Plan by McKeesport Area School District School Board.	McKeesport Area School District School Board meeting	McKeesport Area School District School Board	June 2020
Once the updated plan is approved by the McKeesport Area School District School Board the plan will then be submitted to the Pennsylvania Department of Education.	Approval of the Founders' Hall Improvement Plan by the Pennsylvania Department of Education.	Email correspondence	Pennsylvania Department of Education	July 1, 2020
The Founders' Hall 2020-2021 School Improvement Plan will be posted on the McKeesport Area School District Webpage and social media platform platforms. The Founders' Hall Steering Committee will review and update the plan quarterly and provide the updates to all Founders' Hall Stakeholders via the McKeesport Area School District Webpage as well as on their social media platforms.	The Founders' Hall School Improvement Plan will be available for all McKeesport Area School District and Founders' Hall Stakeholders.	School district website and social media platforms.	All McKeesport Area School District and Founders' Hall Stakeholders	August 1, 2020

