

FOUNDERS HALL MIDDLE SCH

3600 O'Neil Boulevard

CSI School Plan | 2023 - 2024

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Tia Wanzo	Superintendent	McKeesport Area School District
Dr. Jamie Lusebrink	Head Principal	Founders' Hall Middle School
Dr. Stacie Fitzpatrick	Assistant Principal	Founders' Hall Middle School
Mr. Shaun Cooke	Assistant Principal	Founders' Hall Middle School
Mrs. Jennifer Sikorski	7th grade Language teacher	Founders' Hall Middle School
Mrs. Melissa Capozzoli	District Math Coordinator	Founders' Hall Middle School
Miss Beth Pierce	School Counselor	Founders' Hall Middle School
Mrs. Erica Guadalupe	Secondary Literacy Coordinator	Founders' Hall Middle School
Mrs. Nicole Cherepko	Parent	Founders' Hall Middle School
Nayelle Williams	Alumni/Graduate/Community Police Officer	Founders' Hall Middle School
Mr. Jim Barry	Community Member/McKeesport Boys and Girls Club	McKeesport Boys and Girls Club
Mrs. Dawn Shelly	Special Education teacher	Founders' Hall Middle School
Mr. Derek Pavlovic	8th grade Math teacher	Founders' Hall Middle School

Name	Position	Building/Group
Sherry Sillings	Teacher	Founders' Hall Middle School
Danielle Hocko	Teacher	Founders' Hall Middle School
Brad Braverman	Teacher	Founders' Hall Middle School
Stem Teacher	Teacher	Founders' Hall Middle School
Kaylee Bachorski	Education Specialist	Founders' Hall Middle School
Christine Shank	Education Specialist	Founders' Hall Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>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.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>School climate and culture</p>
<p>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.</p>	<p>Regular Attendance</p>
<p>If we implement MTSS with fidelity, students are better supported and student achievement increases.</p>	<p>English Language Growth and Attainment</p> <p>Mathematics</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
PBIS	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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PBIS	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.
Major ODRs	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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Redefine categories (e.g. major/minor, classroom/office, etc...) and related documents (e.g. flowchart, interventions, consequences, etc...)	2023-07-03 - 2023-08-16	Admin Team, PBIS Team	Previous category definitions, flowchart. PBIS.org PBISWorld.com SWIS
Booster session for teachers and admin.	2023-07-03 - 2023-08-31	Principal	Carrie Frohnapfel from AIU
Orientation for Students	2023-08-21 - 2023-09-15	Admin Team	Slidedeck
Increase/ adjust PBIS Rewards for Tier 1 students based on student voice	2023-07-03 - 2024-06-30	Admin Team	End of Year Student Survey, supplies for school store, PBIS Rewards Program
Professional Development for admin team on Tier 2 interventions and strategies	2023-08-08 - 2023-09-29	Admin Team	You Hue Check in and Connect AIU3 Personnel
Support District vision for implementing restorative practices.	2023-08-17 -	Admin Team	Licia Lentz

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2024-06-30		
Redefine PBIS Team members and responsibilities	2023-07-03 - 2023-08-31	Admin Team	Building Committee assignments
Booster session(s) for new students and mid-year refresher	2023-08-21 - 2024-01-31		
Revamp In School Suspension Room to utilize reflection and restorative practices.	2023-07-03 - 2023-08-31	Admin Team	Reflection sheets, SEL Curriculum

Anticipated Outcome
 Decrease in office referrals, {SEL}

Monitoring/Evaluation
 SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Evidence-based Strategy
 MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	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.
Math	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 Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review Tier 1 Needs Assessment from Spring to determine next steps.	2023-07-03 - 2023-08-16	Admin Team	RTI Readiness Self-Assessment Survey
Redo master schedule to increase math minutes per day.	2023-07-03 - 2023-08-18	Admin Team	Previous Master Schedule
Utilize data (MAPs, PVAAS and Math placement CBT) to determine groupings for scheduling to provide balanced class rosters .	2023-07-03 - 2023-08-16	Principal and Guidance Counselors	CBT Results MAP Data PVAAS Data
Monitor Tier 1 Instruction through data analysis, classroom walkthroughs, and best practices	2023-08-21 - 2024-06-30	Admin Team	Walkthrough Form, SIFs
Revise Walkthrough form.	2023-07-03 - 2023-10-13	Admin Team	SIFs, Google Form, Instructional Coaches and Department Chairs.
Restructure the Enrichment period to accommodate enrichment and	2023-07-03 -	Admin team,	instructional coaches,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
intervention needs (WIN) based on data and progress monitoring.	2023-09-30	teachers	department chairs

Anticipated Outcome
Increase in student achievement/performance on benchmark testing

Monitoring/Evaluation
MAP testing 3 times per year and progress monitoring data from WIN.

Evidence-based Strategy
Attendance Works

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	By June 30th of 2024, regular attendance will be at least 70% of students who have fewer than 18 absences.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create awareness campaign (posters, social media posts, parent mailing)	2023-07-03 - 2023-08-16	Laureese Harper	Poster making materials, Attendance Works Website

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise attendance incentive programming	2023-07-03 - 2023-08-31	Laureese Harper	End of year student surveys, SIF
Review Data bi-weekly to identify at-risk students.	2023-07-03 - 2024-06-05	Laureese Harper/ Attendance Team	Skyward attendance data
Streamline attendance procedures for communicating absences and repercussions.	2023-07-03 - 2023-08-16	Laureese Harper	
Carryout attendance procedures established prior to the school year.	2023-07-03 - 2024-06-05	Attendance Team	Skyward data, rewards

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Major ODRs)	PBIS	Booster session for teachers and admin.	07/03/2023 - 08/31/2023
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. (PBIS)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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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. (Major ODRs)	PBIS	Professional Development for admin team on	08/08/2023
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. (PBIS)		Tier 2 interventions and strategies	-
			09/29/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (PBIS)	PBIS	Support District vision for implementing restorative practices.	08/17/2023 - 06/30/2024
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. (Major ODRs)			

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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.

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.

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.

Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement.

Challenges

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

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.

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.

Strengths

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

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

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

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.

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

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

Collectively shape the vision for continuous improvement of teaching and learning

Build leadership capacity and empower staff in the development

Challenges

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.

Teachers were adjusting to a new curriculum this year.

Math teachers are in continued need of more thorough professional development.

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.

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.

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.

Student attendance is low, creating loss of learning for groups of students.

Strengths

and successful implementation of initiatives that better serve students, staff, and the school

Department time to discuss and plan for NGSS.

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

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

Challenges

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

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

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.

Consistency of instructor in the STEM class

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

Proficiency percentages in Math are low for all student groups.

EP: 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Student attendance is low, creating loss of learning for groups of students.

Student attendance is low, creating loss of learning for groups of students.

Transition to NGSS standards.

Challenges

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

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
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.	✓
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.	✓
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.	✓

ADDENDUM B: ACTION PLAN

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Redefine categories (e.g. major/minor, classroom/office, etc...) and related documents (e.g. flowchart, interventions, consequences, etc...)	07/03/2023 - 08/16/2023
Monitoring/Evaluation	Anticipated Output
SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.	Decrease in office referrals, {SEL}
Material/Resources/Supports Needed	PD Step
Previous category definitions, flowchart. PBIS.org PBISWorld.com SWIS	no

Action Steps**Anticipated Start/Completion Date**

Booster session for teachers and admin.

07/03/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data.
Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

Carrie Frohnapfel from AIU

yes

Action Steps**Anticipated Start/Completion Date**

Orientation for Students

08/21/2023 - 09/15/2023

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data.
Quarterly student survey for school climate and
culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

Slidedeck

no



Action Steps**Anticipated Start/Completion Date**

Increase/ adjust PBIS Rewards for Tier 1 students based on student voice

07/03/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

End of Year Student Survey, supplies for school store, PBIS Rewards Program

no



Action Steps**Anticipated Start/Completion Date**

Professional Development for admin team on Tier 2 interventions and strategies

08/08/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

You Hue Check in and Connect AIU3 Personnel

yes



Action Steps**Anticipated Start/Completion Date**

Support District vision for implementing restorative practices.

08/17/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

Licia Lentz

yes



Action Steps**Anticipated Start/Completion Date**

Redefine PBIS Team members and responsibilities

07/03/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data.
Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

Building Committee assignments

no



Action Steps**Anticipated Start/Completion Date**

Booster session(s) for new students and mid-year refresher

08/21/2023 - 01/31/2024

Monitoring/Evaluation**Anticipated Output**

SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

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

Action Steps

Anticipated Start/Completion Date

Revamp In School Suspension Room to utilize reflection and restorative practices.

07/03/2023 - 08/31/2023

Monitoring/Evaluation

Anticipated Output

SWIS data will be analyzed for office referral data. Quarterly student survey for school climate and culture. PBIS Rewards utilized for student buy-in.

Decrease in office referrals, {SEL}

Material/Resources/Supports Needed

PD Step

Reflection sheets, SEL Curriculum

Action Plan: MTSS

Action Steps**Anticipated Start/Completion Date**

Review Tier 1 Needs Assessment from Spring to determine next steps.

07/03/2023 - 08/16/2023

Monitoring/Evaluation**Anticipated Output**

MAP testing 3 times per year and progress monitoring data from WIN.

Increase in student achievement/performance on benchmark testing

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

RTI Readiness Self-Assessment Survey

no

Action Steps**Anticipated Start/Completion Date**

Redo master schedule to increase math minutes per day.

07/03/2023 - 08/18/2023

Monitoring/Evaluation**Anticipated Output**

MAP testing 3 times per year and progress monitoring data from WIN.

Increase in student achievement/performance on benchmark testing

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

Previous Master Schedule

no



Action Steps**Anticipated Start/Completion Date**

Utilize data (MAPs, PVAAS and Math placement CBT) to determine groupings for scheduling to provide balanced class rosters .

07/03/2023 - 08/16/2023

Monitoring/Evaluation**Anticipated Output**

MAP testing 3 times per year and progress monitoring data from WIN.

Increase in student achievement/performance on benchmark testing

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

CBT Results MAP Data PVAAS Data

no



Action Steps**Anticipated Start/Completion Date**

Monitor Tier 1 Instruction through data analysis, classroom walkthroughs, and best practices

08/21/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

MAP testing 3 times per year and progress monitoring data from WIN.

Increase in student achievement/performance on benchmark testing

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

Walkthrough Form, SIFs



Action Steps**Anticipated Start/Completion Date**

Revise Walkthrough form.

07/03/2023 - 10/13/2023

Monitoring/Evaluation**Anticipated Output**

MAP testing 3 times per year and progress monitoring data from WIN.

Increase in student achievement/performance on benchmark testing

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

SIFs, Google Form, Instructional Coaches and Department Chairs.

no



Action Steps

Anticipated Start/Completion Date

Restructure the Enrichment period to accommodate enrichment and intervention needs (WIN) based on data and progress monitoring.

07/03/2023 - 09/30/2023

Monitoring/Evaluation

Anticipated Output

MAP testing 3 times per year and progress monitoring data from WIN.

Increase in student achievement/performance on benchmark testing

Material/Resources/Supports Needed

PD Step

instructional coaches, department chairs

no

Action Plan: Attendance Works

Action Steps**Anticipated Start/Completion Date**

Create awareness campaign (posters, social media posts, parent mailing)

07/03/2023 - 08/16/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Poster making materials, Attendance Works Website

no

Action Steps**Anticipated Start/Completion Date**

Revise attendance incentive programming

07/03/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

End of year student surveys, SIF

no

Action Steps**Anticipated Start/Completion Date**

Review Data bi-weekly to identify at-risk students.

07/03/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Skyward attendance data

no

Action Steps**Anticipated Start/Completion Date**

Streamline attendance procedures for communicating absences and repercussions.

07/03/2023 - 08/16/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Action Steps**Anticipated Start/Completion Date**

Carryout attendance procedures established prior to the school year.

07/03/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Skyward data, rewards

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (PBIS)	PBIS	Booster session for teachers and admin.	07/03/2023 - 08/31/2023
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. (Major ODRs)			
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. (PBIS)	PBIS	Professional Development for admin team on Tier 2 interventions and strategies	08/08/2023 - 09/29/2023
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. (Major ODRs)			
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. (PBIS)	PBIS	Support District vision for implementing restorative practices.	08/17/2023 - 06/30/2024
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. (Major ODRs)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS	All staff (teachers, administrators, and support staff)	Infraction definitions, flowchart, classroom/team norms, ROAR posters

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation with fidelity	07/03/2023 - 08/18/2023	Admin

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
PBIS2	Admin Team	Tier 2 Interventions, Check in and Connect,

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Check in and Connect with fidelity	07/03/2023 - 08/18/2023	AIU3 personnel

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Restorative Practices

All staff

Strengthening relationships, repairing harm

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improved inter-personal relationships.

07/03/2023 - 06/05/2024

Licia Lenz/ AIU3 Supports

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Restorative Practices

All staff

Strengthening relationships, repairing harm

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Improved inter-personal relationships.

07/03/2023 - 06/05/2024

Licia Lenz/ AIU3 Supports

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

